



Options For Youth

Public Charter Schools

This handbook is intended to provide students and parents with a guide to the academic and program requirements at Options for Youth - Acton-Agua Dulce Public Charter School ("OFY-AAD" of the "Charter School". Every student, parent and guardian should read all of the information carefully and discuss it before enrollment. It should be reviewed throughout the student's enrollment in the school. Planning a school program is very important, and careful thought should be given to future goals and dreams, aptitudes, and willingness to work. If you have any questions, please contact your local center or supervising teacher.

I have received and reviewed the OFY-AAD Student Handbook. As stated in the Master Agreement Form and as a condition of enrollment, my student and I agree to the terms for voluntary enrollment noted in the Student Handbook, which may include but are not limited to:

Attending additional classes or programs assigned by the student's teacher, such as:

- Direct Instruction (DI): Math and Reading/Writing, Social Science, Science, or other subjects as assigned
- Sessions with Post-secondary Counselors and Resource Specialists
- RenStar Testing

State Mandatory Assessments such as:

- CAASPP (SBAC)(ELA/Literacy and Math) and CAST (CA Science Test) April-May*
- State Mandated Physical Fitness Testing February-May*
- English Language Proficiency Assessments for California (ELPAC)

Turning in all necessary paperwork and forms each school year a student wishes to remain enrolled, such as:

- Student Agreement Form
- Student Emergency Release Cards

Attending the orientation does not constitute enrollment at OFY-AAD. To ensure that each student is enrolled as soon as possible, all forms must be signed and received prior to student enrollment.

Signature of Student

Age

Date

Signature of Parent/Guardian
(Required for students under 18 years of age)

Date

*Testing months are subject to change on a yearly basis. Please check with your student's teacher for current testing dates.



OFY-Acton-Agua Dulce Student Handbook

An exclusive WIOA Partner
2020-2021

This Student Handbook is also available on the
OFY-Acton-Agua Dulce Website:
ofy-a.org

2020-2021 School Year

Dear Student,

Welcome to Options for Youth - Acton-Agua Dulce Public Charter Schools (OFY-AAD)! The faculty, staff, and administration are looking forward to working with you and your family during the time you spend in our program. You will be given the responsibility for actively participating in your educational process. With the help of your teachers, you will be guided through what we hope will be a productive and rewarding educational experience.

We are here to help facilitate your goals, as long as they are positive. It will be your responsibility to complete your course assignments and keep all scheduled appointment times. If you are having difficulty, our teachers are happy to meet with you one-on-one or in small groups to help facilitate your learning process.

OFY-AAD has also developed a school counseling and guidance program that focuses on career, academic, personal, and social development for the student. Students interested in obtaining counseling services can schedule an appointment through their teacher or Post-secondary Counselor.

Please share this information with your parent(s) or guardian(s) who will be involved in your overall learning experience.

Sincerely,

Bryan Gillespie, Wendy Gillespie, Jodi Moreno,
Principals
Acton-Agua Charter



Acton-Agua Dulce Center Locations

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P: (909) 465-9529
F: (909) 465-9809

Oxnard

1731 E. Ventura Blvd
Oxnard, CA 93036
P: (805) 278-0713

Fontana 1

16981 Foothill Blvd. #A6
Fontana, CA 92335
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F: (909) 357-2875

Rancho Cucamonga

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Rancho Cucamonga, CA 91730
P: (909) 466-9082
F: (909) 466-9083

Fontana 2

17216 Slover Ave Suite L102
Fontana, CA 92337
P: (909) 429-0482
F: (909) 429-9212

Upland

1438 W. Seventh St.
Upland, CA 91786
P: (909) 946-0500
F: (909) 946-0506

Hesperia

15461 Main Street #101-104
Hesperia, CA 92345
P: (760) 948-3355
F: (760) 948-3328

Victorville 2

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Hesperia, CA 92345
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Section 1 — Introduction

About the Student Handbook

This handbook is intended to provide students, teachers, aides, and parents with a guide to academic and program requirements. It is hoped that every student and parent will read all of the information carefully and discuss it before enrolling in OFY-AAD. Planning a school program is very important and careful thought should be given to future educational and vocational goals, aptitudes, past academic achievement and willingness to work. If you have any questions, please contact your local center or supervising teacher or log on to the school website. On the website you will find information about OFY-AAD programs and schedules, as well as links to a wide array of educational resources.

History of the Program

OFY-AAD specializes in developing and implementing programs that expand educational opportunities for public school children. The network of Options for Youth Public Charter Schools has provided such programs since 1997, is one of the nation's oldest providers of independent charter educational programs, has worked with numerous school districts, including the nation's largest, and has served more than 50,000 students. OFY-AAD programs are patterned after the success of the OFY-Victor Valley charter school, the first start-up charter school in California to receive accreditation from the Western Association of Schools and Colleges (WASC). OFY-AAD has also received WASC accreditation.

Mission Statement

OFY-AAD creates an **educational choice** for all students. Our staff connects with students to **empower** and **inspire** them to achieve their **goals** and make their **dreams** a reality.

Program Description

OFY-AAD offers a hybrid independent study/small group instruction/online format as an alternative to a classroom program. Students who have not been successful or satisfied with their experience in traditional schools can achieve in the program. OFY-AAD combines individualized learning plans with self-esteem and leadership development, as well as a rigorous college-preparatory curriculum and exclusive Exclusive Workforce Innovation and Opportunity Act (WIOA) partnerships, to ensure that all students, regardless of their school experiences in the past, increase their options upon graduation for either post-secondary learning or entering the professional market. Students are enrolled in courses leading toward a high school diploma or re-entry at grade level in a comprehensive or alternative school program. Enrollment in the program is voluntary. OFY-AAD provides students with the opportunity to: (a) learn at home and in the learning center in small groups and one-on-one with qualified tutors and instructors, (b) complete

courses in core and elective subjects, and (c) receive career and academic counseling.

OFY-AAD is dedicated to providing quality educational services to students and their families. The unique features of the program include:

- **Open Entry** – A student can enroll virtually any weekday of the year. No need to wait for a class or semester to start.
- **Continuous Learning** – OFY-AAD operates year round.
- **Individualized Programs to Accommodate Student Needs** – Scheduled appointments afford students increased flexibility to meet work and family commitments while still satisfying program requirements.
- **Criterion-Based Learning** – In core subjects, only material that has not been mastered is required. Learning is focused on the specific skills needed to achieve maximum advancement in minimum time.
- **Subject Matter Concentration** – Taking fewer classes at a time allows for greater focus on core subjects and better retention of content knowledge.
- **Launchpad Environment** – OFY-AAD is committed to offering students a “Launchpad” rather than destination environment. Instead of focusing on high school graduation as the final destination for students, Post-secondary Counselors, WIOA partners, and teachers collaboratively work together to help guide students to create individualized learning plans with a comprehensive post-secondary plan (whether attending a 2 or 4 year college, vocational training or career planning).

OFY-AAD does not discriminate against any person on the basis of gender, gender identity, gender expression, race, color, religion, disability, and/or any other status protected by law, including immigration status, in any of its policies, procedures, or practices in compliance with, but not limited to, Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendment of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, 34 CFR Section 104.4(b)(3), and the ADA Amendments Act of 2008.

Student Learning Outcomes

It is the belief of the Options for Youth Public Charter Schools stakeholders that students are unique individuals who:

- can learn.
- are capable of self-improvement.
- are capable of quality work.
- are worthy of a positive dream for their future and can develop positive life plans.
- will flourish in a positive school environment with instruction personalized to their needs.

Upon graduation, OFY-AAD students are expected to be goal-oriented individuals who have a plan to attain their dreams. To that end, the program seeks to teach students how to:

1. Take responsibility for own life.

Students will show they have taken responsibility for their lives by:

- identifying their dreams and post-secondary goals.
- setting deadlines and keeping them.
- completing schoolwork to the best of their ability, in a timely manner.
- advocating for themselves.
- taking risks to achieve goals.
- using obstacles or setbacks as springboards for success.
- understanding the impact of personal choices.
- working with staff to create a plan for post-secondary goals.
- carrying out the plan to achieve post-secondary goals.

Staff will measure progress by:

- analyzing student progress data which measures student's ability to keep academic deadlines, tracking the completion of character education and/or Pathways Program courses, tracking completion of college/career prep courses, use of dream sheets.

2. Think Critically.

Students will exhibit thinking critically by:

- effectively accessing digital resources.
- collecting, organizing, and drawing meaning from data.
- critically analyzing written material.
- making meaningful arguments to support a position.
- explaining reasoning in problem solving.
- using the scientific method to validate or disprove a hypothesis.

Staff will measure progress by:

- Internal benchmark assessments, A-G Completion rate, mandated state test, core course completion rates, college entrance exams, course assessment data

3. Make Meaningful Interpersonal Connections.

Students will show they have made meaningful interpersonal connections by:

- regularly communicating with teachers about academic progress and/or personal goals.
- regularly communicating with parents/guardians about academic progress and/or personal goals.
- participating in extra-curricular and/or co-curricular activities.
- volunteering in the community.
- showing awareness of benefits of serving in the community.

Staff will measure progress by:

- examining survey results, obtaining anecdotal information from students/parents/teachers, tracking completion of character education and/or Pathways Program courses, and maintaining the graduation requirement of community service.



Section 2 — General Information

General Enrollment Information

To enroll at OFY-AAD, the student or family should contact their local center or visit the school website to start the application process. OFY-AAD admits students entering the seventh through twelfth grades (but must be between ages 14 and 24). It is the goal of OFY-AAD to set students up for success.

Parents will need to schedule an orientation, typically held at the center. Students 18 and over can schedule an orientation without a parent. During this orientation, the teacher will meet with the student and their families to introduce them to the program, explain expectations, complete enrollment paperwork, set up a schedule for the student, and assign the first class.

OFY-AAD does not request student records (e.g., transcripts) before enrolling a student. Please note: OFY-AAD will request other records as required by law before enrollment, including immunization records because the school cannot admit a student who does not meet California's immunization requirements.

Lottery Policy

OFY-AAD does not discriminate in admitting pupils who wish to attend the school. OFY-AAD will admit all pupils who wish to attend the school, however, if the number of pupils who wish to attend exceeds the school's capacity, attendance, except for existing pupils, will be determined by a public random lottery in accordance with the school's charter.

OFY-AAD establishes due dates for enrollment applications in order to determine if a lottery is necessary. However, applications are also accepted at any time on a rolling basis after the due dates.

Details about the lottery procedure can be found in OFY-AAD's charter petition. In the event a lottery is necessary, names who were not enrolled from the lottery are placed on a wait list. Wait lists last the duration of each academic school year.

During the year, if a student seeks to enroll at a center that is at enrollment capacity, the Center Coordinator will:

1. Notify parent/guardian
2. Add student to the wait list
3. When space becomes available, offer enrollment to students on the wait list.

Who is responsible for compliance?

- Assistant Principal
- Principals (or designee)

Age of Enrollment¹

OFY-AAD can enroll students between the ages of 14 and 24. When a student turns 25 years of age, the student's enrollment will be terminated with no option to return.

Students with Disabilities

As part of the enrollment process, after a student is admitted, OFY-AAD will request a copy of a current IEP from the district of residence or the parent may choose to provide a copy. The school will review the IEP and ensure student is provided an interim placement while moving forward with the general enrollment process. period.

During the first 30 days, OFY-AAD will offer comparable services to those listed in the most recent IEP. Families will receive copies of all interim placement forms outlining incoming services. A 30 Day Interim placement meeting will be held within 30 days of enrollment to review services, accommodations and progress towards goals. The determination regarding the appropriateness of independent study for a particular student receiving special education services will be made by the student's IEP Team.

Expired and/or terminated IEP documents will be reviewed by the school and updated as necessary.

Education of Homeless, Foster and Juvenile Justice System Students

OFY-AAD is open to -enrollment for homeless, foster, and juvenile justice system students. In accordance with The McKinney- Vento Homeless Assistance Act (McKinney-Vento Act) (42 U.S.C. § 11431-11435), OFY-AAD provides homeless students with equal access to free and appropriate education and support services necessary to meet the same academic standards as all other students.

In accordance with Education Code Sections 48550(a)(3) (A) and 47605(d), OFY-AAD will immediately enroll a homeless student regardless of the availability of school or immunization records. Education Code Section 48853.5 provides foster youth with immediate enrollment in school regardless of the availability of school or immunization records. Foster, homeless, and Juvenile Justice System students may qualify for certain graduation exemptions as explained in Education Code Section 51225.1.

Students experiencing homelessness are advised to contact the Homeless & Foster Education Liaison at their school to access referrals to local available services.

Notice to Students Interested in Enlistment

If you are interested or think you may be interested in enlisting in any branch of the United States military, such as

¹ These requirements are in effect unless changed or modified by the State of California.

the Navy, Air Force, Marines or Army, we recommend that you consult with your local recruiting office to determine educational requirements for enlistment. OFY-AAD is an alternative educational program in which academic progress is determined by the student's work rather than the student's physical attendance in class. We urge anyone interested in military service to consult with their local recruiting office to obtain information about requirements for enlistment.

Attendance and Academic Progress

Academic and social successes are significantly related to regular instruction and goal setting. OFY-AAD provides a successful alternative to traditional classroom-based school programs to empower students to achieve academic and personal goals through the independent study program. The OFY-AAD independent study program allows students flexibility in scheduling their academic program. Teachers work with the students to determine their courses and appointments. To be successful and remain in the program, students must meet the minimum requirements:

- Be responsible for attending two appointments each week
- Be responsible for working 4 to 6 hours every school day on the class assignments
- Be responsible for completing a minimum of one unit each week (one unit equals the assignments and assessments)
- Be responsible for attending all DI class meetings and complete all required assignments

Teachers verify attendance based on student attendance sheets and completed assigned activities. It is necessary to verify the students' progress. If the students fail to sign in on their attendance sheet and/or turn in the required assignments by the appropriate due date, the students will be counted as absent for that period.

Illness and family emergencies are considered excused absences as in a traditional school or on a job. Parents are required to call their student's teacher prior to the absence. Students 18 and over must inform their teacher themselves. Lack of transportation is not an excused absence. It is the students' responsibility to work out transportation. OFY-AAD has 24-hour voice mail for messages.

OFY-AAD policy is to define truancy as failure to report to regular appointments and/or failure to complete the minimum assignments. Per OFY-AAD's Truancy Policy, a student may be removed from OFY-AAD for truancy which is defined as when the student fails to complete 100% of the minimum work assignments required for one school month, fails to verify 75% of attendance for one school month, or misses four instructor appointments without a valid reason. For further information, please ask your teacher for a copy of the Truancy Policy.

The State of California mandates that students attend school and participate in all state standardized testing. It is the parents'/guardians' responsibility to see that their children attend school and participate in testing. OFY-AAD teachers

welcome the opportunity to speak with parents/guardians at any time regarding attendance and academic progress. OFY-AAD offers a year round program where there are no traditional semesters. Student progress reports or grades are available upon request.

Credit Policies

Credit Acceptance Policy

OFY-AAD will only accept credits from outside schools and districts that are on the student's transcript. We are not authorized to honor credits that outside schools and districts have not awarded. The charter school may accept transfer credits for grades "A" to "D" in applicable courses only from schools that have current Western Association of Schools and Colleges (WASC) accreditations, Association of Christian Schools International (ACSI) accreditations, or other nationally recognized accreditation agencies. Credits from unaccredited schools will be evaluated on an individual basis.

The OFY-AAD Curriculum Department may conduct a review process by request for schools that are not accredited by either WASC or ASCI. OFY-AAD will review the school's program, their course content and instruction. Please consult your teacher for further information.

Withdrawal Credits

OFY-AAD is unable to award withdrawal credits for courses that are not offered at the charter school. However, the student may complete withdrawal credits from their previous school in courses that are also offered at the charter school. Check-out grades for withdrawal courses must be provided to the charter school upon enrollment in order to allow the student to complete them at OFY-AAD. The student has until the end of the semester FOLLOWING the semester of their enrollment with OFY-AAD to complete all withdrawal credits (e.g. if the student enrolls with OFY-AAD in the fall semester, they have until the end of the spring semester to complete the credits).

Only withdrawal courses whose final remaining semester credit(s) are completed by the students will be recognized. No partial withdrawal credit will be awarded unless the student is a homeless or foster youth.

Repeating Courses

Generally, a course cannot be repeated if the student has earned a D- grade or higher. If a student has failed a course or has not demonstrated sufficient competency, he/she may retake the course for credit. Consult with your instructor regarding individual situations.

Grade Replacement Policy

Students who re-take courses for grade replacement at OFY-AAD will earn credits at our school. Please note, there are some outside schools and districts (example LAUSD) who do NOT award credits for grade replacement and might not accept the credits that were earned at OFY-AAD. We do not have any control whether or not they choose to accept the

grade replacement credits from OFY-AAD.

Earning Credits at OFY-AAD

Students earn credit by completing the course work based on the material covered and learned in relation to the Carnegie Standard. Credits may be earned for grades "A" to "D" in all courses (grades 6-12). The charter school may accept transfer credits for grades "A" to "D" in applicable courses only from schools that have current Western Association of Schools and Colleges (WASC) or Association of Christian Schools International (ACSI) accreditations. (Credits from unaccredited schools will be evaluated on an individual basis.) However, actual mastery of skills represented by a "C" grade or higher is required for advancement in all courses offered by the charter school. Standard credit is 5 units for each semester course passed. Physical Education and most elective courses are standard credit (5 unit maximum per semester). Since students have the flexibility to work at their own pace, they may require more or less time than the average 60 hours to complete 5 credits. Some courses are offered on a variable credit basis. In the courses that are variable credit, a student may earn more or fewer units than the standard. The amount of work completed and the content standards covered determine the course credit. Consult your instructor for prior approval.

Grading System and Grade Point Average

The grade given in any course represents the credentialed teacher's considered judgment of the degree to which the student has achieved the goals and objectives of the course. It represents the teacher's professional judgment of the quality of the student's work and the student's degree of mastery. No grade may be changed by an administrator unless a clerical or mechanical mistake, fraud, or incompetence can be identified.

Quality points are assigned for courses with letter grades. The quality points are divided by the sum of all quality points by the total number of grades, deriving a GPA for each student. OFY-AAD uses the standard 4-point system (see following chart). Grades of "C-" or higher in courses that have been approved for extra honors credit by the UC system will receive an extra point (A=5, B=4, C=3). Students' overall GPAs will reflect the grading policies and point values of OFY-AAD rather than that of their previous school(s).

Superior achievement

The student has excelled, has done work of exceptional quality, and stands apart.

Percentage	Letter Grade	Grade Point Value
97-100	A+	4.00
93-96	A	4.00
90-92	A-	3.70
87-89	B+	3.30

Above average achievement

The student has done more than is expected of a student

who satisfactorily completes the class objective.

Percentage	Letter Grade	Grade Point Value
87-89	B+	3.30
83-86	B	3.00
80-82	B-	2.70

Average achievement

The student has satisfied the objectives of the course.

Percentage	Letter Grade	Grade Point Value
77-79	C+	2.30
73-76	C	2.00
70-72	C-	1.70

Not meeting the Requirements

Note: Grades of D or F are not given at OFY-AAD. If a student does not achieve the minimum standards for a grade of C, the teacher will work with that student, and the student can re-do the work and tests until the standards are mastered.

Percentage	Letter Grade	Grade Point Value
	D+	1.30
	D	1.00
	D-	0.70
	F	0.00

English Language Development (ELD) Program English Course Placement and Credit Guidelines

The goal of the ELD program is to support English Learners in achieving fluency in the English language, so they can successfully complete their high school academics and are prepared for college. Students participating in the ELD program have multiple options to meet high school graduation requirements, including earning A-G course credits.

Credit Assignment Guidelines:

A. College Preparatory Graduation Pathway

Integrated instruction English courses can be used to satisfy a-g subject requirements. English as a Second Language (ESL) and English Language Development (ELD) courses are acceptable if they meet the English ESL / ELD ("b") subject area criteria. The University of California system allows no more than one year of ESL / ELD courses to satisfy the English ("b") subject requirement. The student is then only required to complete three more years of courses from the English ("b") subject area at their U.S. high school to fulfill the requirement.

Credit Assignment Guide:

- ELD courses equivalent to 1 year of English credit
- English courses from the ("b") subject area comprising the remaining 3 years

B. Alternate graduation pathway (non- "a-g")

Students who are not pursuing the College Preparatory pathway, or and have already completed almost all

graduation requirements may receive credit for English as a Second Language (ESL) and English Language Development (ELD) courses not to exceed 3 years. The student is then required to complete 1 year of core, content-area English to fulfill all 4 years of the English graduation requirement.

Credit Assignment Guide:

- ELD courses equivalent to 3 years of English credit
- English content area course comprises the remaining 1 year

Acceptance by Other Educational Institutions

Students and parents/guardians should be informed that because Options For Youth/ Opportunities For Learning grants credit for ELD courses as credit toward satisfying the English course graduation requirements, it does not assure that other school districts will accept these credits as each school district develops their own policies.

ELD Level*	Course Name	Grades	Credits	Credits towards Graduation (English)	Credits towards Graduation (Elective)	USC/CSU “a-g” requirements
Level 1	ELD Newcomer	7-12	10	n/a	10	n/a
Level 2 Grades 7-10 Students may take the ELD Course for English credit in lieu of their grade level core English course	ELD 7-10	7-12	10	10	n/a	b** (9-10)
Expanding Level 3 Grades 7-10 Students at an Expanding Level 3 may take the ELD Course for English credit in lieu of their grade level core English course	ELD 7-10	7-12	10	10	n/a	b** (9-10)
Bridging Level 3: Concurrent Course Assignment Students at a Bridging Level 3 take their grade level core English course and the ELD Course for elective credit	ELD 7-10	7-12	10	n/a	10	n/a
	ELA Core 7-12	7-12	10	10	n/a	b**
Level 4: Concurrent Course Assignment Students at Level 4 take their grade level core English course and the ELD Course for elective credit	ELD 7-10	7-12	10	n/a	10	n/a
	ELA Core 7-12	7-12	10	10	n/a	b**

*ELD Placement Level will be determined by results from ELPAC. For ELD Level 3 students, local assessments, class work, local assessment results, instructional staff input, and parent feedback are also used.

**A maximum of 1 ELD course can be used to satisfy the UC/CSU English “b” requirement.

Grade Level Classification (9-12)

All students are expected to attend high school for eight semesters. However, if students work at an accelerated pace and complete the necessary course credit requirements, they may graduate early. Students are eligible to start earning credit for high school after meeting the core content requirements of the 8th grade. All eligible students must notify their instructor before they begin high school courses. Students are classified as follows:

Classification*	Credits Earned
Grade 9 – Freshman	0-59
Grade 10 – Sophomore	60-119
Grade 11 – Junior	120-179
Grade 12 – Senior	180-230

* Please note that classification is not based on age; rather, it is based on credits earned. Classification may be reviewed each semester.

Grade Level Placement of Incoming Students

Students who enroll in OFY-AAD will be measured and placed in the appropriate grade by using their most current grades, state standardized test scores, and placement test results from receiving schools. Students with no test scores or records of achievement will be placed at the appropriate grade level indicated by their previous report cards and/or transcript records, or based on a diagnostic test administered by OFY-AAD. The grade level placement of any incoming student shall be at the sole discretion of OFY-AAD leadership staff.

Pupil Grade Level Promotion and Retention Plan

Student grade level promotion or retention will be solely based on demonstrated growth in learning and meeting grade level standards of expected student achievement.

Prohibited Grade Level Promotions or Retentions

OFY-AAD will never take into consideration non-academic factors including, but not limited to, a student's sports opportunities when determining the student's grade level promotion or retention. In addition, the ability to repeat a grade level in order to achieve better grades is not a valid consideration for grade level retention. When retaining a student at a particular grade level, it is solely based on whether or not they have successfully mastered the courses and concepts OFY-AAD has prescribed for that grade level. The grade level promotion or retention of any OFY-AAD student shall be at the sole discretion of OFY-AAD leadership staff.

Standardized Testing

The state of California mandates that all OFY-AAD students participate in yearly standardized testing. This includes testing on core subjects, as well as annual Physical Fitness testing in grades 7 and 9.

Students who enroll in OFY-AAD are required to participate in these standardized tests.

The scheduled testing dates are below. Contact your school

site for testing availability.

Smarter Balanced Test

The Smarter Balanced test assesses students in English-Language Arts/Literacy and Mathematics.

- **Who Takes It:** 3rd–8th and 11th grade required
- **When:** April 26, 2021 – May 14, 2021*

*Tentative. These proposed dates mirror the process used to determine this year's (2019-20) SBA/CAST testing window. Assessment cannot officially set these dates in TOMS until Fall.

California Science Test

The California Science Test (CAST) is a required online test that is based on the California Next Generation Science Standards.

- **Who Takes It:** Students will take CAST in 8th grade and will have one opportunity to test in high school. Your child will be given the opportunity to test in grade 12 if they haven't already had the opportunity to test.
- **When:** April 26, 2021 – May 14, 2021*
Tentative. These proposed dates mirror the process used to determine this year's (2019-20) SBA/CAST testing window. Assessment cannot officially set these dates in TOMS until Fall.

Physical Fitness Test (PFT)

The Physical Fitness test measures the level of student physical fitness through a series of circuit exercises.

- **Who Takes It:** 5th 7th and 9th grade
- **When:** February 1, 2021 – May 1, 2021*

*Tentative.

English Language Proficiency Assessments for California (ELPAC)

The ELPAC is a required test given to students whose primary language is not English.

- **Who Takes It:** Any student classified as an English Language Learner
- **When:**
 - Initial Assessment:** July–June
 - Summative Assessment:** Feb–May

PSAT

The PSAT provides firsthand practice for the SAT.

- **Who Takes It:** Talk with your Post-secondary Counselor
- **When:** October 14, 2020*

*This is the anticipated Primary test day released on the College Board's website. Alternate/make-up test date 10/28/2020 for emergencies only.

SAT (School Day)

Students have opportunity to take SAT on-site

- **Who Takes It:** Talk with your Post-secondary Counselor
- **When:** March 24, 2021*

*Tentative

SAT 2020–2021 Dates

- August 29, 2020

- September 26, 2020 (Subject test not available)
- October 3, 2020
- November 7, 2020
- December 5, 2020
- March 13, 2021 (Subject test not available)
- May 8, 2021
- June 5, 2021

ACT 2020–2021 Dates

- Sept 12, 2020
- Oct 24, 2020
- Dec 12, 2020
- Feb 6, 2021
- Apr 17, 2021
- June 12, 2021
- July 17, 2021 (No test centers scheduled in CA or NY)

AP Exam

Taking the AP Exam in May serves as the natural culmination of their AP course experience.

- **Who Takes It:** talk with your Post-secondary Counselor
- **When:** Monday, May 3, 2021 - May 14, 2021. Contact your individual center for testing days and times, as well as the test preparation schedule.

Star Renaissance

- Upon enrollment in OFY-AAD all students take a computer adaptive placement assessment in reading and math; currently STAR Renaissance. These placement tests allow teachers to diagnose the current reading and math level of each student. In addition, all students are assessed at least three times each school year to measure the growth and progression of each student in reading and math.
- **When:** The testing windows take place in
Fall: 8/1-11/30
Winter: 12/1-3/31
Spring: 4/1-7/31
- OFY-AAD uses these updated diagnostic assessments of student skill growth to measure the program's success and provide adjustments to students' Individualized Learning Plans.

Student Activities

OFY-AAD strives to create a learning environment which is respectful of the rights and dignity of all members of our learning community. Students are expected to conduct themselves in a respectful and professional manner while participating in all activities associated with OFY-AAD.

School IDs are issued to OFY-AAD students upon enrollment and are updated annually. School IDs should be worn at all times while on any Opportunities for Learning campus and at all school sponsored events. School IDs may also be required to participate in any Experiential Learning trip. Students who have lost their ID or have not received a School ID should see their Center Coordinator for a new School ID.

OFY-AAD offers extracurricular activities such as, but not limited to, field trips, Prom, Senior Social and sports. It is expected that all students participating in these activities are in good standing, adhere to all student behavior expectations, and meet all academic requirements listed on the Student Agreement forms in order to participate in such activities.

Student Holidays (2020-2021)

In addition to weekends (Saturday and Sunday), student holidays are not counted as school days. Therefore, students are not required to complete assigned activities on these days.

Students are required to notify their teacher any time that they will not be attending their scheduled appointments. Prior arrangements can be made if the student will not be attending for an extended period of time.

Please note that centers are subject to closure for meetings, testing administrations, etc. Be sure to consult the center calendar to be aware of unscheduled closures. Students are still responsible for their assignment when the center is closed.

Independence day	July 3, 2020
Labor Day	Sept. 7, 2020
Veteran's Day	Nov 11, 2020
Thanksgiving Holiday	Nov 26–27, 2020
Winter Recess	Dec 21, 2020–Jan 1, 2021
MLK Day	Jan 18, 2021
President's Day	Feb 12-15, 2021
Spring Recess	March 4-5, 2021

Disclosure of Information

OFY-AAD generally does not provide information to the general public regarding its students, but may do so when it is in furtherance of OFY-AAD's education programs and does not constitute a harmful invasion of privacy (e.g., sharing student information for athletic events). OFY-AAD is required to disclose names, addresses, and telephone numbers of OFY-AAD students to military recruiters upon request, subject to a parent's/guardian's request that OFY-AAD not disclose such information. If you do not wish for your child's name, address and/or telephone number to be disclosed to military recruiters without your prior written consent, you may opt out of this automatic selective service reporting by filling out and providing OFY-AAD with a Selective Service Disclosure Opt Out Form, which is available through a teacher or Post-secondary Counselor.

In addition, OFY-AAD periodically provides information to parents/guardians regarding their students' school performance, including information pertaining to students who have attained 18 years of age. Students age 18 years of age or older may opt out of such disclosure by filling out and providing OFY-AAD with a Parental Disclosure Opt Out Form, which is available through a teacher or Post-secondary Counselor.

Link to CDE IX information

<https://www.cde.ca.gov/re/di/eo/genequitytitleix.asp>

Visitor Registration Procedure

All visitors must sign in with the security guard or designated personnel and show proof of identification before entering the resource center. Visitors shall also, upon request, furnish the Principal, or his/her designee, with the following information: (Penal Code Section 627.3)

- His/her name, address and occupation;
- His/her purpose for entering school grounds;
- Proof of identity; and
- Other information consistent with the provision of law.

Upon signing in, visitors will be given a visitor's pass that must be worn at all times. Unless otherwise directed by the Principal, or his/her designee, a Charter School staff member shall accompany unauthorized visitors while they are on school grounds. Upon completion of their visit, the visitor must check-out with the security guard and surrender their visitor's pass. This practice helps ensure staff know who is on campus and that all individuals are accounted for in case of an emergency. Any adult found on school grounds who is not wearing a visitor pass or school-issued ID will be escorted to the security guard immediately.

Service Animals

OFY-AAD prohibits pets from being present in learning centers or at school events for health and safety reasons. However, to comply with the American with Disabilities Act (ADA) and California Civil Code Sections 54.1 and 54.2, OFY-AAD provides reasonable modifications to its policies, practices or procedures when necessary to accommodate people with disabilities and acknowledges that individuals with a disability may be accompanied by a guide, signal or service dog, especially trained for that purpose, in public places, including schools.

Student Groups

The School believes student groups have countless benefits for students including exposure to new interests, enhancing school spirit and providing students with a sense of belonging.

The School has created a limited open forum for Student Groups. Under the Equal Access Act (20U.S.C §§ 4071-74), all Student Groups shall be given equal access to meet on School premises during non-instructional time without regard to their religious, political, philosophical, or other speech content. A Student Group's meetings, ideas, and activities are not sponsored or endorsed in any way by the School.

The School shall not deny equal access or a fair opportunity to meet, or otherwise discriminate against, any group officially affiliated with the Boy Scouts of America, or with any other youth group listed as a patriotic society in Title 36 of the United States Code, for reasons based on the membership or

leadership criteria or oath of allegiance to God and country. (20 U.S.C. § 7905)

Students who would like to initiate a Student Group should reach out to their Assistant Principal or Principal for further information.



Section 3 — Student Health

School Lunch Program

This policy serves to coordinate the many components of school health into a systematic, multidisciplinary, and holistic approach.

In an effort to satisfy the requirements of the Healthy, Hunger-Free Kids Act of 2010, OFY-AAD will (a) involve critical stakeholders, (b) follow relevant goals for nutrition guidelines, (c) provide education on and promote nutrition, (d) promote physical education and activity, (e) make the policy available to the public, (f) permit and promote public participation in the wellness policy process, and (g) routinely monitor and evaluate the wellness policy.

The Wellness Policy will be developed and monitored by the Wellness Council which will include, to the extent possible, but not limited to community partners, students, parents, guardians / caregivers, school board members, physical education resource teachers, school health professionals, mental health and social services staff, and school administrators. The Wellness Council provides these stakeholders an opportunity to participate in the development, implementation, and periodic review and update of this Policy.

Implementation Assessments and Updates:

The Principal is responsible for the implementation and oversight of this Policy. The Wellness Council will meet a minimum of once a school year to review this Policy. The current Policy will be made available to the public on the school's website. The Wellness Council will also conduct an assessment of the Policy every three years to determine:

1. Compliance with the Wellness Policy
2. How the Wellness Policy compares with model local school wellness policies, and
3. Progress made in attaining the goals of the policy.

The assessment results will be made available to the public. OFY-AAD will make appropriate updates or modifications to this Policy based on the results of the assessment.

OFY-AAD will inform families and the public each year of basic information about this Policy, including its content, any updates, implementation status, progress toward meeting the goals, and the triennial assessment of compliance with this Policy. OFY-AAD will make this information available via the school website and/or school-wide communication.

Each Assistant Principal and / or Principal will designate a staff member to serve as a School Center Wellness Coordinator. This coordinator will establish a School Center Wellness Council which will include representatives of the school and school employees who have a direct impact on

the physical, mental, emotional, nutritional, and educational well-being of students, as well as parents, students, and community partners.

Content of the Wellness Policy includes:

1. Specific goals for nutrition promotion and education, physical activity, and other school based activities that promote student wellness. OFY-AAD is required to review and consider evidence-based strategies in determining these goals.
 - a. Nutrition promotion and education:
 - i. Posters
 - ii. Healthy snacks and meals (follow USDA nutrition standards)
 - iii. Ensure free, drinking water is available for all students at all times while on campus and during sports events
 - iv. Increase student access to healthy meals and snacks
 - v. Do not allow marketing or advertising of food or beverages (or ensure the marketed items meet USDA Smart Snacks in School Nutrition Standards)
 - b. Physical activity:
 - i. Integrate into PE course (Education Code 51222).
 - ii. Support of fitness groups at centers
 - iii. Field trips
 - iv. Support active modes of transportation to school: bike racks, skateboard racks, etc.
 - v. Encourage participation in Sports Program
 - vi. Posters
 - vii. Yoga on campus opportunities
 - viii. Links to exercise videos or gyms that offer memberships to students
 - c. Other school based activities that promote student wellness:
 - i. Mindfulness courses
 - ii. Meditation seminars
 - iii. Health fair
 - iv. Health education
 - v. Social emotional wellness for students and faculty
 - vi. Yoga
2. Consistent monitoring of Wellness Policy with all stakeholders including the Wellness Council, school personnel, parents, students, and community stakeholders.

Recordkeeping Requirement:

OFY-AAD will retain records to document compliance with the requirements of this Wellness Policy at OFY-AAD's offices and/or on the school's computer systems. Documentation maintained in this location will include but will not be limited to:

- This Policy;
- Documentation demonstrating compliance with community involvement requirements, including requirements to make this Policy and the triennial assessments available to the public, provide members of the public an opportunity to participate in the development, implementation, and period review and update of this Policy, inform the public about progress toward meeting the goals in this Policy, etc.; and
- Documentation of the triennial assessments of this Policy.

Suicide Prevention Policy

OFY-AAD is committed to providing a safe, civil and secure school environment. This includes responding immediately and appropriately to a student expressing or exhibiting suicidal ideation or behaviors and to follow-up in the aftermath of a death by suicide. School personnel, parents/guardians and students are instrumental in helping to save lives by identifying students at-risk and linking them to essential school and community mental health resources.

OFY-AAD's governing board has adopted a policy on suicide prevention that put procedures in place to prevent, assess the risk of, intervene in, and respond to suicide in order to protect the health and well-being of the charter school's students. To review a copy of OFY-AAD's policy on suicide prevention, please visit your student's center.

If you need immediate assistance due to a life threatening situation, call 911. Assistance is also available by reaching out to the Suicide Prevention Crisis Line (24 hours) at 1(800) 273-8255. This phone number is located on the backside of all Student ID cards.

Pregnant and Parenting Students

Per Ed Code 221.51, 222.5 and 46015, pregnant and parenting students are entitled to 8 weeks of parental leave. Absences due to parental leave are marked as excused absences. Students are entitled to return to the school and the course of study in which he or she was enrolled before taking parental leave.

Immunization Policy

To protect the well-being of all students, families, and staff and to limit the spread of communicable diseases, OFY-AAD follows federal and State laws and cooperate with local public health agencies to assure proper immunization of all enrolled students against preventable disease.

Each student enrolling in OFY-AAD for the first time, shall provide an immunization record from any authorized private or public health care provider, confirming that he or she has received all immunizations as required by law.

Personal Belief Exemptions:

Effective January 1, 2016, parents and guardians of students in any California school are no longer allowed to submit a new personal beliefs exemption (PBE) to currently required

vaccines. A PBE properly filed before January 1, 2016 is valid until entry into the next grade span.

Students who have properly completed PBE signed before January 1st 2016 at their enrollment to Kindergarten-6th grade, are allowed to continue with the Waiver until start of 7th grade, but need to present completed vaccinations, as required by law, to be enrolled in 7th grade.

Students who were at least in seventh grade before January 1, 2016 with a properly submitted PBE waiver (signed before January 1, 2016) to OFY-AAD can finish secondary school without meeting immunization requirements.

Medical Exemptions:

Students may be exempt from immunization requirements if they have a valid medical exemption. Medical exemptions can be permanent or temporary based on a licensed physician's findings.

Before January 1, 2021, if you are seeking a medical exemption, please provide a Medical Waiver form which must include signed, written statement from a physician (MD or DO) licensed in California which states:

- The specific nature of the physical condition or medical circumstance of the child for which a licensed physician does not recommend immunization.
- Each specific required vaccine that is being exempted.
- Whether the medical exemption is permanent or temporary.
- If the exemption is temporary, an expiration date no more than 12 calendar months from the date of signing.

Starting January 1, 2021, all medical exemptions will be submitted electronically directly into the California Immunization Registry (CAIR) utilizing a standard form.

Starting January 1, 2020, all existing medical exemptions at that time continue to be valid except as explained below:

- Parents of students with existing medical exemptions will need to submit a new exemption when the student begins a new "grade span." Here, that means when a student enrolls into seventh grade. Students who were at least in seventh grade before January 1, 2020 with a properly submitted permanent medical waiver to OFY-AAD (provided before January 1, 2020) can finish secondary school without submitting a new medical exemption.
- The only existing medical exemptions that could be revoked are those that were written by a doctor subject to disciplinary action by the Medical Board of CA.

All waivers (medical or PBE) must be sent to the school nurse for review and confirmation of validity prior to enrollment.

To get in contact with the school nurse, please call Prep For Success at 626-921-8220

Independent Study:

Students will not be required to complete immunizations for entry if they attend an independent study program with no classroom-based instruction. However, parents or guardians must continue to provide immunization records for their children to their schools, and schools must continue to maintain and report records of immunizations that have been received for these students. Virtual/Online/Distance Learning students without complete immunization records will not be allowed to attend any school sanctioned events that require presence in school or in a public place with other students such as field trips or sports.

counseling, by contacting the Assistant Principal.

LA County
<https://dmh.lacounty.gov/our-services/>

San Bernardino
<http://wp.sbcounty.gov/dbh/>

Serving Students with Exceptional Needs:

Students who have an individualized education program (IEP) should continue to receive all necessary services identified in their IEP regardless of their vaccination status.

Enrolling Homeless and Foster Youth:

Opportunities for Learning schools will enroll new students who are McKinney-Vento students (homeless) or foster children even if their immunization records are missing or unavailable at the time of enrollment. The school will provide the student's guardians with information on vaccinations needed and work with the foster family or health department to ensure the student receives necessary vaccinations.

Conditional Enrollment:

Any student seeking admission may be admitted conditionally if:

1. The student has received at least one dose in a series and the deadline for the next dose has not passed. Remaining dose(s) are due based on interval timing. For more information about conditional enrollment requirements please see: <https://www.shotsforschool.org/laws/conditional-admission/>.
2. A valid statement of Temporary Medical Exemption is submitted with immunization records for required shots not exempted. The student must complete all the required immunizations when the temporary exemption terminates. Remaining dose(s) are due based on interval timing.

School shall review the records for conditional entrants every (30) days until all required immunizations are received and their records updated. Student must be excluded from attending if immunization records are not completed by the deadlines. Parents / guardian must be provided with 10 school days written notice prior to exclusion.

Immunization Requirements:

For more information, visit:

<https://www.lynda.com/portal/sip?org=lacountylibrary.org>

Mental Health

Mental health services are available at the school center. Students or parents/guardians may access mental health services, including but not limited to crisis intervention and



Section 4 — CA Healthy Youth Act

Health Course Compliance of the California Healthy Youth Act - Comprehensive Sexual Health and HIV Prevention Education)

The California Healthy Youth Act, requires all charter schools to ensure that students in grades 7 to 12 receive comprehensive sexual health and HIV prevention education ("Health Education"). Parents will have an opportunity to excuse their children from Health Education before it begins ("opt out").

Required Health Education for Grades 7-12:

OFY-AAD shall provide Health Education at least once in Middle School Grades (7-8) and High School Grades (9-12). This instruction will address topics including:

- Nature and transmission of HIV and other sexually transmitted infections, including a discussion on how to reduce risks of transmission;
- Pregnancy, including the importance of prenatal care and California's newborn safe surrender law and information about federal FDA-approved contraceptive methods in preventing pregnancy;
- Sexual harassment, sexual assault, adolescent relationship abuse, intimate partner violence, and human trafficking;

In order to comply with the California Healthy Youth Act, OFY-AAD shall ensure this instruction:

- Is age-appropriate, medically accurate, and objective;
- Is appropriate for pupils of all races, genders, sexual orientations, faiths, ethnic and cultural backgrounds;
- Is appropriate for and equally available to English language learners;
- Is appropriate for and accessible to pupils with disabilities;
- Encourages students to communicate with their parents/guardians and other trusted adults about Health Education, and provide skills for doing so;
- Is free of religious doctrine;
- Provides knowledge and skills for making and implementing healthy decisions;
- Is provided by instructors who are appropriately trained and knowledgeable of the most recent medically accurate research on Health Education topics.

Parent Rights, Notification, and Opt-Out:

- Written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education are available for inspection by parents/guardians. Please contact your student's teacher, Assistant Principal or Principal to examine instructional materials.

- Comprehensive sexual health education or HIV prevention education will be taught by OFY-AAD personnel and/or by outside consultants. OFY-AAD may provide comprehensive Health Education, to be taught by outside consultants, and may hold an assembly to deliver Health Education by guest speakers, but if it elects to provide Health Education in either of these manners, then parents/guardians will be notified by mail or another commonly used method of notification, no fewer than 14 days before the instruction is to be delivered, and such notice will include the date of the instruction, the name of the organization or affiliation of each guest speaker, and information stating the right of parents or guardians to request a copy of the California Healthy Youth Act. The use of outside consultants or guest speakers is within the discretion of OFY-AAD.

- Parents and guardians have the right to request a copy of the California Healthy Youth Act. Please contact your child's teacher, Assistant Principal or Principal to receive a copy.

- Request Opt-Out to Health Education: A parent or guardian of a student has the right to excuse their child from all or part of Health Education, and assessments related to that education. To exercise this right, a parent or guardian must state their opt-out request in writing to the student's teacher.

- Request to Opt-Out from Research: OFY-AAD may administer anonymous, voluntary, and confidential research and evaluation tools to measure students' health behaviors and risks, including tests, questionnaires, and surveys containing age-appropriate questions about the students' attitudes concerning or practices relating to sex. Parents/guardians shall be given prior notice of these assessments, the opportunity to review the assessment instrument, and their right to withdraw their child from the assessment. To exercise this right, a parent or guardian must state their opt-out request in writing to the student's teacher.

- If the school has received a written request from a student's parent or guardian excusing the student from participation in Health Education or the research assessments described above, then the student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks.

- A student may not be subject to disciplinary action, academic penalty, or other sanction if the student's parent or guardian declines to permit the student to receive Health Education or to participate in anonymous, voluntary, and confidential tests, questionnaires, or surveys on students

health behaviors and risks.

- While comprehensive sexual health education, HIV prevention education, or anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks is being administered, an alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.



Section 5 — Student Behavior

Academic Honesty

OFY-AAD is strongly committed to nurturing academic excellence, truth, responsibility, and integrity. Our independent study program expects all students to maintain a high standard of ethics in their academic pursuits. Academic dishonesty is considered a serious matter and will not be tolerated.

Academic dishonesty (in course work, on examinations, or in other academically-related activities) includes, but is not limited to, the following:

- Copying from another student or knowingly allowing another to copy
- Using unauthorized materials and/or technologies
- Plagiarizing work—the intentional or accidental appropriation of another’s writings or ideas and the unacknowledged incorporation of that work, in full or in part, in one’s own written work—including electronic media such as the Internet
- Counterfeit work, including turning in as one’s own work that which was created, researched, or produced by another
- Theft or the altering of grades, records (written or electronic), and/or teaching materials (written or electronic)

Any student found to have broken the academic honesty policy is subject to any or all of the following consequences:

- Immediate removal from the course(s) where the infraction occurred (without replacement) and possible failure of the course
- A meeting with the teacher and/or administrator
- Other discipline as determined by OFY-AAD in its sole discretion (e.g., rescind privileges to attend student events).

Definitions of Academic Dishonesty

Cheating or Violations of Testing Procedures are recognized as deliberately seeking one’s own gain in academic, extracurricular, or other school work in order to (or with the intent to) gain an unfair advantage include, but are not limited to, the following: Unauthorized exchange of information during a test or while others are taking a test

- Copying from others during a test or examination
- Using unauthorized materials (electronically on calculators, cell phones or crib notes) to complete an examination or assignment,
- Copying parts of an exam and giving it to other students who have to take the test
- Changing, altering, or being an accessory to changing or altering a grade on a test, assignment, or project
- Violating any other specific procedures specified by the

teacher

- Unpermitted collaboration on assigned work, or work submitted by any student, including, but not limited to, papers, projects, products, lab reports, other reports, and homework
- Creating a disadvantage for another student by hoarding or by sabotaging materials or resources
- Unauthorized prior knowledge and/or use of tests, quizzes, midterms, finals, or other assignments
- Having another individual take a test or prepare an assignment, or assist in the test or assignment without approval

To Lie or Commit a Fraud: To make a statement one knows is false, with the intent to deceive or with disregard for the truth; to give a false impression. Lies can be made verbally, in writing, or by gestures that are intended to convey a false impression or understanding. With regard to academic performance, conduct that constitutes lying includes, but is not limited to, cases illustrated by the following examples:

- Fabrication of data or information (i.e., making it up)
- 1. Citation of information not taken from the source indicated. This may include incorrect documentation of secondary source materials; e.g., using the bibliographic information from a source instead of going to the original source yourself,
- 2. Listing sources in a bibliography not used in the academic exercise,
- 3. Submission in a paper or other academic exercise of false or fictitious data, or deliberate and knowing concealment or distortion of the true nature, origin, or function of such data,
- 4. Submitting as your own any academic exercises prepared totally or in part by another
- Forgery of signature on documents for school record
- Changing a grade or attendance record in a teacher’s grade book or in the attendance records
- Making statements that you know or reasonably should know have caused a false impression or understanding to have been created, and failing to correct the false impression or misunderstanding

Stealing: encompasses taking or appropriating without the right or permission to do so and with the intent to keep or improperly use the school work or materials of another student or the instructional materials of a teacher. Some examples are stealing copies of tests or quizzes, illegitimately accessing the teacher’s answer key for tests or quizzes, stealing the teacher’s edition of the textbook, stealing another student’s homework, notes, or handouts.

Other examples of inappropriate behavior include:

- Multiple Submissions: Submitting substantial portions of any academic exercise more than once without prior

authorization and approval of the teacher.

- Complicity: Facilitating any of the above actions or performing work that another student then presents as his or her own work (e.g., copying someone's homework or allowing someone to copy homework).
- Interference: Interfering with the ability of a fellow student to perform his or her assignments (e.g., stealing notes or tearing pages out of books).
- Plagiarism: The copying of language, structure, programming, computer code, ideas, and/or thoughts of another and passing off the same as one's own original work, or attempts thereof. Such acts include, but are not limited to, having a parent or another person write an essay (including the purchase of works online) or do a project which is then submitted as one's own work; failing to use proper documentation and bibliography.

Responsibilities of Student and Staff

Each STUDENT will maintain and support academic integrity by:

- completing all assigned work, activities and tests in an honorable way that avoids all cheating, lying, and stealing.
- understanding the school-wide Honor Policy and Honor Pledge.
- clarifying with the instructor anything that may be unclear about an assignment, with respect to how the Honor Policy may apply to it.
- maintaining records of research notes, outlines, rough drafts and reference works to validate individual effort.
- seeking supplemental assistance from teachers, parents or peers to understand lessons and assignments.

Each TEACHER will:

- present the Honor Policy to students.
- support the school's core values that prioritizes student learning over letter grades.
- teach the process of learning and creating academic products while providing sufficient time for products to be competed.
- be accessible outside of class for students to seek help with questions and other learning needs.
- maintain the integrity of the evaluation/testing process (use multiple forms, seek responses that require thinking and not just facts, provide sufficient spacing of students, maintain supervision).
- explain the use of permissible study aids – including tutors – in coursework.
- check student papers for plagiarism.
- report to supervisors (e.g., Assistant Principal or Principal) any violations of the Honor Policy that are serious enough to have incurred discipline, and following through on the consequences authorized by the supervisors after administrative review.

Each PARENT/GUARDIAN will:

- review and understand the Honor Policy and guidelines for individual teachers' classes.
- communicate your support for the school's core values and Honor Policy and discuss with your student their

opinion of academic integrity and its relevance to their education.

- support the imposition of consequences if the Honor Policy is violated and discuss with your student the value of maintaining academic integrity.

Student Conduct & Expectations

Students are expected to conform to the customary rules of conduct and the normal modes of operation of the facility in which the learning center is located. They will also act in accordance with the following behavior expectations in following all written and verbal agreements:

1. Be courteous and respectful to others
2. Respect the property of others
3. Be prepared to learn at all times
4. Follow learning center's written discipline policy

Smoking is not allowed in the vicinity of the learning center. Furthermore, all cellular phones are to be turned off while in attendance at the learning center. The teachers and staff of the learning center will be on hand at all times to monitor student behavior. If a problem arises, the teacher will contact the student's family and may request a parent/guardian-teacher conference to discuss the matter.

Transportation Policy

This policy outlines the transportation services offered by the School and explains the School's compliance with applicable laws and rules pertaining to school transportation.

OFY-AAD may offer transportation for certain activities, which may include, but are not limited to:

- Athletic Events including team practices, games and tournaments
- ASB related events
- Educational Field Trips which include local, out-of-state and international destinations
- Graduation
- Homecoming, Prom and other school dances
- Senior Socials

The methods in which students are transported by OFY-AAD may include, but are not limited to: bus, shuttle, passenger van, rideshare service, and walking. OFY-AAD does not provide student transportation in staff personal vehicles. Students who obtain transportation to OFY-AAD field trips or events in a personal vehicle do so at their own risk.

During OFY-AAD provided transportation, students are bound by all rules and standards of conduct established by OFY-AAD (including those set forth in this Student Handbook), by the driver and/or transportation company, and by OFY-AAD provided chaperones. Students transported by bus shall be under the authority of, and responsible directly to, the driver, and the driver shall be responsible for the orderly conduct of the students during transport.

Continued disorderly conduct or persistent refusal to submit to the authority of the driver or OFY-AAD provided chaperones, shall be sufficient reason for a student to be denied transportation. Students will receive at least one warning prior to suspension of transportation privileges, except in an emergency or as needed for health and safety. Students whose transportation privileges are suspended shall be provided with written notice setting forth the reasons for the suspension and the duration of the suspension. Students who engage in misconduct during transportation may also be subject to discipline consistent with OFY-AAD policies. Students and parents participating in OFY-AAD field trips or excursions waive all claims against OFY-AAD for injury, accident, illness, or death occurring during or by reason of the field trip or excursion, pursuant to California Education Code section 35330(d), which includes injuries sustained during transportation. Students and parents may be required to sign a release waiving any claims prior to using OFY-AAD provided transportation.

Dress Standard

Students are expected to dress in accordance with the “business-like” learning environment of the Charter School. The standards are not intended to take away individual styles, but to remove those clothing items that are taken to extremes or present ideals which the Charter School does not wish to promote. The Charter School considers the following items inappropriate for students to wear at school:

1. Any clothing or jewelry item that depicts drugs, sex, alcohol, profanity, or racism
2. Sheer or revealing garments that are sexually inappropriate
3. Any clothing that has a disruptive influence on the learning environment

The teachers and staff of the learning center will monitor student dress. Discretion will be used by the administration and will prevail in all instances. If a problem arises, the teacher or administrator may take disciplinary action against the student depending on the circumstances (e.g., contact the student’s family, request a parent/guardian-teacher conference to discuss the matter, etc.). Continued violations may result in further discipline.

Harassment

It is the policy of OFY-AAD to prohibit harassment by any means, including, but not limited to, sexual, physical, verbal, written, electronic, mental, emotional and visual harassment; intimidation, bullying, and cyber bullying. Whether direct or indirect, such intentional acts substantially harm and interfere with a student’s education, threaten the overall educational environment, and substantially disrupt the operation of school.

Harassment for any reason, including, but not limited to, race (inclusive of traits historically associated with race, including, but not limited to, hair texture and protective

hairstyles), sex, gender, national origin, ancestry, marital status, economic status, disability, sexual orientation, and religion is a violation of both state and federal law. Verified harassers may face detention, loss of computer privileges, suspension, or expulsion. Any disciplinary action will be determined by the school administrators. In addition, when any kind of threat is communicated or when a hate crime is committed, the administration will report such crimes to local law enforcement officials. Harassers may be subject to civil and criminal liability for any such unlawful behavior.

OFY-AAD will take measures against harassment both in and near the center(s). This includes any act known to OFY-AAD that takes place on or immediately adjacent to school grounds, at any school-sponsored activity, on school-provided transportation, during use of the school’s Internet system, use of a personal digital device on campus, or off-campus activities that cause or threaten to cause a substantial and material disruption at school or interference with the rights of students to be secure.

In situations in which electronic or cyber bullying originates from a non-school computer, but brought to the attention of school officials, any disciplinary action shall be based upon whether the conduct is determined to be severely disruptive of the educational process so that it markedly interrupts or severely impedes the day-to-day operations of the school.

It is important to understand that jokes, stories, cartoons, nicknames, sending or posting inappropriate and/or hurtful e-mail messages, instant messages, text messages, digital pictures or images, or website postings, including blogs and comments that violate school, state, and federal law may be offensive to others and will not be tolerated.

If you feel you have been a victim of harassment or are being bullied, inform your teacher or school administrator immediately. Keeping quiet or ignoring the problem will not make it go away. You may also report harassment by calling the toll-free We Want to Know Hotline® 1-800-990-8384. The teacher or school administrator will document the events, contact the appropriate parties, and appropriate steps will be taken.

Student-Personal Belongings

OFY-AAD is fully committed to promoting a safe learning environment and, to the extent possible, eliminating the possession and use of weapons, illegal drugs, and other controlled substances by OFY-AAD students at school centers and school-sponsored activities. OFY-AAD may conduct a search on a student and the belongings in his/her possession (e.g., backpack, purses, or other personal items) if OFY-AAD has reasonable suspicion that a student has illegal, unauthorized, or contraband materials (e.g., weapons, illegal drugs, and other controlled substances) on his or her person.

Internet Access Consent and Waiver

The following must be read by you and your parent or legal

guardian.

This Consent and Waiver, along with the Internet Rules and Regulations set forth the terms and conditions of the license for you to use the OFY-AAD Computer Network ("OFY Computer Network"). By using the OFY Computer Network, you agree to comply with all of the terms and conditions of this Access Consent and Waiver as well as the Internet Rules and Regulations. You are fully responsible for any use of the system under your assigned user name or password by any person or entity. The purpose of this policy is to ensure that Internet access, using the OFY Computer Network, will be appropriate and used only for educational purposes, consistent with the acceptable standards of the school and community.

OFY-AAD shall have the sole and exclusive right at any time, with or without notice, to alter or amend this Consent and Waiver form and/or the Internet Rules and Regulations, or to otherwise change, modify, discontinue or amend (a) the terms and conditions applicable to your use of the OFY Computer Network; or (b) any aspect or feature of the OFY Computer Network, including, but not limited to, content, functionality, hours of availability, and hardware, telecommunication equipment, software, or services needed for access or use. Any use of the OFY Computer Network by you after any such changes, modifications, or additions shall continue to be governed by this Access Consent and Waiver form as well as the Internet Rules and Regulations.

OFY-AAD believes that the benefits to educators and students from access to the Internet, in the form of information resources and opportunities for collaboration, far exceed any disadvantages of access. Ultimately, the parent(s) and guardian(s) of minors are responsible for setting and conveying the standards that their student(s) should follow. To that end, OFY-AAD supports and respects each family's right to decide whether or not to apply for OFY-AAD network access.

The student and his/her parent(s) or guardian(s) must understand that student access to the OFY Computer Network exists to support the school's educational mission and purpose. The specific conditions and services that are offered will change from time to time. In addition, OFY-AAD makes no warranties with respect to the network service, and it specifically assumes no responsibilities for:

- The content of any advice or information received by a student from a source outside the school or any costs or charges incurred as a result of seeing or accepting such advice;
- Any costs, liability or damages caused by the way the student chooses to use his/her network access;
- Any consequences of service interruptions or changes, even if these disruptions arise from circumstances under the control of OFY Computer Network

Rules and Regulations:

1. My use of the OFY Computer Network must be consistent

with OFY-AAD primary educational goals.

2. I will not use the OFY Computer Network for illegal purposes of any kind.
3. I will not use the OFY Computer Network to transmit threatening, obscene, or harassing materials. OFY-AAD will not be held responsible if I participate in such activities.
4. I will not use the OFY Computer Network to interfere with or disrupt network users, services, or equipment. Disruptions include, but are not limited to, distribution of unsolicited advertising, propagation of computer worms and viruses, and using the network to make unauthorized entry to any other machine accessible via the network. I will print only to my local printer or to the printer designated by my instructor or OFY-AAD.
5. I am to assume that information or resources available via the OFY Computer Network are private to the individuals and organizations which own or hold rights to those resources and information unless specifically stated otherwise by the owners or holders of rights. Therefore, I will not use the OFY Computer Network to access information or resources unless permission to do so has been granted by the owners or holders of rights to these resources or information.
6. I am prohibited from attempting to circumvent or subvert any system security measures. This section does not prohibit use of security tools by OFY Computer Network personnel.

By using the OFY Computer Network, I agree to defend, indemnify, and hold harmless OFY-AAD from and against all claims and expenses, including attorneys' fees, arising out of the use of the OFY Computer Network by me or by anyone having access to the OFY Computer Network by means of my account.

This Consent and Waiver form and the Rules and Regulations shall, in all respects, be governed by the laws of the State of California applicable to the agreements executed and wholly performed within the State of California.

In the event any action is instituted by a party to enforce any of the terms and provisions of this Consent and Waiver form or the Rules and Regulations, the prevailing party in such action shall be entitled to such reasonable attorneys' fees, costs, and expenses as may be fixed by the court or trier of facts, whether or not such action is prosecuted to final judgment.

As the parent or guardian of this student, I have read, understand and agree with the provisions set forth above as to my child's internet usage privileges. I have also read, understand and agree with the OFY-AAD Internet Rules & Regulations. I will ensure that my child fulfills his or her obligations under this Consent and Waiver and the Rules and Regulations and acknowledge responsibility for any of my child's conduct in variance with this Consent and Waiver as well as the Rules and Regulations. I understand that this access is designed for educational purposes. I also recognize that it is impossible for OFY-AAD to restrict

access to controversial materials and I will not hold them responsible for materials acquired.

Laptop Restitution Policy

Policy

California law states that a parent or guardian of a minor is liable to a school for all property loaned to and failed to be returned, or willfully damaged by a minor. The liability shall not exceed \$19,100, adjusted annually for inflation. In addition, it authorizes schools, after affording the student due process rights, to withhold the grades, diploma, and transcripts of a student until the student or parent/guardian pays for the lost or damaged school property (e.g., textbooks, library books, computers, devices, shop materials, physical education clothes, and sports equipment). Teachers and other employees, under the direction of the principal, are held responsible for the care of school's property, equipment, materials, and supplies, particularly such property as is located in the room or rooms to which they are assigned.

A. Overview

It is the policy of OFY-AAD to seek restitution when a student, among other things, willfully cuts, defaces, or otherwise damage any property, or loses or fails to return property, borrowed or personal belonging to the school or school employee. This includes but is not limited to, installing unauthorized software applications, modifying, adding or deleting school software or any alteration to the configuration of any and all IT computing devices and peripherals - such as laptops and other devices. The parent/guardian is liable for such damages, not exceeding \$19,100, increased annually for inflation. In cases of the above types of loss or damage, the school must attempt to identify the student(s) responsible and the amount of the loss in accordance with the procedures as outlined in this policy.

In the case of theft or vandalism, the school administrator can consult with police to determine any criminal justice recourse and the Student Suspension & Expulsion Policy for possible disciplinary action.¹ If a criminal case is filed, the courts may order restitution upon successful prosecution. In cases where no criminal charges are filed, the school is responsible for the collection of damages from the student and parent/guardian.

The authority to withhold grades, diploma, or official transcripts applies only to situations where the student, parent or guardian has requested a copy of the student's records. When a student transfers to another K-12 school, the student's permanent record must be sent to the requesting K-12 school. If the student transfers to a K-12 school, a copy of the student's permanent record must be sent to the requesting district. The permanent record, or copy, must be sent even though there may be charges or fees owed by the student, parent, or guardian. In such cases, upon sending

the permanent student record to the new (receiving) school, the new school shall be notified of the restitution debt so that the new school may likewise withhold the grades, diploma, or transcripts.

B. Procedures: Responsibilities of the School - Policy Implementation

1. The school shall make use of the inventory system that clearly identifies the student and type of school property issued to the student. No student shall have grades, diploma, or official transcripts withheld in the absence of satisfactory evidence of an accounting (inventory) system for school property.
2. At the time of enrollment or at the beginning of each school year, the school shall notify the student and parent or guardian of the school's policies regarding the parents' or guardians' financial responsibility for school property that is not returned or where the student causes damage to school property. The school policy shall be included in the student handbook.
3. The school shall implement a restitution process by which students are afforded the opportunity to return the missing property or pay for the damages. Schools may initiate a payment process. Upon completion of the restitution process, the debt is discharged and any withheld grades, diploma, or official transcripts of the student shall be released and the full privileges of participation in school activities shall be restored.
4. The school shall adopt the due process procedure listed below that allows the parent/guardian or student an opportunity to review, discuss, and respond to the imposition of any fees or charges resulting from this policy.
 - a. The parent or guardian shall be informed in writing immediately after any alleged loss which gives rise to an obligation under applicable law and policy.
 - i. The parent or guardian may first be allowed to present information on behalf of the student, during a conference at the school, as to the reasons why a fee should not be imposed; or
 - ii. A student may write a 500-word explanation to the school to present information as to why the laptop is unable to be returned and a fee should not be imposed.
 - iii. After reviewing any information provided by the parent/ guardian and or students, the principal/designee shall decide whether or not to withhold grades, diploma, or official transcripts and/or impose the fee for damages. The parent/guardian and student shall be notified in writing of the decision. The decision of the principal is final. There is no appeal beyond the school level.
5. Upon receiving notification of the school's decision, the parent or guardian may, if necessary, pay the outstanding

1. Suspension & Expulsion Policy, page 6, March 2018: "3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil: f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases. g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases."

obligation via money order or cashier's check, payable to the charter school the student attends, with a notation that shows what the payment is for.

6. Upon receiving payment, the student's grades, diploma, and/or official transcripts shall be released and the debt discharged.



Section 6 — Discipline Policy

Due Process Statement

OFY-AAD (“Charter School”) shall provide for the fair treatment of students facing suspension and expulsion by affording them due process rights. Rules regarding suspension and expulsion shall be revised periodically as required by any changes in OFY-AAD policy, regulation, or law.

In all cases OFY-AAD disciplinary policies shall afford students due process. To this end, OFY-AAD’s Board shall develop rules and regulations governing the procedures by which students may be suspended or expelled. OFY-AAD’s Principal or designee shall notify staff, students and parents/guardians about OFY-AAD’s disciplinary policy, including policies governing student suspensions and expulsions. Students and their parents or guardians will be notified in writing at the time of enrollment.

In the event of an expulsion, students recommended for expulsion will be entitled to written notice of the grounds for their proposed removal and will be given a full due process hearing in regard to the proposed expulsion. Parents or guardians will also be given written notice in advance of such hearing so that they may attend. OFY-AAD will maintain a record of the notice and of the hearing. The student will also be entitled to appeal a decision to expel such student, pursuant to the appeal procedures established by the Board.

Suspension and Expulsion Policy and Procedure

Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the non-charter schools’ list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School’s policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook

and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at each resource center.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student’s parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder, and shall inform him or her of the right to initiate the procedures specified below for suspensions, before the effective date of the action. If the student’s parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include

suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

Before disenrolling a student, OFY-AAD shall provide the student the CDE notice required under Education Code section 47605(d)(1)(D).

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053- 11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any

drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

q) Made terroristic threats against school personnel or volunteers and/or a student or group of students and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that

person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges

provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
- ii. A post on a social network Internet Web site including, but not limited

to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the

victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053- 11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not

prohibit the use of his or her own prescription products by a pupil.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the

person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own

safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate

in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
- ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the

victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

4. **Non-Discretionary Expellable Offenses:** Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

If it is determined by the Administrative Panel and/or the Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School

personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or Principal's designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

As required by Education Code Section 47605(b)(5)

(j) (ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil or a member of the Charter School Board. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session at least three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented

and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the

complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on

from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at

the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board, which will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Principal or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board's decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County

hearsay. Sworn declarations may be admitted as testimony or their school district of residence. The Charter School shall

work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission.

The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Charter School Board following a meeting with the Principal or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of District and/or SELPA

The Charter School shall immediately notify the District/SELPA and coordinate the procedures in this policy with the District/SELPA of the discipline of any student with a disability or student who the Charter School or District/SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment

and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without

disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in

injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;

b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

b. The parent has requested an evaluation of the child.

c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay- put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.



Section 7 — Complaint Policy/Hotline

OFY-AAD is committed to providing students with a positive educational experience and has established two methods by which parents/guardians can express school-related concerns and file complaints. The first is the “Uniform Complaint Policy and Procedures” which complies with applicable federal and state laws and regulations. The Principal will annually provide written notification of OFY-AAD’s uniform complaint procedures to students, employees, parents/ guardians, and other interested parties.

The second method focuses on resolving the conflict at the level closest to the student and escalating as necessary to find an amicable resolution. Students and parents/guardians should follow the “chain of command” when sharing concerns. This means that a concern should start with the teacher, and if the issue is not resolved, go “up” to the next person.

The “chain of command”: with regards to student issues is as follows:

- Independent Study Teacher
- Assistant Principal
- Principal

Please contact your local center if you have any issues reaching the Independent Study Teacher, the Assistant Principal, or the Principal.

In addition to these complaint procedures, OFY-AAD understands there may be times when parents/guardians might feel uncomfortable discussing certain school-related concerns with school employees. As a result, OFY-AAD has arranged with a highly respected consulting firm to provide a toll-free We Want to Know HOTLINE ® to give parents the opportunity to speak with an independent third party. Some of the topics the HOTLINE staff is prepared to handle are:

- School-related behavioral and communication problems
- School-related drug or alcohol problems
- Any classroom-related problems, including safety hazards, theft, vandalism, threats of violence, etc.
- Unlawful harassment or discrimination

Trained, bilingual HOTLINE staff will listen objectively, ask questions and gather information. Within two school days of the call, a confidential report will be sent to OFY-AAD. Based on the information provided by the parents/guardians, a complete and comprehensive review of the matter will be conducted. OFY-AAD is not precluded from using the Uniform Complaint Procedures process to resolve issues raised on the hotline.

The information will be held in confidence to the maximum

extent possible. Students and parents/guardians may choose to give their names; however, if they don’t, there may be limitations to OFY-AAD’s ability to resolve the matter. Based on the results of the review, appropriate corrective action will be taken. Parents/guardians and students will not be negatively affected by any disclosure of information to the HOTLINE staff.

With the exception of holidays, the HOTLINE is open Monday through Friday from 7:00 AM to 7:00 PM (Pacific Time) with 24-hour voice-mail monitoring.

The We Want to Know HOTLINE ® number is: 800-990-8384.



Section 8 — Uniform Complaint Policy

Uniform Complaint Procedures Policy

This Uniform Complaint Procedures Policy (“UCP”) contains rules and instructions about the filing, investigation and resolution of UCP complaints regarding any alleged violation of federal or state laws or regulations governing certain educational programs and activities offered by OFY-AAD (the “School”). The School shall have primary responsibility to ensure compliance with applicable state and federal laws and regulations.

The School developed this UCP pursuant to Title 5, California Code of Regulations, §§ 4600-4687 and consistent with policies and procedures adopted by our governing board. This UCP shall apply only to those complaints that fall within the scope of the UCP and are applicable to charter schools. It does not apply to complaints arising from the employment relationship, which are separately addressed by the School’s employment policies. It also does not apply to complaints regarding classroom assignments, student advancement and retention, selection/provision of textbooks and materials, student discipline, provision of core curricula subjects, facilities, graduation requirements, homework policies and practices, use of general education funds, dress codes and school uniforms.

Complaints under the UCP

A UCP complaint is a written and signed statement by a complainant, including a person’s duly authorized representative or an interested third party, public agency, or organization, alleging a violation of federal or state laws or regulations, which may include: complaints regarding certain programs and activities; complaints regarding charging pupil fees for participation in an educational activity; complaints regarding non-compliance with the requirements of the School’s Local Control and Accountability Plans (“LCAP”); or an allegation of unlawful discrimination, harassment, intimidation, or bullying in certain programs or activities. A UCP complaint must be filed according to the procedures set forth herein.

Complaints Regarding Programs and Activities

Complaints of violations of state or federal law or regulations governing the following programs and activities, to the extent offered by the School, are subject to the UCP and will be investigated by the School:

- Adult Education
- After School Education and Safety
- Agricultural Vocational Education
- American Indian Education Centers and Early Childhood Education Program Assessments
- Bilingual Education
- California Peer Assistance and Review Programs for Teachers

- Child Care and Development
- Regional Occupational Centers and Programs
- Reasonable Accommodation to a Lactating Pupil
- School Safety Plans
- Special Education
- State Preschool
- Career Technical and Technical Education; Career Technical; Technical Training
- Child Nutrition
- Consolidated Categorical Aide
- Course Periods without Educational Content (grades nine through twelve)
- Compensatory Education
- Economic Impact Aid
- Every Student Succeeds Act / No Child Left Behind (Titles I-VII)
- Education of Pupils in Foster Care, Homeless Pupils, former Juvenile Court Pupils now enrolled in a school district, and Pupils of Military Families
- Migrant Education
- Tobacco-Use Prevention Education
- Physical Education Instructional Minutes

Complaints Regarding Pupil Fees

Complaints the School has violated Education Code §§ 49010 through 49013 concerning pupil fees are subject to this UCP and will be investigated by the School. A pupil shall not be required to pay a pupil fee for participation in an educational activity, unless the charge for such a fee is specifically authorized by law and does not violate Education Code §49011. A “pupil fee” is a fee, deposit, or other charge imposed on pupils, or a pupil’s parents or guardians, in violation of state codes and constitutional provisions which require educational activities to be provided free of charge to all pupils without regard to their families’ ability or willingness to pay fees or request special waivers. “Educational activities” are those offered by a school, school district, charter school, or county office of education that constitute a fundamental part of education, including, but not limited to, curricular and extracurricular activities. A pupil fee includes, but is not limited to, all of the following:

1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated

with an educational activity.

Complaints Regarding LCAP

Complaints concerning the School's LCAP (Education Code § 52075) are subject to this UCP and will be investigated by the School. The LCAP is an important component of the Local Control Funding Formula (LCFF), the revised school finance system that overhauled how California funds its K-12 schools. Under the LCFF the School is required to prepare an LCAP, which describes how we intend to meet annual goals for our pupils, with specific activities to address state and local priorities identified pursuant to Education Code § 52060(d).

Complaints of Discrimination, Harassment, Intimidation and/or Bullying

Complaints of discrimination, harassment, intimidation, and/or bullying any protected group as identified in Education Code §200 and 220 and Government Code §11135, including any actual or perceived characteristics set forth in Penal Code §422.55, based on sex, sexual orientation, gender, gender identity, gender expression, race or ethnicity, ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical disability, age, immigration status, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by the School which is funded directly by, or that received or benefits from any state financial assistance, are subject to this UCP and will be investigated by the School. Any School personnel who witness an act of discrimination, harassment, intimidation or bullying, shall take immediate steps to intervene when safe to do so as required by Education Code § 234.1.

Complaints may be based on discrimination, harassment, intimidation, and/or bullying that occurs employee-to-student, student-to-student, and/or third party conduct to a student. Such complaints may also include allegations of failure to provide reasonable accommodations to a lactating pupil on campus to express breast milk, breast-feed an infant child, or address other needs related to breast-feeding pursuant to Education Code § 222.

UCP Annual Notification

The School shall ensure annual dissemination of this UCP to all students, employees, parents or guardians of its students, school advisory committee members, appropriate private school officials or representatives (if applicable), and other interested parties that includes information regarding allegations about discrimination, harassment, intimidation, or bullying. The annual UCP notice shall be in English. If 15% or more of students enrolled at the School speak a single primary language other than English, the annual notice shall be provided in that language as well pursuant to Education Code § 48985.

This UCP shall be available in the School's main office and copies shall be made available free of charge.

Confidentiality and Non-Retaliation

Complaints shall be handled in a confidential manner to respect the privacy of all parties to the fullest extent possible. Every effort shall be made to limit the distribution of information to only those persons with a need to know within the confines of the School's reporting procedures and investigative process. The School will make every effort to keep as confidential the identity of a complainant alleging discrimination, harassment, intimidation, or bullying.

The School prohibits retaliation in any form for filing of a complaint or an appeal, reporting instances of noncompliance, discrimination, harassment, intimidation, and/or bullying, or for participation in the complaint-filing or investigation process. Complainants are protected from retaliation.

These confidentiality and non-retaliation requirements extend to all parties involved.

Designation of Responsible Employee

The School hereby designates Assistants Principals of Instructional Operations as the as the employee responsible for receiving, investigating and responding to complaints and acting as the compliance officer(s) responsible for handling complaints under this UCP, referred to herein as the "Responsible Employee."

In no instance shall the Responsible Employee be assigned to a complaint in which he or she has a bias or conflict of interest that would prohibit him or her from fairly investigating or responding to the complaint. Any complaint against Responsible Employee or that raises a concern about Responsible Employee's ability to investigate the complaint fairly and without bias shall be filed with or referred to the School's Principal or other appropriate School official, who shall determine how the complaint will be investigated.

The School will ensure that persons assigned to investigate complaints are knowledgeable about the laws and programs at issue in the complaints for which they are responsible. The Responsible Employee may consult with legal counsel as permitted by the Principal or designee.

The Responsible Employee shall determine whether interim measures are necessary pending the result of an investigation. If interim measures are determined to be necessary, Responsible Employee shall consult with the Principal or designee, prior to implementing any such measures. The interim measures shall remain in place until the Responsible Employee determines that they are no longer necessary or until the School issues its final written decision, whichever occurs first.

Complaint Procedures

The School shall investigate and seek to resolve, in accordance with this UCP, complaints alleging failure to comply with applicable state and federal laws and regulations, including

but not limited to, allegations of discrimination, harassment, intimidation, or bullying or noncompliance with laws relating to all programs and activities implemented by the School that are subject to this UCP. All parties involved in allegations shall be notified by the Responsible Employee when a complaint is filed, when a mediation or hearing is scheduled, and when a decision is made.

Step 1: Filing a Complaint

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the School. A complaint alleging unlawful discrimination, harassment, intimidation, or bullying may be filed by a person who alleges that he or she personally suffered unlawful discrimination, harassment, intimidation, or bullying, or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a parent or guardian.

Complainants are encouraged, but not required, to use the appropriate complaint form(s), attached. If a complainant is unable to prepare a written complaint due to conditions such as disability or illiteracy, the complainant can receive assistance from School staff.

Complaints shall be filed with the Responsible Employee at the address provided herein. The Responsible Employee will maintain a log of complaints and subsequent related actions, as required by oversight agencies. The Responsible Employee will evaluate the complaint to determine whether it is subject to this UCP and will notify the complainant within five (5) workdays if the complaint is outside the jurisdiction of this UCP.

Timing of Complaints

A complaint alleging unlawful discrimination, harassment, intimidation, or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation, or bullying. If the complaint is not timely filed, the complainant will be notified of his or her right to appeal to the State Superintendent of Public Instruction for an extension of time in which to file the complaint.

Pupil fee complaints shall be filed no later than one (1) year from the date the alleged violation occurred with the Responsible Employee or designee.

Anonymous Complaints

Complaints related to pupil fees and/or LCAPs may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

Step 2: Mediation (Optional)

Within ten (10) workdays of receiving the complaint, the

Responsible Employee and complainant may mutually agree to mediation. The Responsible Employee shall make arrangements for any mutually agreed upon mediation that will allow both the complainant and School to present relevant evidence. The Responsible Employee shall inform the complainant that the mediation process may be terminated at any time and proceed directly to an investigation. In the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the mediator must agree to keep confidential any information obtained through mediation. If mediation resolves the complaint to the satisfaction of both parties, the School will implement any remedial measures and the complainant may choose to withdraw the complaint. If mediation does not resolve the complaint to the satisfaction of both parties or within the parameters of law, the Responsible Employee shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint

In order to investigate the complaint, the Responsible Employee shall have access to applicable School records and/or information related to the complaint allegations. As part of his/her investigation, the Responsible Employee shall do all of the following, in no specific order:

- Provide an opportunity for the complainant or complainant's representative and the School's representative to present information relevant to the complaint or investigative process.
- Obtain statements from individuals/witnesses who can provide relevant information concerning the alleged violation.
- Review documents that may provide information relevant to the allegation.
- When necessary, seek clarification on specific complaint issues.

Refusal to provide the Responsible Employee with documents or other evidence related to the allegations in the complaint, or failure or refusal to cooperate or obstruction of the investigation by the complainant or his/her representatives may result in dismissal of complaint because of a lack of evidence to support the allegation. Refusal to provide the Responsible Employee with documents or other evidence related to the allegations in the complaint, or failure or refusal to cooperate or obstruction of the investigation by the School or its staff may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Principal Review

The Principal has discretion to evaluate the complaint and/or the Responsible Employee's proposed decision before a final written decision is issued. Based on all the evidence obtained during the investigation, the Principal may approve, modify or reject the Responsible Employee's proposed decision and issue a final decision that meets the requirements set forth herein. The Principal may also decide

not to hear the complaint, in which case the Responsible Employee's decision shall be final.

Step 5: Final Written Decision

The Responsible Employee shall prepare and send to the complainant a written report of the investigation and final decision within sixty (60) calendar days of School's receipt of the complaint, unless extended by written agreement with the complainant. The School's decision shall be written in English and, when required by law, in the complainant's primary language.

The decision shall include:

1. The finding(s) of fact based on the evidence gathered;
2. The conclusion(s) of law;
3. Disposition of the complaint;
4. Rationale for such disposition;
5. Corrective action, if any are warranted, including, with respect to a pupil fee complaint, a remedy that comports with Education Code § 49013(d) and Title 5, California Code of Regulations, § 4600(u);
6. Notice of the complainant's right to appeal the School's decision to the CDE; and
7. Procedures to be followed for initiating an appeal to the CDE.

In addition, any decision on a complaint of discrimination, harassment, intimidation or bullying based on state law shall include a notice that the complainant must wait until 60 calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.

In no event shall a decision under this section include identifying information of a student or any private employee personnel information, including but not limited to the nature of the disciplinary action taken against the student or employee. If a student or employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the student or employee was informed of the School's expectations.

If the School finds merit in a complaint regarding Pupil Fees, LCAP, Education of Pupils in Foster Care, Pupils who are Homeless, and former Juvenile Court Pupils now enrolled in a school district, Pupils in Military Families, Reasonable Accommodations to a Lactating Pupil, Course Periods without Educational Content (grades nine through twelve), and Physical Education Instructional Minutes (grades one through eight), we shall provide a remedy. If the School finds merit in a complaint regarding Course Periods without Educational Content, Reasonable Accommodations to a Lactating Pupil, and Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils now enrolled in a district, and Pupils in Military Families, the remedy shall go to the affected pupil. If the School finds merit in a complaint regarding Pupil Fees, Physical Education Instructional Minutes and LCAP, the remedy shall go to all affected pupils and parents/guardians. The School, in good faith will engage in reasonable efforts to identify and fully reimburse all pupils, parents and guardians who paid an

unlawful pupil fee within one year prior to the filing of the complaint.

Appeal Process

A complainant may appeal the School's decision by filing a written appeal within 15 calendar days of receiving the decision to the California Department of Education ("CDE"). This appeal to the CDE must fully explain the basis for the appeal, stating how the facts of the School's Decision are incorrect and/or the law is misapplied. The appeal must be sent to CDE with: (1) a copy of the locally filed complaint; and (2) a copy of the School's decision of this original locally filed complaint.

Appeals of decisions regarding discrimination, harassment, intimidation, and/or bullying, and regarding provision of accommodations to lactating students should be sent to:

California Department of Education
Education Equity UCP Appeals Office
1430 N Street
Sacramento, CA 95814

Appeals of decisions regarding educational program complaints or pupil fees should be sent to:

California Department of Education
Categorical Programs Complaints Management Office
1430 N Street
Sacramento, CA 95814

Appeals of decisions regarding LCAP should be sent to:

California Department of Education
Local Agency Systems Support Office
1430 N Street
Sacramento, CA 95814

Appeals of decisions regarding special education compliance should be sent to:

California Department of Education
Special Education Division - Procedural Safeguards Referral Service
1430 N Street
Sacramento, CA 95814

The CDE may directly intervene in the complaint without waiting for action by the School when one of the conditions listed in Title 5, California Code of Regulations, § 4650 exists, including cases in which the School has not taken action within sixty (60) days of the date the complaint was filed with the School. A direct complaint to CDE must identify the basis for direct filing of the complaint, which must include clear and convincing evidence that supports such a basis.

Civil Law Remedies

A complainant may pursue available civil law remedies under state or federal discrimination, harassment, intimidation or bullying laws. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

For complaints alleging unlawful discrimination, harassment, intimidation, and bullying based on state law, a complainant shall wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the School has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with Title 5, California Code of Regulations, § 4622.

Uniform Complaint Procedures Complaint Form
OFY-AAD

This Complaint Form may be used to file a complaint subject to the School’s Uniform Complaint Procedures. Complaints concerning pupil fees and/or LCAPs may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance. However, if you wish to receive a response, you must provide the following contact information. Complaints shall be handled in a confidential manner to respect the privacy of all parties to the fullest extent possible. Retaliation in any form for filing of a complaint is prohibited.

Response requested: ☐ Yes ☐ No

Name (Optional for Pupil Fee & LCAP Complaints):	Mailing Address (Optional):
Phone Number (Optional):	Email Address (Optional):

- Issue of complaint (please check all that apply):
- ☐ Pupil Fees
 - ☐ Local Control and Accountability Plans (“LCAP”)
 - ☐ Discrimination, Harassment, Intimidation, or Bullying in Programs or Activities
 - ☐ Other Complaint Re: Programs and Activities


Date(s) of Problem: _____

Location of Problem (school name, address, and room number or location):

Describe specific nature of the complaint in detail. You may include as much text as necessary (please use other side):

Signature: _____ Date:: _____

Please file this complaint with the following Responsible Employee or at uniformcomplaint-Acton@propelcmg.org



Section 9 — FERPA

Annual Notification of Rights and Notice Regarding Disclosure of Student Directory Information Under Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (“FERPA”), a federal law, affords parents and student who are 18 years of age or older (“eligible students”) certain rights with respect to the student’s education records. These rights are:

1. The right to inspect and review the student’s education records within forty-five (45) days after the day OFY-AAD receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA. Parents or eligible students who wish to ask OFY-AAD to amend a record should write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to provide written consent before the school discloses personally identifiable information (“PII”) from the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student’s enrollment or transfer.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by OFY-AAD to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

FERPA permits the disclosure of PII from students’ education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student—

 - To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
 - To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student’s enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
 - To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student’s State (SEA). Disclosures under this

provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as "directory information" under §99.37. (§99.31(a)(11))

OFY-AAD will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

Unless OFY-AAD is providing information for a legitimate educational purpose under FERPA and the California Education Code or directory information, OFY-AAD shall notify parents or guardians and eligible students—and receive their written consent—before it releases a student's personally identifiable information.

Although FERPA requires that OFY-AAD, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records, OFY-AAD may disclose appropriately designated "directory information" without written consent, unless you have advised OFY-AAD to the contrary in accordance with OFY-AAD procedures. The primary purpose of directory information is to allow OFY-AAD to include information from your child's education records in certain school publications.

Directory information, which is information that is generally

not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies ("LEAs") receiving assistance under the Elementary and Secondary Education Act of 1965, as amended ("ESEA") to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

As part of OFY-AAD's annual notification under FERPA, OFY-AAD has designated the following categories of information as directory information for the 2020-2021 school year:

- Student's name
- Student's age
- Grade level
- Date of Attendance
- Participation in officially recognized activities and sports
- Degrees, honors, and awards received

Examples of how and where OFY-AAD may disclose directory information include, but are not limited to, the following:

- Newsletters
- A playbill, showing student's role in a drama production
- Yearbook
- Honor Roll or other recognition lists
- Graduation programs
- Sports activity sheets, such as for wrestling, showing weight and height of team members
- Companies or outside organizations that manufacture class rings or yearbooks
- Newspapers or other news sources
- Class Lists
- Staff and/or Student Directories and/or listings
- School Website
- School Bulletin Boards
- Organizations conducting studies
- Military recruiters requesting directory information
- Institutions of Higher Learning requesting directory information
- Workforce organizations and WIOA Exclusive Partners

These examples are for illustration only and are not an exclusive list of the manner in which directory information may be disclosed. This notice provides you with an opportunity to object in writing to any or all of those types of information that OFY-AAD has designated as directory information. You have the right to refuse to permit the release by notifying OFY-AAD in writing that you do not want any or all of those types of information to be designated as directory information for your child or yourself.

If you do not want OFY-AAD to disclose any or all of the types of information designated below as directory information from your child's education records without your prior

written consent, you must complete the attached “Request for Non-Disclosure of School Directory Information” and return to OFY-AAD within sixty (60) days of receipt of this notice. Failure to notify OFY-AAD in writing within sixty (60) days will be interpreted by OFY-AAD as your permission to release any and all school directory information regarding the student without limitation.

OFY FERPA Request for Non-Disclosure of Directory Information Form

OFY-AAD Family Educational Rights and Privacy Act (FERPA) Request for Non-Disclosure of School Directory Information

The Family Educational Rights and Privacy Act (“FERPA”) defines “Directory Information” as the information from a student’s education record that would not generally be considered harmful or an invasion of privacy if disclosed publicly. By completing this form, you will be requesting that a privacy hold be placed on the directory information from your student’s record, and is not to be released by OFY-AAD

Use a separate form for each child you are requesting nondisclosure of school directory information. Please return this form to your child’s school site.

A) Parent/Guardian: Please complete the section below and return this entire form to your child’s school

Name of Student: _____ Student’s DOB: _____

B) Please select either 1, 2, or 3 from the list below

I am requesting that OFY take **one** of the following actions regarding the release of school directory information:

1. _____ Do not release ANY information defined as “directory information” in the Annual FERPA Notice about my child.

OR

2. _____ Do not release the following information defined as “directory information” in the Annual FERPA Notice about my child:

OR

3. _____ Notify me to request my prior written consent before any directory information is disclosed or released about my child.

C) Please complete the section below and return the entire form to your child’s school.

Signature of Parent/Guardian: _____ Date: _____

Name of Parent/Guardian: _____

Address: _____

Telephone: _____ Email Address: _____

Preferred method of communication: _____ Telephone _____ Email

For Office Use Only: Charter OFY - _____

Section 10 — Tips for Success

Identify Your Dream Career

Every dream begins with a plan! OFY-AAD can help identify your dream career pathway.

OFY-AAD offers resources in the following 6 career pathways:



CREATIVE PATH

Arts & Communications
Journalism & Communications
A/V Technology
Performing Arts



HEALTH PATH

Health Services
Research and Technology
Support Services
Medical



NATURE PATH

Natural Resources & Agriculture
Natural Energies
Food Resources
Agriculture



HELPING PATH

Human Services
Government & Public Administration
Hospitality
Education



BUILDING/FIXING PATH

Industrial & Engineering Technology
Architecture & Construction
Law & Public Safety
Engineering



BUSINESS PATH

Business Management & Technology
Information Technology
Management
Marketing
Finance



Once a career pathway is identified, **WRITE IT DOWN!** Writing it will make it seem more realistic and achievable. Write down the steps you must accomplish to achieve your dream. You might also think about writing down any obstacles that may keep you from your dream. Then, put it where you will see it daily. Seeing your dream in writing will help you stay focused on what you need to do to accomplish it.

Develop a Study Schedule

Just like the daily schedule of classes you had in traditional school, make your own work schedule for the guided independent study program. You can design your schedule

to include not only the 4 to 6 hours you need to study each day, but your job, family responsibilities, community college classes, or any other activities you want to do. By making and keeping your personal schedule, you will find it is easy to complete one (if not more) unit a week. Do not leave study time up to chance.

The 4 to 6 hours you need each school day to complete your work does not need to be consecutive. That means you may work for one hour at a time, 4 to 6 separate times during the day. Or, you can break it up in a way that will meet your unique learning style and scheduling needs. Don't forget to include time to study for tests, as well as time to complete assignments and projects!

Take Breaks

Do take breaks while you are working to maintain a high level of concentration and maximize your learning. A good guide is to break for 10-15 minutes after at least 45 minutes of working. Walk around, get a snack, or make a short phone call. It will be easy to get back into your studies after a 10-15 minute break. Taking a longer break will cause you to lose your train of thought. It will you slow down.

Set Daily/Weekly/Monthly Goals

Decide each day how many pages or activities you plan to complete. Each Monday, make a plan for the number of units or chapters you will complete that week. At the beginning of each school month (your attendance sheet will help you track the school months) plan how many credits you will earn that month. See your teacher for guidance, but make your own goals. Write them down. It will help you stay on track to achieve your goals.

Anticipate obstacles that might keep you from these goals. Be aware of other, non-school related obligations, and keep them in mind as you create your goals.

Develop Effective Study Strategies

To learn the information and concepts presented in each course and to earn good grades, the successful student does more than just read chapters and answer questions. To maximize your learning and improve your grades, follow these steps:

1) Preview the unit or chapter

Read the Student Objectives. They tell you what you are expected to learn. Look through the section. Look at pictures, charts, and maps. Read the captions. You will learn and remember more from what you read when you are familiar with the material.

2) Read the questions

Read the questions you are expected to answer, the vocabulary you are expected to know, and the activities you are expected to complete. Knowing the information you are expected to learn will help you identify that information when you see it.

3) Read the unit or chapter

Read carefully. Stop after each section to ask yourself what you learned. Make notes or write a summary. You will remember more when you break the unit into smaller sections and review while you are working. In addition, you may contact the English SGI teacher at your center to learn the strategy “Talk to the Text.”

4) Use the question to answer the question

Turn the question into a statement when answering short answer questions. For example, if the question reads, ‘in what year did World War II begin in Europe?’ your answer can be, ‘World War II in Europe began in the year 1939.’ You will remember more using this strategy.

5) Ask for help

If you find you cannot understand something while you are working at home, call your teacher at school. He/she can help you over the phone. Schedule an additional appointment time so you can get more one-on-one assistance. Or, come into your appointment with your questions ready to go over with your teacher. If you do not understand something in your work, you will not be able to answer questions on a test, which will lower your grade.

6) When you have finished working for a study session, review

Review everything you covered that session. It will be helpful to write another summary. To learn new information, you need to go over it more than once.

7) When you start your next study session, review

Look over the pages you read previously. Read your notes and answers to the previous questions. You will learn so much more.



Section 11 — Study Requirements

Planning a Course of Study

An instructor will be available to advise and assist the student with his/her course/curriculum selections. The program of study should be planned to reflect the student's interests, needs, aptitudes and career goals. All of the general course objectives should be consistent with the school's content standards and state guidelines. Levels of student achievement will differ due to the individualized nature of the learning process and the student's own capabilities.

As you plan your program, the instructor will ensure that you follow the guides listed below so that the achievement levels and requirements for graduation, college entrance, and basic skill competencies will be satisfied when applicable. OFY-AAD Content Standards may be obtained by request.

Community Service

Students are required to complete 10 hours of community service as part of the graduation requirements.

Guidelines:

The service **MUST** be for a Non-profit organization.

- The student **CANNOT** profit monetarily or receive credit in another way for the service.
- The service **MUST** benefit others.
- The service **CANNOT** be something that is required by someone else.
- The service **MUST** be a total of 10 hours.
- The service **MUST** be completed in 11th or 12th grades before last unit of work is accepted.

Examples of Community Service:

Service performed could include, but is not limited to, mentoring or tutoring elementary school students; assisting the local public library; assisting in a nursing home or adult care center; assisting in a homeless shelter or a soup kitchen; organizing or assisting in fund raisers for disaster victims and other needy persons; assisting community-based non-profit agencies that provide programs and services for low-income people, the disabled, and the elderly.

Church/Religious Organizations

Students may not receive community service hours for church activities that are strictly of a religious nature. For example, teaching religious classes, proselytizing or active recruitment for a religion, serving as an altar person or communion helper. The ideal volunteer situation in religious institutions is when students perform clerical work, clean up the facilities or serves meals for the less fortunate.

Workforce Skills Training

As a graduation requirement, students must:

- Complete workforce readiness content and skill development integrated into core course content. Students receive instruction designed to assist them in gaining employment and keeping it, and specifically in the workforce readiness components under WIOA (Exclusive Workforce Innovation and Opportunity Act), Conservation Corps, and other similar statutes, such as financial literacy and entrepreneurial skills.
- Complete at least one workforce readiness class taught in collaboration with the Workforce Partner coach/instructor on workforce focus areas under WIOA, Conservations Corps, and other similar statutes (such as financial literacy, entrepreneurial skills, and workforce readiness). Students will be scheduled for this class by their teacher of record.

Standardized Testing

OFY-AAD must administer any State mandated tests as applicable. In the coming school year, the Charter School will administer the California Assessment of Student Performance and Progress System (CAASPP). This includes the computer-adaptive Smarter Balanced Summative Assessments, which are comprehensive, end-of-year assessments of grade-level learning that measure progress toward college and career readiness in English Language Arts and Math. Scores are included in the student's file or portfolio and are utilized by the teacher when consulting with families about educational plans and curriculum options. Spanish-language tests are available for students under certain circumstances. State mandated testing occurs with familiar faces and in smaller test settings. Every attempt is made to break down the testing periods into manageable times.

Additionally, upon enrollment in OFY-AAD all students take a computer-adaptive placement assessment in reading and math, currently STAR Renaissance. These placement tests allow teachers to diagnose the current reading and math level of each student. In addition, all students are assessed at least three times each school year to measure their growth and progression in reading and math. The testing windows take place in (1) October, (2) February, and (3) May. OFY-AAD uses these updated diagnostic assessments of student skill growth to measure the program’s success and provide adjustments to students’ Individualized Learning Plans.

California State Mandated Physical Fitness Testing

OFY-AAD is required by the State to test all students in grades 7 and 9 to assess fitness in the following areas: abdominal, upper body and trunk strength, aerobic capacity, upper body flexibility, and body fat composition. The testing period will occur in February of each school year and will be administered by trained staff members.

Middle School Promotion

A middle school certificate of promotion will be granted to each middle school student who completes the basic program defined below for the 7th and 8th grades.
Except in unusual circumstances warranting an adjustment of the individual’s program, each middle school student will enroll in the following basic program:

Two-Year Subject Requirements Core Subjects:

English/Language Arts	4 semesters
History/Social Science	4 semesters
Mathematics	4 semesters
Science (including Health topics)	4 semesters

Other Subjects:

Physical Education	4 semesters
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- 1. Middle school students will earn five (5) units of credit for every semester successfully completed in each of the required subjects or courses of study.
- 2. Eighty (80) units of credit will be considered the minimum level of middle school student attainment in the four core academic areas of English/language arts, mathematics, history/social science and science.
- 3. Deficiencies must be made up by taking additional courses in the summer or by taking additional work in high school, depending on individual circumstances.

Minimum Requirements for Participation in High School Graduation Ceremonies

Students must complete all 230 credits and the 10 hours of community service by the graduation deadline to participate in the ceremonies. Please see your teacher or Post-secondary Counselor for further information.

OFY-AAD Middle School Planning Guides (7-8)

Note: Minimum age for enrollment is 14

Grade 7				Grade 8			
Language Arts 7A		Language Arts 7B		Language Arts 8A		Language Arts 8B	
Math 7A		Math 7B		Math 8A		Math 8B	
Life Science 7A		Life Science 7B		Physical Science 7A		Physical Science 7B	
P.E.		P.E.		P.E.		P.E.	
World Hist./Geog. 7B		World Hist./Geog. 7B		U.S. History 8A		U.S. History 8B	
Elective		Elective		Elective		Elective	

OFY Acton-Agua Dulce High School Planning Guides (9-12)

Grade 9			
English 9A		English 9B	
Math Year 1		Math Year 1	
Lice Science A		Life Science B	
Health		Technology Literacy	
P.E.		P.E.	
Visual Performing Arts/Foreign Language		Visual Performing Arts/Foreign Language	

Grade 10			
English 10A		English 10B	
Math Year 2		Math Year 2	
World History A		World History B	
Physical Science A		Physical Science B	
P.E.		P.E.	
Elective		Elective	

Grade 11			
English 11A		English 11B	
Math Year 3		Math Year 3	
U.S. History A CP		U.S. History B CP	
Elective		Elective	
Elective		Elective	
Elective		Elective	

Grade 12			
English 12A		English 12B	
Government		Economics	
Elective		Elective	
Elective		Elective	
Elective		Elective	

OFY Acton-Agua Dulce Graduation Requirements

Subject	Credits Required
English All English courses must use core material.	40
Mathematics Must complete Algebra 1	30
Science Life Science – 10 credits Physical Science – 10 credits	20 Recommended: 30 Credits
Physical Education	20
Social Science World History – 10 credits U.S. History – 10 credits Government – 5 credits Economics – 5 credits	30
Visual Performing Arts/Foreign Language	10
Health	5
Geography (until class of 2019)	5
Technology Literacy (starting with class of 2020)	
Electives	70
Total: 230 Credits	

Plus

Community Service

10 Hours

This is to be completed in grades 9-12 while enrolled at OFY-AAD and students must submit verified hours on a letterhead from an approved service agency.

Participation in Workforce Program Subject Matter

This is to be completed in grades 9-12 while enrolled at OFY-AAD. Hours must be verified by completion of all required coursework and receipt of a passing grade.



Section 12 — College and Career Plan

Post-secondary Counselors

Post-secondary Counselors help students to identify their goals and gifts, find the right path for them to achieve their ambitions, and support them to succeed in college, career, and life. Your Post-secondary Counselor is a staff member who works closely with you and your teacher(s) to help develop educational plan(s) that will prepare you for your post-secondary goals. All students are encouraged to meet with their Post-secondary Counselors once each semester to receive resources regarding academic choices, opportunities, and programs. Eleventh and twelfth grade students should meet with their Post-secondary Counselors as early as possible in the school year to ensure adequate time for college admission-related activities and tasks. Meetings may be scheduled by using the sign-up sheets in each center, and students or parents/guardians may request meetings at any time by contacting the Post-secondary Counselors directly via email or phone.

Reasons to Meet With Your Post-secondary Counselor

- Post-secondary plans
- 4-year university
- Community college
- Transfer planning
- Vocational/trade school
- Work/apprenticeships
- Financial aid
- FAFSA guidance
- Scholarship/grants
- California College Promise Grant (formerly BOG waiver)
- Questions/concerns with progress toward graduation
- Problem solving
- Time management
- Goal setting
- Concurrent college enrollment
- Community service resources

Post-secondary Counselor Contact Information

Chino 1

Melanie Seagrave
melaniesegrave@ofy.org

Oxnard

Justin Rivas
justinrivas@ofschools.org

Fontana 1, Fontana 2, Rancho-Cucamonga, Upland

Jason Brown Galindo
jasonbrown@ofy.org

Upland

Jason Brown-Galindo
jasonbrown@ofy.org

Victorville 2

Lindsey Ellsworth
lindseyellsworth@ofy.org

Hesperia

April Kelly
akelly@ofy.org

Acton-Agua Dulce UC/CSU A-G Planning Guide

Grade 9

English 9A CP (A-G)	English 9B CP	
Math Year 1	Math Year 1	
P.E.	P.E.	
Health	Geography / Technology Literacy	
VPA	VPA	
Foreign Lang. Year 1	Foreign Lang. Year 1	

Grade 10

English 10A CP	English 10B CP	
Math Year 2	Math Year 2	
World History A CP	World History B CP	
Biology A CP	Biology B CP	
P.E.	P.E.	
Foreign Lang. Year 2	Foreign Lang. Year 2	

Grade 11

English 11A CP	English 11B CP	
Math Year 3	Math Year 3	
U.S. History A CP	U.S. History B CP	
Lab Science A CP	Lab Science B CP	
A-G Elective	A-G Elective	
Elective	Elective	

Grade 12

English 12A CP	English 12B CP	
U.S. Government	Economics CP (A-G Elective)	
Elective	Elective	
Elective	Elective	
Elective	Elective	

A–G Subject Requirements						
(A) History/Social Science	(B) English	(C) Math	(D) Lab Science	(E) Foreign Language	(F) Visual/ Performing Arts	(G) College Prep Electives
2 years required	4 years required	3 years required, 4 recommended	2 years required, 3 recommended	2 years required, 3 recommended	1 year required	1 year required
Includes One year of World History and one year of U.S. History or one-half year of U.S. History and one-half year of Civics or American Government.	Four years of college-preparatory English that include frequent and regular writing, and reading of classic and modern literature. No more than one year of ESL-type courses can be used to meet this requirement.	Includes the topics covered in Elementary and Advanced Algebra and two- and three-dimensional Geometry.	Two years of Laboratory Science providing fundamental knowledge in at least two of these three foundational subjects: Biology, Chemistry and Physics.	Two years of the same language other than English.	A single year-long approved arts course from a single VPA discipline: Dance, Drama/Theater, Music or Visual Art.	One year (two semesters), in addition to those required in A-F' above, chosen from all subject areas.

A–G Approved Course List

Course offerings will vary by charter, check with your learning center for class availability. Course list subject to change.

A History/Social Science

US Government
US History
World History

B English

American Literature CP
English 9
English 10

English 11
English 12
CSU Expository Reading and Writing

C Math

Algebra 1
Geometry
Algebra 2

Algebra IAI ; IA2
Algebra IB1 ; IB2

Integrated Math 1
Integrated Math 2
Integrated Math 3

D Lab Science

Biology
Engineer your World
Physical Science

Physics

E Foreign Language

Spanish 1
Spanish 2

F Visual/Performing Arts

Art History
Careers in Visual Arts
Introduction to plays & theaters

Visual Arts

G College Prep Electives

Criminal Justice
Economics
Intro to Building & Construction Trades 1

Intro to Building & Construction Trades 2
Psychology

Solar Photovoltaics
World Geography

A–G Approved Course List: Online Courses

A	History/Social Science		
	World History Survey US History AP United States History	American Government	
B	English		
	English 9 English Language Development ELD 9 English 10	English Language Development ELD 10 English 11 English 12	AP English Literature and Composition
C	Math		
	Algebra 1 Geometry Algebra 2 Precalculus AP Calculus AB	Probability & Statistics Integrated Math 1 Integrated Math 2 Integrated Math 3	
D	Lab Science		
	Earth Science Earth and Space Science	Biology Chemistry	Physics
E	Foreign Language		
	French 1 French 2 German 1	German 2 Spanish 1 Spanish 2	Spanish 3
F	Visual/Performing Arts		
	Art Appreciation Graphic Design & Illustration Introduction to Visual Arts	Music Appreciation Professional Photography Theater, Cinema, & Film Production	
G	College Prep Electives		
	African American Studies Certified Nurse Aide CompTIA A+ Exam Prep Child Development and Parenting Computer Programming 1 Computing for College and Careers Creative Writing Culinary Arts Economics Entrepreneurship Environmental Science Financial Mathematics Game Development Health Intro to Anthropology Intro to Archaeology Intro to Astronomy Intro to Criminology Intro to Cybersecurity Intro to Fashion Design Intro to Forensic Science Intro to Marine Biology	Intro to Military Careers Intro to Nursing Intro to Philosophy Intro to Social Media Intro to Veterinary Science Marketing, Advertising, & Sales Native American Studies: Contemporary Perspectives Native American Studies: Historical Perspectives Nutrition and Wellness Personal Finance Physical Science Psychology Principles of Business, Marketing, and Finance Principles of Engineering and Technology Principles of Health Science Principles of Hospitality & Tourism Principles of Information Technology Principles of Manufacturing Sociology Structure of Writing	Sports & Entertainment Marketing Web Technologies World Geography

College Examination Requirements

SAT or ACT

- *Optional for University of California & California State Universities
- **The CSU system has suspended the SAT/ACT admissions requirement for one year due to the COVID-19 pandemic.

Please meet with your Post-Secondary Counselor to ensure you take all appropriate examinations to align with your post-secondary goals.

UC and CSU A–G Eligibility Requirements

Candidates must have earned a grade of C or better in all college preparatory classes. The grades earned in these courses are taken in grades 10 through 12 to evaluate the Grade average for minimum eligibility. Candidates generally must perform well above Minimums in order to gain admission.

Community College Admission Requirements

Community colleges provide transfer programs which enable students to transfer to four-year institutions such as the University of California, the state university system, and independent colleges. They provide courses in occupational education programs, which lead to vocational proficiency, and in some cases, the Associate of Arts degree. They also provide general education courses. Contact your Post-secondary Counselor for the enrollment process.

1. Open admission – 18 years of age or older
2. High School diploma

Concurrent Enrollment

Students may take courses that are not offered by the charter school at a local community college for high school credit. Completed college courses worth 3 or more semester units may transfer to high school as a year-long course. **However, these courses may not also count for college credit; each college determines whether or not to assign degree credit to courses that also receive high school credit.**

A student's OFY-AAD Teacher and/or Post-secondary Counselor must approve any college courses and sign a "Concurrent Enrollment Form" before the student may register for a course. High school credit will not be granted for college courses that were not specifically approved by a Teacher or Post-secondary Counselor on a concurrent enrollment form. Students who are not in good academic standing will not receive concurrent enrollment approval. The Teacher and/or Post-secondary Counselor have final determination regarding the appropriateness of concurrent enrollment for a given student and approval will be granted at their discretion.

NCAA Eligibility Requirements

If you are an NCAA college-bound student-athlete please be aware that courses taken at OFY-AAD may not meet NCAA eligibility requirements. OFY-AAD does not guarantee that

its courses are or will be NCAA approved. Should OFY-AAD courses currently be approved by NCAA, OFY-AAD does not guarantee that those courses will continue to meet NCAA eligibility requirements and is under no obligation to notify parents, students or guardians of any changes in NCAA eligibility status.

High School Check List for College Admissions

Freshman Year Calendar

It's never too early to plan for the future!

- Build strong academic, language, mathematics and critical thinking skills by taking challenging courses.
- Study hard to get excellent grades.
- Strengthen your vocabulary by increasing your reading.
- Become involved in co-curricular activities.
- Meet with your Post-secondary Counselor and discuss your plans for the next four years.
- Browse through the college literature or surf the web to get an idea of what kind of schools may be of interest to you.
- Check out what high school courses colleges require.
- Know NCAA (National Collegiate Athletic Association) requirements if you want to play sports in college.
- Keep an academic portfolio and co-curricular record.
- Research career possibilities.
- Begin saving money for college.

Sophomore Year Calendar

Concentrate on academic preparation and continue to develop basic skills and co-curricular activities.

- Consult your Teacher and Post-secondary Counselor about taking the PSAT in October. The PSAT is a preliminary test that will prepare you for the SAT Reasoning Test. All Sophomore students are required to take the PSAT.
- If you plan on taking the ACT, talk to your Teacher and Post-secondary Counselor about taking the PLAN this fall. The PLAN is a preliminary standardized test that will give you some preparation for the ACT. PLAN does not have national testing dates, so ask your Post-secondary Counselor about test dates offered by your school.
- You need to register several weeks in advance for the PLAN and PSAT, so consult your Post-secondary Counselor early in September.
- Take NCAA approved courses if you want to play sports in college.

October

- Take the PSAT for practice. The results will not be used for college admission.
- Sign up, if you have not done so already, for co-curricular activities that interest you. The level of involvement and accomplishment is most important, not the number of activities.
- Keep a record of your co-curricular involvement, volunteer work, and employment (all year). Examples of co-curricular involvement include student government,

band, choir, and sports.

November

- Make sure you are “on top” of your academic work. If necessary, meet with your teacher for additional help.
- Save your best work in academic courses and the arts for your academic portfolio (all year).

December

- Receive results of PLAN and/or the PSAT. Read materials sent with your score report. Consult with your Post-secondary Counselor to explore ways to improve on future standardized tests and courses to discuss which may be required or beneficial for your post-high school plans.

January

- Keep studying!
- Volunteer: a great way to identify your interests and to develop skills.

February

- It is never too early to start researching colleges and universities. Visit your Post-secondary Counselor to browse through the literature and guidebooks or surf the web to check out college and university home pages.

March

- NACAC has developed a list of online resources to help you in the college admission process called Web Resources for the College Bound.
- <http://www.nacacnet.org/studentinfo/articles/Pages/College-Bound.aspx>

April

- Register for the June SAT Subject Test. These are one hour exams testing you on academic subjects that you have already completed. Among the many to choose from are biology, chemistry, foreign languages and physics. Many colleges require or recommend one or more of the SAT Subject Tests for admission or placement. You can take the SAT Subject Tests when you have successfully completed the corresponding course in high school study (B+ average or better). Talk to your teachers or Post-secondary Counselor about which tests to take.
- See your Post-secondary Counselor for advice.
- Continue to research career options and consider possible college majors that will help you achieve your career goals.

May

- Plan now for wise use of your summer. Consider taking a summer course or participating in a special program (e.g. for prospective engineers or journalists or for those interested in theatre or music) at a local college or community college. Consider working or volunteering.

June

- Take the SAT Subject Tests that you registered for in April.
- If you work, save some of your earnings for college.

July

- During the summer, you may want to sign up for a PSAT/SAT prep course, use computer software, or do the practice tests in books designed to familiarize you with standardized tests.

August

- Make your summer productive. Continue reading to increase your vocabulary.

Junior Year Calendar

- Begin college selection process. Attend college fairs, financial aid seminars, general information sessions, etc., to learn as much as you can about the college application process. Make sure you are meeting the NCAA requirements if you want to play Division I or Division II athletics in college.

September

- Register for the October PSAT. Meet with your Post-secondary Counselor to review your courses for this year and plan your schedule for senior year.
- Save samples of your best work for your academic portfolio (all year).
- Maintain your co-curricular record (all year).

October

- Junior year PSAT scores may qualify a student for a National Merit Scholarship Competition and the National Achievement and the National Hispanic Scholars Programs. So, even though these test scores will not be used for college admission, it is still a good idea to take the PSAT. The more times you take standardized test to the more familiar you will become with the format and the types of questions asked. If you wish to receive free information from colleges, indicate on the PSAT test answer form that you want to participate in the Student Search.

November

- Junior year grades are extremely important in the college admission process because they are a measure of how well you do in advanced, upper level courses. Grades also are used to determine scholarships and grants for which you may be eligible. So put in extra effort and keep those grades up!
- If you will require financial aid, start researching your options for grants, scholarships, and work study programs. Make an appointment with your Post-secondary Counselor or start visiting NACAC's Web Resources for the College Bound to do research on your own using the Internet.
- <http://www.nacacnet.org/studentinfo/Pages/Default.aspx>

December

- During December you should receive your results of your PSAT. Read your score report and consult your Post-secondary Counselor to determine how you might improve on future standardized tests. The PSAT is excellent preparation for the SAT Reasoning Test, which you will take in the spring.

January

- If you plan to take the ACT, register now for the February ACT. Many colleges accept the ACT (American College Test) or the SAT Reasoning Test. Some colleges require the ACT or both SAT Reasoning Test and the SAT Subject Tests. When you begin to explore different colleges and universities, double check to see if they prefer or require the ACT, the SAT Reasoning Test and/or the SAT Subject

Tests.

- Begin to make a preliminary list of colleges you would like to investigate further. Surf the Internet and use the college resources in the guidance office or library.
- Ask your parents for your Social Security number (required on many college applications). If you were never issued a Social Security number, contact the closest Social Security office as soon as possible to obtain a new number. If you are not eligible for a Social Security number, please talk with your Post-secondary Counselor about procedures to follow when filling out your college application.

February

- Meet with your Post-secondary Counselor to discuss your preliminary list of colleges. Discuss whether your initial list of colleges meets your needs and interests (academic programs, size, location, cost, etc.) and whether you are considering colleges where you are likely to be admitted. You should be optimistic and realistic when applying to colleges and apply to a range of colleges.
- Register for the March SAT Reasoning Test if you have completed the math courses covered on the SAT Reasoning Test. If not, plan to take the SAT Reasoning Test in May or June. Prepare for the SAT Reasoning Test or ACT by signing up for a prep course, using computer software, or doing the SAT/ACT practice tests available at your center or at bookstores. But don't spend so much time trying to improve your standardized test scores that grades and co-curricular involvement suffer.
- See your Post-secondary Counselor to see if you are eligible to receive an SAT or ACT fee waiver.

March

- Write, telephone, or use the Internet to request admission literature and financial aid information from the colleges on your list. There is no charge and no obligation to obtain general information about admission and financial aid.

April

- When selecting your senior courses, be sure to continue to challenge yourself academically.
- Register for the May/June SAT Reasoning Test and/or the May/June SAT Subject Tests. Not all SAT Subject Tests are given on every test date. Check the calendar carefully to determine when the Subject Tests you want are offered. Register for the June ACT if you want to take that test.
- Continue to evaluate your list of colleges and universities. Eliminate colleges from the original list that no longer interest you and add others as appropriate.
- Look into summer jobs or apply for special summer academic or enrichment programs. Colleges love to see students using their knowledge and developing their skills and interests.

May

- Attend a college fair to get more information about colleges on your list. NACAC sponsors college fairs in cities across the country during the fall and the spring. Visit NACAC's National College Fairs web page to check out the schedule for the National College Fairs and the Performing and Visual Arts College Fairs.

- Get a jump start on summer activities. Consider enrolling in an academic course at local college, pursuing a summer school program, applying for an internship, working, or volunteering. If you work, save part of your earnings for college.
- Begin visiting colleges. Phone to set up appointments. Interviews are always a good idea. Many colleges will tell you they are optional, but an interview will show interest, enthusiasm and initiative on your part and provide an excellent opportunity to have your questions answered. Do a practice interview with your Post-secondary Counselor, teacher, employer, or a senior who has had college interviews. Set up interviews as early as possible – interview times become booked quickly!
- Take the SAT Reasoning Test or the SAT Subject Tests and /or the ACT.

June

- After school ends, get on the road to visit colleges. Seeing the college firsthand, taking a tour, and talking to students can be the greatest help in deciding whether or not a school is right for you. Although it is ideal to visit colleges during the academic year, going in the summer will be valuable. Admissions offices usually employ their students to give tours and answer questions from prospective students and their parents.
- Take the SAT Reasoning Test, the SAT Subject Tests and/or the ACT.

July

- Visit colleges, take tours, have interviews and ask questions. Make college visiting a family event. Involve your parents /guardians and siblings in every step of your application process. Choosing the right college is a tough decision; the opinions of those who know you the best can provide helpful insight into which college is best for you.

August

- Continue to refine your list of potential colleges and universities.
- Begin preparing for the actual application process: draft application essays, collect writing samples, and assemble portfolios or audition tapes. If you are an athlete and plan on playing sports in college, contact the coaches at the schools to which you are applying and ask about the intercollegiate and intramural sports programs and athletic scholarships.
- Complete the NCAA Initial-Eligibility Clearinghouse form if you hope to play Division I or II sports. (This form cannot be mailed until you finish your sixth semester of high school.)
- Begin scholarship applications; many deadlines are as early as October. Continue applying for scholarships throughout the year.

Senior Year Calendar

- Apply to colleges. Make decisions. Finish high school with pride in yourself and your accomplishments.

September

- Make sure you have all applications required for college admission and financial aid. Write, phone, or use the

Internet to request missing information.

- Check on application and financial aid deadlines for the schools to which you plan to apply. They may vary and it is essential to meet all deadlines!
- Meet with your Post-secondary Counselor to be sure your list includes colleges appropriate to your academic and personal record. Review your transcript and co-curricular records with your Post-secondary Counselors to ensure their accuracy.
- Register for the October/November SAT Reasoning Test and/or SAT Subject Tests, or September/October ACT.
- If colleges require recommendations, ask the appropriate people to write on your behalf. At least three weeks before the due date, ask your Post-secondary Counselor, teachers, employers, or coaches to write letters of recommendation.
- Provide recommendation forms, any special instructions and a stamped, addressed business envelope to the people writing your recommendation. Be thoughtful! Write thank-you notes to those who write recommendations and keep them informed of your decisions.
- Plan visits to colleges and set up interviews (if you didn't get them during summer or if you want to return to a campus for a second time). Read bulletin boards and the college newspaper. Talk with current students and professors.

October

- FAFSA (Free Application for Federal Student Aid) opens this month via studentaid.ed.gov/sa/fafsa. Be sure to apply during the October 1st through March 2nd window to see if you are eligible for financial aid.
- Attend a regional college fair to investigate further those colleges to which you will probably apply. Visit the College Fairs section on NACAC's Web site to view the schedule for NACAC's National College Fairs and Performing and Visual Arts College Fairs. <http://www.nacacnet.org/Pages/default.aspx>
- Start online applications in time to reach the colleges by the deadlines. Check with your Post-secondary Counselor to make sure your transcript and test scores have been/will be sent to the colleges to which you are applying.
- If applying for early decision or early actions, send in your application now. Also prepare applications for back up schools. Remember, if you are accepted under the early decision option, you are expected to enroll at that college and to withdraw all other applications. Submit financial aid information if requested from early decision/action candidates.
- Register for the December/January SAT Reasoning Test and /or SAT Subject Tests, or December ACT if you have not completed the required tests or if you are not happy with your previous test scores and think you can do better.
- Have official test scores sent by the testing agency to colleges on your list.
- Begin CSU & UC applications.
- If you need financial aid, obtain a FAFSA (Free Application for Federal Student Aid) form from your Post-secondary Counselor. Check to see if the colleges to

which you are applying require any other financial aid form. Register for the CSS Profile if required and obtain the college's own financial aid forms, if available.

November

- Take the SAT Reasoning Test or SAT Subject Tests if appropriate. Don't forget to have test scores sent to your colleges on your list.
- Continue completing applications to colleges. Print copies of all applications before mailing the applications.
- Consult your Post-secondary Counselor again to review your final list of colleges. Be sure you have all the bases covered. It is a good idea to make copies of everything before you drop those envelopes in the mail. If for some reason your application gets lost, you will have a backup copy. File your last college application.
- All applications to CSU & UCs are due Nov. 30.
- Keep all records, test score reports and copies of applications for admission and financial aid. Do not throw anything away until at least the end of your first year in college. Having detailed records will save you time and effort should anything be lost or should you decide to apply in the future to other colleges or scholarship programs.

December

- Have official test scores sent to colleges on your list if you have not done so.
- If you applied for early decision, you should have an answer by now. If you are accepted, follow the instructions for admitted students. If the decision is deferred until spring or you are denied, submit applications now to other colleges.
- Do not take rolling admission applications for granted. (Some colleges do not have application deadlines; they admit students on a continuous basis.) These schools may reach their maximum class size quickly – the earlier you apply, the more availability there may be.

January

- Keep working in your classes! Grades and courses continue to count throughout the senior year.
- Request that your Post-secondary Counselor send the transcript of your first semester grades to the colleges to which you applied.
- Parents/guardians and students, complete your income tax forms as soon as possible. You will need those figures to fill out the FAFSA. Complete and return your FAFSA as quickly as possible after January 1. Check to make sure you colleges or state does not require any other financial aid forms. If they do, consult your Post-secondary Counselor or contact the college's financial aid office.
- Return your signed Cal Grant GPA Verification Form to your Post-secondary Counselor.

February

- Remember to monitor your applications to be sure that all materials are received on time and that they are complete. Stay on top of things and don't procrastinate; you can ruin your chances for admission by missing a deadline.
- You should receive your Student Aid Report (SAR) within four weeks after submitting the FAFSA. Review the SAR carefully and check for any inaccuracies. If

necessary, correct any items on the SAR and return it to the FAFSA processor (if a college transmitted your data directly, notify the college of any change).

- If more than four weeks have passed after sending in your FAFSA and you have not received an acknowledgment, contact the Federal Student Aid Information Center (319) 337-5665. To identify you, they will need your name, social security number, address, and date of birth exactly as it was written on your FAFSA.
- Continue to complete scholarship applications. You may be eligible for more scholarships than you think, so apply for as many as you can.
- Enjoy your final year in high school, but don't catch senioritis!

March

- File your FAFSA by March 2 – do not wait until the last minute!
- Stay focused and keep studying – only a couple more months to go!

April

- Review your college acceptances and financial aid rewards. Be sure to compare financial aid packages in your decision-making process. If you are positive you will not enroll at one or more of the colleges which accepted you please notify those colleges that you have selected another college. Keeping colleges abreast of your plans might enable those colleges to admit someone else. If you know which college you will attend, send your tuition deposit and follow all other instructions for admitted students. You must decide which offer of admission to accept by May 1 (postmark date).

May

- By May 1, decide on the one college that you will attend and send in your tuition deposit to the college you will attend. Notify the other colleges that accepted you that you have selected another college.
- Be PROUD – you have completed a difficult task.
- If your first choice college places you on their waiting list, do not lose all hope. Some students are admitted off the waiting list. Talk with your Post-secondary Counselor, and contact the college to let them know you are still very interested. Keep the college updated on your activities.
- Take Advanced Placement examinations, if appropriate, and request that your AP scores be sent to the college you will attend.

June

- Request that your Post-secondary Counselor send your final transcript to the college you will attend. Notify the college of any private scholarships or grants you will be receiving.
- Know when the payments for tuition, room and board, meal plans, etc., are due. If necessary, ask the financial aid office about a possible payment plan that will allow you to pay in installments.
- Congratulations! You've made it through high school! Enjoy your graduation and look forward to college.

July

- Look for information in the mail from the college about housing, roommates, orientation, course selection, etc.

- Respond promptly to all requests from the college.

August-September

- Ease the transition into college. Accept the fact that you'll be in charge of your academic and personal life. What you do, when you do it, and how things get done will be up to you. You'll have new responsibilities and challenges. Think about budgeting your time and establishing priorities. Take charge of the changes that lie ahead and eliminate or minimize pressures. Go forth with confidence, enthusiasm, willingness, adaptability, and determination to succeed.
- Pack for college. Don't forget to include things that remind you of your friends and family. Be prepared for the new opportunities and challenges. Have a great freshman year!

College Preparatory Plan

The college preparatory plan leads to enrollment in a four-year college or university, or enrollment in community college and transfer to a four-year institution. Students following this plan should enroll in:

1. minimum graduation requirements in grades 9-12.
2. three or four years of mathematics (Algebra I or higher).
3. three or four years of college preparatory lab science.
4. two to four years of one college preparatory foreign language.
5. complete at least 11 A-G classes before beginning 12th grade.

A grade point average of 3.0 or higher is recommended. STUDENTS SHOULD TAKE THE SAT OR ACT AT THE END OF THE JUNIOR YEAR OR EARLY IN THE SENIOR YEAR TO ESTABLISH APTITUDE FOR COLLEGE WORK. Minimum requirements for admission identify those students who are eligible to be selected. Selection is based on performance over and above these minimums.

University of California

University of California admission is limited to the upper 12.5% of high school graduates. Selection by the University of California depends on performance over and above the minimums. Students who expect to be successful in the University of California must expect to complete 30 credits (6 courses) each semester for a total of eight semesters (240 credits), to include at least four academic courses each semester with special attention to advanced courses in the junior and senior years. Students must complete at least 11 A-G classes before beginning of senior year.

To be admitted to a campus of the University of California as a freshman, the student must meet the three requirements of admission: the Subject Requirement, the Scholarship Requirement, and the Examination Requirement. Students are expected to have a transcript pattern that includes academic courses, which are college preparatory in nature.

Cal State University

The CSU requires a minimum 15-unit pattern of courses for

admission as a first-time freshman. Each unit is equal to a year of study in a subject area. A grade of C or higher is required for each course you use to meet any subject requirement. Effective with the class of 2003, the University of California and California State University systems agreed to adopt the same pattern of academic courses required for freshman eligibility, enabling high school students to take the same courses to prepare for admission to both institutions.

Work Permits

Minors employed in the state of California must have a Permit to Employ and Work (commonly referred to as a “work permit”) pursuant to Labor Code section 1299 and Education Code section 49160. Options for Youth Acton (“School”) may issue work permits for pupils ages 14-17 in accordance with Education Code sections 49110-49120. This includes any pupils who have not yet graduated from high school or have not received a certificate of proficiency. Pupils who wish to obtain a work permit are subject to the School requirements as noted below.

Eligibility Considerations and Request for Work Permit

In order to be eligible for a work permit, pupils must:

Be in good academic and behavioral standing

Pupils must submit no less than four units of coursework each academic month for the school year.

Students must abide by all safety and behavior rules and expectations outlined in the Student Handbook as well as all established school site and/or classroom rules.

Provide Evidence of Sufficient Age

If the School determines school records do not provide sufficient evidence of age, the pupils shall provide other evidence of age such as certificate of birth, baptism certificate, or passport. When there are no available official documents, the School may accept an affidavit by the parent or legal guardian to prove the student is of age.

Submit a Statement of Intent to Employ a Minor and Request for a Work Permit-Certificate of Age (CDE Form B1-1) completed by the student, parent/guardian and employer.

Pupils must submit the required documents to the designated school official. Hours Restrictions: The pupil’s work schedule in the Statement of Intent to Employ a Minor and Request for a Work Permit-Certificate of Age form must comply with legal requirements. The relevant requirements can be found in the California Department of Labor Standards Enforcement Child Labors Pamphlet which can be found using the following link at <https://www.dir.ca.gov/dlse/ChildLaborLawPamphlet.pdf>.

Monitoring Student Progress, Revocation, and Expiration

The Principal or Designee shall routinely inspect the attendance and coursework of pupils possessing work permits to ensure adequate academic progress is achieved. Pupils must remain in good academic and behavioral standing in order to maintain their work permit. The

Principal or Designee may revoke a student’s work permit at any time if they determine that the employment is disrupting the student’s education, a condition of the permit is not being met, or if the student is performing work in violation of the law. Permits issued during the school year expire five days after the opening of the next succeeding school year and must be renewed. (Education Code section 49118.) Each permit shall authorize work for a specific employer. Whenever a student changes employers, he/she shall request a new permit.

Workforce Innovation Opportunity Act (WIOA) Consideration

As a WIOA exclusive partner, the School will take measures to ensure work permits are granted in an expedited fashion to facilitate both referrals to WIOA partners and increase student’s exposure to the workforce.











Government Employment Consideration

In accordance with Education Code section 49120, the School shall not deny a work permit request on the basis of a pupil’s grades, grade point average, or school attendance if the pupil is applying for a work permit in order to participate in a government-administered employment and training program that will occur during the regular summer recess or a vacation of the school that the pupil attends.







University Websites:


















- University of California: www.universityofcalifornia.edu
- Association of Independent California Colleges and Universities: www.aiccu.edu
- CSUApply: www2.calstate.edu/apply

University of California

Northern Campuses	
UC Berkeley https://www.berkeley.edu/	
UC Merced http://www.ucmerced.edu/	
UC Davis http://www.ucdavis.edu/	
UC San Francisco http://www.ucsf.edu/	
UC Santa Cruz http://www.ucsc.edu/	
Central Campuses	
UC Santa Barbara http://www.ucsb.edu/	
Southern Campuses:	
UC Los Angeles http://www.ucla.edu/	
UC Irvine http://uci.edu/	
UC Riverside http://www.ucr.edu/	
UC San Diego http://www.ucsd.edu/	

Cal State University

Northern Campuses	
California Maritime Academy https://www.csum.edu/	
CSU Chico http://www.csuchico.edu/	
CSU East Bay http://www.csueastbay.edu/	
Humboldt State University http://www.humboldt.edu/	
CSU Sacramento http://www.csus.edu/	
San Francisco State http://www.sfsu.edu/future/	

San Jose State http://www.sjsu.edu/	
Sonoma State http://www.sonoma.edu/	
Central Campuses	
Fresno State http://www.fresnostate.edu/	
CSU Monterey Bay http://csumb.edu/	
Cal Poly San Luis Obispo http://www.calpoly.edu/	
CSU Stanislaus http://www.csustan.edu/	
Southern Campuses:	
CSU Bakersfield http://www.csub.edu/	
CSU Channel Islands http://www.csuci.edu/	
CSU Dominguez Hills http://csudh.edu/	
CSU Fullerton http://fullerton.edu/	
CSU Northridge http://www.csun.edu/	
CSU Long Beach http://csulb.edu/	
CSU Los Angeles http://www.calstatela.edu/	
Cal Poly Pomona http://www.cpp.edu/	
CSU San Bernardino http://www.csusb.edu/	
San Diego State http://www.sdsu.edu/	
CSU San Marcos http://www.csusm.edu/	

School Code
Acton-Agua Dulce:
051237

Additional Online Resources

These free websites provide on planning for college and your career. Be sure to read each site's privacy policy to be aware of current practices regarding privacy and information sharing. This list is NOT an endorsement for any of these sites.

Financial Aid Resources

Asian American Scholarships

- www.apiasf.org

Athletic Scholarships

- www.ncaa.org

Borrow Smart: for information on low-interest federal loans and strategies for smart borrowing

- www.studentloans.gov

Cal Grants/California State Aid

- www.calgrants.org
- www.csac.ca.gov
- www.webgrants4students.org

Cash for College Workshops

- www.californiacashforcollege.org

California Community Colleges

- www.icanaffordcollege.com
- www.cccapply.org

College Costs and More

- collegenavigator.ed.gov

College Savings Plans

- www.scholarshare.com
- www.collegesavings.org
- www.independent529plan.org

Dream Act

dream.csac.ca.gov

FAFSA on the Web

- studentaid.ed.gov/sa/fafsa

Foster Youth Grants

- www.chafee.csac.ca.gov
- www.fosteryouthhelp.ca.gov
- www.calyouthconn.org
- www.orphan.org

Gates Millennium Scholarships

- www.gmsp.org

Latino Scholarships

- www.hsf.net
- www.latinocollegedollars.org
- www.maldef.org

Military and Veterans

- www.todaysmilitary.com
- www.gibill.va.gov

National Student Loan Data System

- www.nslds.ed.gov

Native American Grants and Scholarships

- www.bia.gov
- www.collegefund.org
- www.aises.org/scholarships

Scholarship Directories

- www.fastweb.com
- www.collegenet.com/mach25
- www.collegeboard.com/pay
- www.scholarships.com

Scholarship Scams

- www.ftc.gov/scholarshipscams
- www.studentaid.ed.gov/lisa

Teach for America

- www.teachforamerica.org
- www.teachCalifornia.org

College Web Resources

ACT

- www.actstudent.org

Association of Independent California Colleges

- www.aiccu.edu

California Colleges

- www.californiacolleges.edu
- www.cccapply.org
- www.cccco.edu

California State University

- www.calstate.edu
- www.csumentor.edu

College Board and SAT

- www.collegeboard.com

College Planning and Exploration

- www.going2college.org
- www.KnowHow2Go.org
- www.mappingyourfuture.org
- www.finaid.org

National Association of Independent Colleges and Universities

- www.naicu.edu

University of California

- www.universityofcalifornia.edu

Other Web Resources

Citizenship Information

- www.uscis.gov

Social Security Number

- www.ssa.gov

Tax Benefits for Education

- www.irs.gov/publications/p970/index.html

Career Web Resources

AmeriCorps

- www.americorps.gov
- www.californiavolunteers.org

California Career Colleges

- www.cappsonline.org

Health Careers

- www.HealthJobsStartHere.com
- bhpr.hrsa.gov
- www.hhs.gov
- www.oshpd.ca.gov/HPEF

Job Search/Careers

- www.collegegrad.com
- www.coolworks.com
- www.careeronestop.org

Job Trends

- www.bls.gov/emp
- www.labormarketinfo.edd.ca.gov

National Guard (California)

- www.calguard.ca.gov

Salaries

- www.bls.gov/oco

Other College Web Resources

College Data

- www.collegedata.com

Inside Higher Ed

- www.insidehighered.com

Princeton Review

- www.princetonreview.com
-



Section 13 — High School Courses

English – Core Classes

Students may be required to attend a small group instruction class while taking any of the following classes

English 9 A/B

HS1120/HS1121

Credits: 10

9th Grade

CSU/UC Approved for “B”

The purpose of English 9 A/B is to expose students to various forms of fiction and nonfiction. Students will understand an assortment of literary concepts, including point of view, authors’ purpose and literary analysis. This course will allow students to increase reading comprehension by making predictions, analysis of structure and format and inferences. This course is designed to expose students to a wide array of texts and concepts in order to prepare them for future English courses in which they will work through increasingly difficult literary concepts and ideas, both abstract and concrete in nature. Students will work through a number of Common Core standards as they structure multiple academic essays to increase writing skills. Finally, students will engage with questions about communication and conflict as they connect all of their readings to the world in which they live these days



English 9 A/B (Online – Edmentum)

HSED1001/HSED1002, HSES175/HSES1764

Credits: 10

9th Grade

CSU/UC Approved for “B”

English is the study of the creation and analysis of literature written in the English language. In English 9A, you will study a variety of techniques to improve your reading comprehension and writing skills. The instruction covers many types of writing: creative, descriptive, expository, narrative, and persuasive. In English 9A, you will read and analyze literature in different genres as well as practice skills related to good study habits. You will sharpen your writing skills as you evaluate literary works with regard to literary technique, form, and theme.



English Language Development ELD 9 A/B (Online – iLit)

HS1130/HS1131

Credits: 10

9th Grade

CSU/UC Approved for “B”

This course, which adheres to the California Common Core English standards, intends to equip students for life outside the classroom, building college, career, and citizenship readiness. Focused on text complexity, the course covers narrative, plays, dramas, poetry, informational texts, including articles, websites, videos, and other supplemental reading. Students will gain literacy skills by challenging their critical thinking, reasoning, and evidence collection skills. Students write essays that focus on thematic structure, sentence variety, and voice. Students can express their ideas in meaningful and relevant ways, while learning the technical aspects of language. English 9 iLit serves as the foundation for all subsequent courses in high school that involve reading, analyzing and writing, providing students with the tools and strategies needed to develop effective communication skills.

English 10 A/B

HS1081A/HS1082, HS1081A

Credits: 10

10th Grade

CSU/UC Approved for “B”

In this course, students will be expected to use reading and thinking skills as they analyze and apply literary concepts to grasp the authors’ purpose and the central idea of the texts. Guided instruction and modeling will cause students to develop their own voice and point of view. In each unit, the students participate in writing workshops that blend grammar and writing concepts to help understand the writing process. The novel for this course is narrative non-fiction of a historical event that will be incorporated as additional reading material for the course to allow the students to broaden their perspectives and help them make personal connections with real-world issues.



English 10 A/B (Online – Edmentum)

HSED1003/HSED1004, HSES177/HSES178

Credits: 10

10th Grade

CSU/UC Approved for “B”

English is the study of the creation and analysis of literature written in the English language. In English 10A you will explore the different literary devices used in short stories, such as subject, theme, mood, plot, and narration. You will read and analyze a variety of literary works to learn more about a particular literary device. The second unit covers many types of informational texts. In the third unit, you will read and study drama from a range of eras. In addition, you will complete writing activities in which you will employ analytical and persuasive skills. In English 10A, you will also study a variety of techniques to improve your reading comprehension, writing skills, and grammar and mechanics.

**English Language Development ELD 10 A/B (Online – iLit)**

HS1132/HS1133

10th Grade

Credits: 10

CSU/UC Approved for “B”

This course, which adheres to the California Common Core English standards, intends to equip students for life outside the classroom, building college, career, and citizenship readiness. Focused on text complexity, the course covers narrative, plays, dramas, poetry, informational texts, including articles, websites, videos, and other supplemental reading. Students will gain literacy skills by challenging their critical thinking, reasoning, and evidence collection skills. Students write essays that focus on thematic structure, sentence variety, and voice. Students can express their ideas in meaningful and relevant ways, while learning the technical aspects of language. English 10 iLit serves as the foundation for all subsequent courses in high school that involve reading, analyzing and writing, providing students with the tools and strategies needed to develop effective communication skills.

English 11 A/B

HS1085/HS1086

11th Grade

Credits: 10

CSU/UC Approved for “B”

Students taking English 11 A/B CP will be engaged in a rigorous American Literature course, aligned to Common Core standards, that is designed to create college- and career-ready thinkers and writers. Students will analyze and evaluate a wide variety of fiction and nonfiction selections in their textbook and novels. Students will practice critical thinking, comprehension, vocabulary analysis, and grammar skills through thematic units centered in the historical context of the literary period. Students will benefit from a well-rounded writing program that focuses on the writer’s craft, such as supporting claims, organizing information, using narrative techniques, conducting research, evaluating points of view, and proofreading and revising skills.

**English 11 A/B (Online – Edmentum)**

HSED1005/HSED1006, HSES179/HSES180

11th Grade

Credits: 10

CSU/UC Approved for “B”

English is the study of the creation and analysis of literature written in the English language. In English 11A you will study a variety of techniques to improve your reading comprehension and writing skills. The instruction covers many types of writing: creative, descriptive, expository, narrative, and persuasive. In English 11A, you will read and analyze different genres in literature with an emphasis on American literary movements over time. You will also complete writing activities to evaluate literary works with regard to literary techniques, form, and theme

English 12 A/B

HS1089/HS1090

12th Grade

Credits: 10

CSU/UC Approved for “B”

Students taking English 12 A/B CP will be engaged in a rigorous course, aligned to Common Core standards, that is designed to create college- and career-ready thinkers and writers. Students will analyze and evaluate a wide variety of fiction and nonfiction selections in their textbook and novels. Students will practice critical thinking, comprehension, vocabulary analysis, and grammar skills through thematic units centered in the historical context of the literary period. Students will benefit from a well-rounded writing program that focuses on the writer’s craft, such as supporting claims, organizing information, using narrative techniques, conducting research, evaluating point of view, and proofreading and revising skills. Students will be challenged to hone their craft to create a reflective essay or autobiographical narrative, persuasive essay or short story, historical investigation report, and multimedia presentation. Assessments will emphasize higher-level thinking skills, requiring students to go beyond simple comprehension of the assigned texts; they must show growth in their ability to analyze and evaluate information they encounter in literary as well as informational texts.

**English 12 A/B (Online – Edmentum)**

HSED1007/HSED1008, HSES18/HSES182

12th Grade

Credits: 10

CSU/UC Approved for “B”

English is the study of the creation and analysis of literature written in the English language. In English 12A you will explore the relation between British history and literature from the Anglo Saxon period through the neoclassical era, including the works of Shakespeare. You will read and analyze a variety of literary works from this time period using relevant cultural and political history presented in each lesson. In English 12A you will also study a variety of techniques to improve your reading comprehension, writing skills, and grammar and mechanics. The instruction covers many types of writing: creative, descriptive, expository, narrative, and persuasive. In addition you will complete writing activities in which you will employ analytical and persuasive skills.

**AP English Lit & Comp A/B (Online – Edmentum)**

HSED1015/HSED1016

12th Grade

Credits: 10

CSU/UC Approved for “B”

Each unit of Advanced English Literature and Composition is based on a researched scope and sequence that covers the essential concepts of literature at an AP level. Students engage in in-depth analysis of literary works in order to provide both depth and breadth of coverage of the readings. Units include Close Analysis and Interpretation of Fiction, Short Fiction, the Novel, and Poetic Form and Content. Writing activities reinforce the reading activities and include writing arguments, analysis, interpretation, evaluation, and college application essays.

American Literature

HS10AL

Credits: 5

9th – 12th grade

CSU/UC Approved for “B”

This course is designed to expose students to American literature from the colonial period through the 1930s. Students will study the writing styles of a variety of authors and analyze how the time period in American history influenced the writers of the day. The students will learn about the major movements in American literature from the revolutionary period to the Age of Romanticism. Students will write their own poetry and essays as well as critiques of the writers they read. They will read two novels, *The Great Gatsby* and *Of Mice and Men*, which will give a stark contrast of the 1920s, which was the era of decadence, to the 1930s era of The Great Depression. Upon completing the course, students will have learned the history of American literature and better understand how it influences the writers of today.

Contemporary Composition

HS1023

Credits: 5

9th – 12th grade

This course will explore the realm of writing composition. The student will be exposed to a variety of essays (e.g., persuasive, expository, and descriptive), and how to write different types of letters (e.g., letters of complaint, letters to the editor). They will be given the ability to learn how to revise, edit, and proof every form of writing that is covered in this course. Students will also utilize their imagination and creativity by analyzing pieces of artwork and responding to their feelings. Students will also be exposed to different forms of literature and how to respond to each.

CSU Expository Reading/Writing A/B

HS1091/HS1092

Credits: 10

9th – 12th grade

CSU/UC Approved for “B”

Aligned to Common Core Standards, this course prepares students for the demands of college reading and writing. Through scaffolding, the rhetoric-based course advances students’ proficiency in comprehension, and their responses to non-fiction and literary texts. By the end of the course, students will act as motivated self-directed learners, write a variety of text-types for real audiences and purposes, determine an author’s point of view and purpose, analyze the writers’ use of rhetorical devices, and initiate and participate effectively in a range of collaborative discussions with peers and more.

English – Electives

Students may be required to attend a small group instruction class while taking any of the following classes

**Creative Writing (Online – Edmentum)**

HSES477

Credits: 5

9th–12th Grade

CSU/UC Approved for “G”

By the end of this course, students will be able to list various genres of creative writing and explain how to begin the process of writing, identify the key elements of various forms of personal narratives, identify and describe the key elements of a short story, demonstrate effective dialogue-writing skills and apply various literary techniques in writing short prose, describe various elements of long prose and identify the different types of narrative styles, describe various literary techniques used in poetry and identify poetry’s different forms, identify the different forms of theater and describe key elements in writing for theater, describe various aspects of stage direction and temporal techniques in writing for theater, and describe the key elements in writing for younger audiences

Critical Literacy

HS65C

Credits: 5

9th–12th Grade

Students will gain reading and writing skills through the acquisition of new thinking skills, including Metacognition, Active Reading Strategies, Mind Mapping, Think-Alouds, personal and critical oral responses, and reading. In addition, students will complete an independent reading assignment from the California Approved Book List that is at his or her reading level. The culminating projects will be a Book Talk and Book Review, as well as a Literary Autobiography, all of which will demonstrate the students’ growth over the course of the class.

**English Language Development ELD Newcomer A/B (Online – iLit)**

HS1138/HS1139

Credits: 10

9th–12th Grade

This course intends to equip students for life in and out of the classroom with developing beginning English skills. Focused on building basic communication and literacy skills in English, newcomer students are initially assessed to determine what knowledge of English a student may already have, if any. The curriculum is adjusted to meet those individual linguistic needs in teaching: phonics and phonemic awareness, oral language, fluency, grammar structures, writing construction, and reading comprehension. iLit for Newcomers serves as the foundation for all subsequent courses in high school that involve reading, analyzing and writing, providing students with the tools and strategies needed to develop effective communication skills.

English Readiness A/B

HS10RA/HS10RB

9th–12th Grade

Credits: 10

English Readiness is a standards-based modular course designed to remediate the student on 9th and 10th grade English/Language Arts standards. These modules, based on the twenty ELA power standards as identified by the school, can be assigned as needed where the instructor is able to detect a deficiency with a student's particular skill set. Each module focuses on one or two standards and will greatly increase the student's ability to comprehend and master each standard. All work is done in the workbook with some use of the Internet to reinforce certain concepts. A student can complete 5 modules per semester and can complete each module only once.

Multicultural Literature

HS10ML

9th–12th Grade

Credits: 5

This course will expose students to a variety of authors and stories from around the world. Students will explore each story in depth by completing various activities that will challenge their thinking and open them up to new ways of learning. Through the reading selections, students will be exposed to the various cultures contained within each country. Throughout the five units, students will study various genres from all reaches of the world, which will help them to understand how literature can help them understand regionalism.

Poetry

HS1032

9th–12th Grade

Credits: 5

Poetry offers a comprehensive study of the poetic form, elements of poetry, key literary genres, poem types as well as influential poets throughout the ages. Students will develop their ability to read and analyze poetry and decipher all varieties of poetic language. They will explore the historical origins of poetry in the English language that incorporates poets of the British Isles and North America. Students will write down a poetry log throughout the course where they can express their personal opinions about the poems they read. They will be able to write a thoughtful critical essay by the end of the semester that will demand the ability to incorporate their poetry learning into a detailed analysis of a poem or poetry subject.

Principles of English

HS10PE

9th–12th Grade

Credits: 5

This course was created to help students review and master the key elements of the California content standards in language arts. As they review and master each standard, they will increase their competency in language arts and gain confidence in their abilities. The lessons are organized into reading and writing sections. The reading portions will help students review and master skills related to vocabulary, reading comprehension, and literary analysis via multiple-choice items. The writing portion of this course assesses three aspects of writing: strategies, applications, and English language conventions. For the writing portion, students will write two essays and answer multiple-choice items.

Reading Fiction

HS10RF

9th–12th Grade

Credits: 5

In this course, students will read five novels: *The Westing Game*, *The Catcher in the Rye*, *Harry Potter and the Sorcerer's Stone*, *The House of the Scorpion*, and *To Kill a Mockingbird*. Each unit will look at the important events in each novel that shape the characters, theme, and setting. Students will also relate the themes of the novel to their life.

**Structure of Writing (Online – Edmentum)**

HSES379

9th–12th Grade

Credits: 5

CSU/UC Approved for "G"

Structure of Writing is the study of principles of grammar and effective writing, and application of these principles to writing. In Structure of Writing, you will learn about the types of sentences, punctuation marks and grammar rules such as subject verb agreement and tenses; you will also learn about different parts of speech and their correct usage; examine the concept of parallel structure in sentences as well as identify and correct run-on sentences. Finally, you will learn about developing paragraphs and essays.

Writing Skills

HS1028

9th–12th Grade

Credits: 5

This course is intended to improve grammar and build writing skills. Students will review some basic grammar concepts and learn how to relate this to building solid paragraphs. They will then use these new skills to learn to write whole five paragraph essays that are technically and grammatically sound. Students will learn a new model for writing an essay and will then learn how to implement into writing various types of essays.

Math – Core Classes

Students may be required to attend a small group instruction class while taking any of the following classes

Algebra 1A1/1A2, 1B1/1B2 (2 year course)

HS2IA1/HS2IA2, HS2IB1/HS2IB2

Credits: 20

9th Grade

CSU/UC Approved for “C”

This extended 2-year Algebra course begins with a review of essential and fundamental Algebra concepts. This includes understanding the use of variables and exponents, as well as properties of real numbers, and solving linear equations and inequalities. Students will then learn to graph linear equations and inequalities in two variables along with determining the slope and equations of lines. They move onto subtracting, multiplying and dividing polynomials as well as the quotient rule and scientific notation. Students begin the second half of the course with factoring. This includes understanding how to factor and apply it to everyday life. Students will also learn how to manipulate rational expressions, explore complex fractions, solve rational expression and understand direct and indirect variations, and solve linear equations. Finally, students move into a review of graphing, key terms, and line equations. The units include the applications of linear systems, solving linear inequalities, equations, inequalities, and absolute value. This course concludes with graphing quadratic equations and functions.

Algebra 1 A/B

HS2040/HS2041

Credits: 10

9th–12th Grade

CSU/UC Approved for “C”

Textbook: Algebra 1 (Pearson). Aligned to Common Core Standards, this course will introduce students to and promote mastery of algebraic concepts such as using data to derive linear equations, solving systems of linear equations, examining rates of change problems with their related graphs, problems with exponents, and quadratic functions. Students will use application problems to gain a better understanding of how algebraic concepts apply in a real world environment. In addition, students will periodically review other important mathematical topics such as formulas from geometry, measurement conversions, calculating probabilities, and hypothesis testing.



Algebra 1 A/B (Online – Edmentum)

HSED2001/HSED2002, HSES185/HSES186

Credits: 10

9th–12th Grade

CSU/UC Approved for “C”

Algebra is a branch of mathematics that uses symbols in place of numbers to describe and generalize relationships. In Algebra 1A, you will explore relationships between mathematical quantities, how to reason with equations and inequalities, graphing, functions, and mathematical modeling. You will build on your knowledge of variables, exponents, expressions, and algebraic terminology by applying algebra to real-world situations.

Geometry A/B

HS2038/HS2039

Credits: 10

9th–12th Grade

CSU/UC Approved for “C”

The ultimate goal of this course to extend students prior learning from middle school geometry to more formal geometric proofs that use rigid motions and their precise definitions, the study to figures on the Euclidean Plane, the connection of algebraic function to geometry and the study of trigonometry concerning right triangles and circles. Students will further their learning of rigid motions, translation, rotation and reflection, and begin to prove congruence with the use of them. They will develop proofs using rigid motions developing and utilizing precise definitions. They will then extend these definitions and proofs to solve problems about triangles, quadrilaterals and other polygons.



Geometry A/B (Online – Edmentum)

HSED2003/HSED2004, HSES189/HSES190

Credits: 10

9th–12th Grade

CSU/UC Approved for “C”

Geometry is a branch of mathematics that uses logic and formal thinking to establish mathematical relationships between points, lines, surfaces, and solids. In Geometry A, you will explore rigid and non-rigid transformations of figures in the coordinate plane and use them to establish congruence and similarity of triangles and other shapes. You will also prove theorems about lines, angles, triangles, and parallelograms, and build geometric constructions using both basic tools and modern technology. In conclusion, you will apply your knowledge of triangles as you investigate the mathematics of trigonometry.

Algebra 2 A/B

HS2045/HS2046

Credits: 10

9th–12th Grade

CSU/UC Approved for “C”

This course aligns with the California Algebra 2 standards. This discipline complements and expands the mathematical content and concepts of Algebra I and Geometry. Students who master Algebra 2 will gain experience with algebraic solutions of problems in various content areas, including the solution of systems of quadratic equations, logarithmic and exponential functions, the binomial theorem, and the complex number system.

**Algebra 2 A/B (Online – Edmentum)**

HSED2005/HSED2006, HSES187/HSES188

Credits: 10

9th–12th Grade

CSU/UC Approved for “C”

Algebra is a branch of mathematics that uses symbols in place of numbers to describe and generalize relationships. In Algebra 2A, you will perform operations and identify restrictions on rational expressions. You will also analyze and graph polynomial functions. Algebra 2A will introduce you to complex numbers. You will also solve quadratic equations in the complex number system.

**Precalculus A/B (Online – Edmentum)**

HSED2007/HSED2008, HSES191/HSES192

Credits: 10

9th–12th Grade

CSU/UC Approved for “C”

Precalculus encompasses the rudiments of calculus, analytical geometry, and trigonometry. In Precalculus B, you will explore and build your knowledge of conic sections, matrices, sequences, induction, and probability and apply this knowledge to real-world situations. You will also study basic concepts of calculus, such as the limits of a function and area under the curve.

**AP Calculus A/B (Online – Edmentum)**

HSED2019/HSED2020

Credits: 10

9th–12th Grade

CSU/UC Approved for “C”

This course grounds the study of calculus in real-world scenarios and integrates it with the four STEM disciplines. The first semester covers functions, limits, derivatives and the application of derivatives. The course goes on to cover differentiation and antidifferentiation, applications of integration, inverse functions, and techniques of integration.

**Probability and Statistics (Online – Edmentum)**

HSED2023

Credits: 5

9th–12th Grade

CSU/UC Approved for “C”

In this course, you will represent and interpret data using dot plots, histograms, box plots, two-way frequency tables, and scatter plots. You will study normal distributions and distinguish between correlation and causation. You will also determine the conditional probability of two events or whether the events are independent. Using counting techniques and the rules of probability, you will calculate probabilities and use the results to make educated and fair decisions. You will evaluate several data collection techniques and statistical models, including simulations. The course closes with information on how you can use probability models to represent situations arising in everyday life that involve both payoff and risk.

Integrated Math 1 A/B

HS2042/HS2043

Credits: 10

9th–12th Grade

CSU/UC Approved for “C”

In this course, Integrated Math 1, students will investigate topics from Algebra and Geometry. The first semester will focus on Algebra 1. The second semester will begin with Statistics and Probability and move on to topics found in Geometry. This course will help students develop a basic understanding of linear functions and geometric transformations.

The first semester will have a primary focus on linear functions, equations and inequalities. Students will learn the various forms of linear equations (standard form, slope-intercept form and point-slope form) and represent these functions through different means: equation, table, graph, and real life situation. Students will make connections between these representations and decide which approach is best when encountering various types of problems.

The second semester will begin with connecting linear functions to linear models, with the use of “lines of best-fit” and “regression lines” when analyzing data that have a linear correlation. Students will learn the basics of probability and how to apply probability to real-life situations. The course will then move on to geometry topics. The focus will be on transformations of figures, congruence through rigid motions, and properties of triangles. Students will construct proofs using what they learn from rigid motions and use coordinates to prove geometric theorems algebraically..

**Integrated Math 1 A/B (Online – Edmentum)**

HSED2013/HSED2014

Credits: 10

9th–12th Grade

CSU/UC Approved for “C”

These two semester-long courses are designed to enable all students at the high-school level to develop a deep understanding of the math objectives covered and leave them ready for their next steps in mathematics. The courses are built to the Common Core State Standards. The three units in Semester A advance students through the study of single-variable expressions to systems of equations, while Semester B covers functions, advanced functions, and concludes with a practical look at the uses of geometry and trigonometry.

Integrated Math 2 A/B

HS2055/HS2056

Credits: 10

9th–12th Grade

CSU/UC Approved for “C”

This Integrated Math 2 course covers algebra, geometry and probability topics such as: performing operations on polynomials, graphing and solving quadratic and exponential functions/inequalities, using postulates and theorems to create two-column proofs to explore properties of angles, triangles and similar shapes, volume and surface area and calculating probabilities. Throughout the course, students

will use close reading skills to make sense of problems and apply critical thinking to construct arguments and justify reasoning. Each unit will require students to apply the skills they have learned to model real world mathematical phenomena and create multiple representations of key concepts. By the end of the course students will have developed mastery in the core topics and will have further developed skills in quantitative reasoning, constructing viable arguments and choosing appropriate tools to make sense of and model mathematical concepts.



Integrated Math 2 A/B (Online – Edmentum)

HS2015/HS2016

9th–12th Grade

Credits: 10

CSU/UC Approved for “C”

Building on the concepts covered in Integrated Math 1, these courses are based on proven pedagogical principles and employ sound course design to effectively help students master rules of exponents and polynomials, advanced single-variable quadratic equations, independent and conditional probability, and more. Online and offline activities combine to create an engaging learning experience that prepares high school learners for their next step in their studies of mathematics.

Integrated Math 3 A/B

HS2057/HS2058

9th–12th Grade

Credits: 10

CSU/UC Approved for “C”

Integrated Math 3 is the third course in the high school integrated math sequence and build upon concepts and topics from Integrated Math 1 and 2. In this course, students will explore and analyze polynomial, exponential, logarithmic, radical, rational, and trigonometric functions using appropriate tools (e.g. Fundamental Theorem of Algebra, properties of exponents, function transformations, etc) and technology (e.g. graphing calculators, spreadsheets, online resources, etc.). Students will learn how to communicate data visually and numerically and will discover how various features relate to different types of data and probability distributions. They will also expand their understanding of measurement in two- and three-dimensions with geometric modeling and application.



Integrated Math 3 A/B (Online – Edmentum)

HS2017/HS2018

9th–12th Grade

Credits: 10

CSU/UC Approved for “C”

Beginning with the simplification of rational and polynomial expressions, Semester A takes students through the next steps in mastering the principles of integrated math. These two semester-long courses focus on meeting Common Core objectives with engaging and interactive content. Semester B begins with the derivation of the trigonometric formula for the area of a triangle, and proceeds through the use of functions and on developing the critical thinking skills necessary to make logical and meaningful inferences from data.

Math – Electives

Students may be required to attend a small group instruction class while taking any of the following classes

Accelerated Math A/B/C/D/E/F

HS2047/HS2048/HS2049/HS2050/HS2051/HS2052

9th–12th Grade

Credits: 30

Accelerated math is a math remediation course designed to increase growth in math skills. This course is done primarily on the computer, but students will write their notes, work, and reflections in the student activity workbook. The course is designed to be partially done independently, but with a teacher resource to help struggling students. Students will work on the computer using Renaissance Learning’s math remediation program called Accelerated Math 2.0 and complete practices and tests for 12 subskills per unit. These practices and tests are determined by the STAR benchmark.

Basic Math A/B

HS2001/HS2002

9th–12th Grade

Credits: 10

Basic Math is a one-year course that prepares students for success in the Pre-Algebra program. Basic Math A begins with a review of basic operations such as addition, subtraction, multiplication, and division. It then delves into factorizations, fractions and fractional notations. Students also experience an understanding of order of operations, decimal notation, and estimation. Basic Math A concludes with an emphasis on ratio and proportion and their geometric application. Basic Math B begins with several lessons on percent notation including application to tax rate, discounts, and simple and compound interest. Students also explore central tendencies of data and learn of the various graphical representations of such data. Students delve into the relationship between the American Measurement Systems and the Metric System. Basic Math B concludes with an introduction to basic geometry as well as properties of real numbers.



Business and Consumer Mathematics (Online – Edmentum)

HSES284

9th–12th Grade

Credits: 5

Explore practical mathematics skills that can help you in your everyday life. Learn budget, manage bank accounts, and figure the cost of a good or service. You will also learn about taxes, payroll deductions, and how to invest and borrow money. This course will help you make informed decisions about buying or renting a home or car and teach you how to protect your purchases and investments with

insurance. Finally, you will study economics, or the science of the creation, distribution, and consumption of goods and services. You'll see how economics affects you as an individual and how it affects the country as a whole.

Business Math

HS2007

9th–12th Grade

Credits: 5

This course is designed to strengthen the student's basic skills in personal and business math. Students learn how to figure income tax and comparative shop. They will learn the basics of starting and running a business and practice such real-world scenarios as paying employees, figuring insurance costs, and calculating travel expenses and training costs. Students will also learn about the costs of production and purchasing, work with sales, warehousing, distributing, and marketing devices, and handle general accounting schemes.



Financial Mathematics A/B (Online – Edmentum)

HSED2021/HSED2022

9th–12th Grade

Credits: 10

CSU/UC Approved for "G"

Financial Mathematics, Semester A, is a single-semester course designed to introduce students to the basics of financial algebra. This course includes lessons that focus on planning for expenses and developing financial goals. Students will learn to use algebraic expressions that model growth that's due to interest. They will also describe investments in terms of their cost, risks, and returns.

Financial Mathematics, Semester B, is a single-semester course designed to provide insight into some advanced concepts of financial algebra. In this course, students will see how businesses achieve profits through proper financial planning. Students will examine the benefits and consequences of using credit cards and taking out loans. They'll also describe the procedures for filing taxes and identify taxes levied on various investments.

Math Readiness A/B/C/D

HSMM01/HSMM02/HSMM03/HSMM04

9th–12th Grade

Credits: 20

Math Readiness is a standards and concepts-based modular course designed to remediate the student on various levels of math standards. These modules are designed to be assigned as needed where the instructor is able to detect a deficiency with a student's particular skill set. Each module focuses on one or two math concepts and will greatly increase the student's ability to comprehend and master each concept. All work is done in the workbook with some use of the Internet to reinforce certain concepts. A student can complete 5 modules per semester and can complete each module only once.

Personal Finance

HS2030

9th–12th Grade

Credits: 5

Personal Finance is a real-world application for basic math skills that will cover a wide range of topics. This course will give students a basic understanding of personal finance management by covering topics such as gross pay, net pay, taxes, budgeting, and types of bank accounts. Students will also learn how to shop by comparing base price, unit price, and net price. In addition, this course shows students how interest can be used for the consumer (in the case of savings) or against them (in the case of credit card debt). Students will also gain an understanding of the monetary considerations when buying a house or car.



Personal Finance (Online – Edmentum)

HSED9004, HSES289

9th–12th Grade

Credits: 5

CSU/UC Approved for "G"

Personal Finance is a real world application for basic math skills that will cover a wide range of topics. This course will give students a basic understanding of personal finance management by covering topics such as gross pay, net pay, taxes, budgeting, and types of bank accounts. Students will also learn how to shop by comparing base price, unit price, and net price. In addition, this course shows students how interest can be used for the consumer (in the case of savings) or against them (in the case of credit card debt). Students will also gain an understanding of the monetary considerations when buying a house or car.

Pre-Algebra A/B

HS2015/HS2016

9th–12th Grade

Credits: 10

Pre-Algebra A helps to build students' foundational skills for entry into the Algebra course. Pre-Algebra A begins with a review of integers and the order of operations. Students are then introduced to variables and simple equations as well as solving application problems. Emphasis is then placed on solving problems with fractions with application to basic geometry. Pre-Algebra A concludes with solutions of decimal problems. Pre-Algebra A helps to build students' foundational skills for entry into the Algebra course. Pre-Algebra A begins with a review of integers and the order of operations. Students are then introduced to variables and simple equations as well as solving application problems. Emphasis is then placed on solving problems with fractions with application to basic geometry. Pre-Algebra A concludes with solutions of decimal problems. Pre Algebra B begins with an introduction to a three-dimensional surface area (volume). Students then progress into comprehensive work with percents and measurement systems. Measurement systems are related to the various types of graphs. Pre Algebra B concludes with the product rule, power of exponents, and multiplying polynomials.

Social Science – Core Classes

Students may be required to attend a small group instruction class while taking any of the following classes

World History A/B

HS3040/HS3041

Credits: 10

9th–12th Grade

CSU/UC Approved for “A”

Students will examine democratic ideals and the influence of the Renaissance and the Enlightenment on cultural and political movements throughout the world. They will study the development and aftermath of revolutions in both hemispheres and their effect on a global level. The impact of industrialization and imperialism will also be discussed. Students will cover World Wars I and II in depth, including communism, totalitarianism, and the Holocaust, and will learn about the Cold War and the wars in Vietnam and Korea. Students will study the democratic reforms that took place in Latin America and Europe after the Cold War. They will analyze the politics of the Middle East and their relationship to current events. Students will examine current global issues, such as terrorism and overpopulation. Assignments will include essays, Internet activities, a PowerPoint presentation, analysis of primary sources, and critical thinking exercises.



World History Survey A/B (Online – Edmentum)

HSED3001/HSED3002, HSES168/HSES169

Credits: 10

9th–12th Grade

CSU/UC Approved for “A”

World History A is the study of the events, people, and culture of planet Earth over time. In World History A, you will learn about the process of historical inquiry, review the events and principles behind early civilizations and then apply historical inquiry to analyze societal issues, trends, and events from early civilizations through the modern world. You'll explore timelines to gain an understanding of how events link to each other. You will analyze timelines to gain an understanding of how events link to one another. You will always take an in-depth look at the development of writing, political and economic infrastructure, transportation, as well as religious and cultural ideologies.

U.S. History A/B

HS3043/HS3044

Credits: 10

9th–12th Grade

CSU/UC Approved for “A”

United States History A is a five-unit course in which students will examine United States History from the beginnings of America to the present. Students will begin with an examination of America's beginnings from the 1607–1824. Students will then look at the growth, reform, and lasting effects associated with the Civil War. They will study how industry and immigration led to the Gilded Age from 1865–1914. Students will examine the progressive era from 1890 to 1920 to understand the drive for reform and several civil rights movements of this time. Additionally, they will study imperialism, conflict, and World War I from 1890 to 1920.

United States History B is a five-unit course in which students will examine United States History from the 1920s to the present. Students will begin with an examination of the Roaring 20s, the Great Depression, and the New Deal from 1919–1941. Students will then look at the isolation, involvement, and the home front during World War II and the Cold War from 1931 to 1960. They will study civil rights, protest, and change in America from 1945–1960. Students will examine the events that surrounded the Watergate years to understand the drive for reform and the lasting impacts of America's crisis in confidence from 1968–1980. Additionally, students will study the characteristics of the end of the 20th century and the challenges that face Americans in the 21st century.



US History A/B (Online – Edmentum)

HSED3003/HSED3004, HSES166/HSES167

Credits: 10

9th–12th Grade

CSU/UC Approved for “A”

US History is the study of the events, people, and culture of the United States over time. In US History A, you will learn about the process of historical inquiry, review the events and principles behind the founding of the United States, and then apply historical inquiry to analyze societal issues, trends, and events from the Civil War through the Great Depression. You'll explore timelines to gain an understanding of how events link to each other, and you'll analyze historical documents for a firsthand sense of how events unfolded. You'll also gather evidence from relevant documents and historical texts in order to develop credible explanations of events in US history. You'll then use that evidence to evaluate change and continuity over time by writing essays and creating presentations about broad periods of historical development.



AP US History A/B (Online – Edmentum)

HSED3007/HSED3008

Credits: 10

9th–12th Grade

CSU/UC Approved for “A”

This course develops critical thinking skills by encouraging multiple views as students realized that there are often multiple accounts of a single historical event that may not be entirely consistent. Electronic discussion groups encourage collaboration, and a variety of practice activities are provided, from multiple choice actions to advanced interactions. Units include: The Historical Process; Early America; Revolutionary America; The Civil War; Populism and Progressivism; the emergence of the U.S. as a world power; and contemporary themes.

U.S. Government

HS3050

9th–12th Grade

Credits: 5

CSU/UC Approved for “A”

In this course, students will survey the scope of our government from its beginnings in early America, to its development, adaptation, structure, functions, and ultimately, its relevance in our democratic society. Students will learn about the foundations and unique characteristics of our democracy through reading original and transcribed founding documents, including, but not limited to: The Declaration of Independence, Articles of Confederation, and the U.S. Constitution. Students will examine the branches of the federal government and how they uphold the ideals regarding separation of powers and checks and balances. Influenced by Enlightenment philosophers, students will also analyze how the authors of the Constitution, a living document, drafted it in such a way as to allow for its adoption and application throughout the centuries. Students will also review key important Supreme Court cases and how they changed or helped create legislation protecting Americans’ civil rights. Different levels of national, state and local governments along with the public services provided and public interests of their constituents will also be examined more closely, by students. They will also trace the election process and learn how public opinion can influence the government and its officials. Throughout this academic undertaking, students should be able to better comprehend the importance of active civic participation in this representative republic, the United States. In finishing this course, students will compare “American” democracy with other democracies/governments around the world, in the hope that they can distinguish similarities and differences, as well as understand United States engagement in foreign affairs.

**American Government (Online – Edmentum)**

HSED3005, HSES170

9th–12th Grade

Credits: 5

CSU/UC Approved for “A”

US Government is the study of the founding principles of democracy in the United States, the structures and details of how the government functions, and the role of the individual citizen in participating in that democracy. In US Government, you will learn about the principles and events that led to the founding of the United States in the eighteenth century; examine how the operations of the US government are spread among three branches of government and distributed between the national, state, and federal levels of government; explore the role of the individual citizen in the operations of the government; and, finally, apply these concepts to understanding the concrete areas of foreign, domestic, and economic policy. You’ll explore timelines to gain an understanding of how events link to each other and to the structures of government that exist today, and you’ll analyze historical documents for a firsthand sense of how government structures were designed. You’ll also gather evidence from relevant documents and historical texts to develop credible explanations of how and why the government exists as it does. You’ll then use that evidence to express viewpoints on the operations of government by writing essays and creating presentations about topics of relevance to modern US citizens.

Economics

HS3008

9th–12th Grade

Credits: 5

CSU/UC Approved for “G”

This course will expose the student to the basic concepts found in the American and global economy of today. Students will learn the finer points of becoming a responsible consumer through building budgets and learning how to develop credit. Students will also learn about the various economic models, theories, and their effects on our economy. They will learn about investing, saving, and the risks involved in each. Students will also learn how other countries’ economies compare to the economy of the United States. They will learn how and why some economic theories work, while others do not.

**Economics (Online – Edmentum)**

HSED3006, HSES228

9th–12th Grade

Credits: 5

CSU/UC Approved for “G”

Economics is a social science that teaches how goods and services are created, consumed, and exchanged. Economics can cover topics locally, like how buyers and sellers of goods and services interact with one another. But it also covers topics on a larger scale, like studying a country’s role in the international marketplace. Economics examines the efforts, decisions, and thought processes of people. Studying economics can tell why individuals, industries, and governments behave in certain ways. In Economics you will learn about your role as a consumer and also the basic principles of the U.S. free-enterprise system and how that system ties into the global market. You will also learn about the role that business and industry plays in a nation’s economy and the relationships that industry has with the government. You’ll also learn more about the people who initiate businesses and the ups and downs that occur in a business cycle. Furthermore, you’ll study important historical events surrounding labor laws and the responsibilities you have as a consumer in an economic system.

Social Science – Electives

Students may be required to attend a small group instruction class while taking any of the following classes

**African American Studies (Online – Edmentum)**

HSED9119

9th–12th Grade

Credits: 5

CSU/UC Approved for “G”

Throughout US history, African Americans have faced great adversity in the form of enslavement and institutional racism. They fought for their freedom and worked to right a broken system, but their struggle continues today. This course studies the treatment of enslaved Africans as they were brought to America, the prejudices African Americans have experienced, and their important role in the social,

political, and economic development of the United States.

American Dreamers A/B

HSAD01/HSAD02

9th–12th Grade

Credits: 10

This course details the lives and times of some of the most famous Americans of the 20th Century. Students will learn about various historical figures from public service, sports, arts and entertainment, business, and science and medicine. The student will explore the life of each person and learn how their dreams, their successes, and their failures helped to invigorate, inspire, and advance the American Dream during different phases of the 20th century.

Comparative Religions

HS30CR

9th–12th Grade

Credits: 5

This course will provide the student with an introduction to the historical and philosophical foundations of the major living world religions. The students will examine theories about the origins of religions as well as explore facets that are unique to each religion. Students will discover where religious movements arose, cultural factors that influenced them, the lives of their founders, their basic teachings, their historical development, and their current status in this world.

Criminal Justice

HS3030

10th–12th Grade

Prerequisite: Teacher Approval

Credits: 5

CSU/UC Approved for “G”

Students will study the criminal justice system in America and its three basic components: police, courts, and corrections. The course begins with examining the concept of justice, and how this ideal relates to the everyday practice of criminal justice in the United States today. Students will then explore the history, activities, and legal environment surrounding the police. Students then build upon what they have learned by understanding the court, prisons, probation, and parole. Throughout these units students will be exposed to concepts that will allow them to come away from the course with a more informed position on criminal justice topics. This course will benefit those with interest in pursuing a criminal justice career or simply responding as more informed citizens.

History of American Sports

HS3037

9th–12th Grade

Credits: 5

This course focuses on the history and cultural impact of the five major professional sports in America today: basketball, football, baseball, hockey, and soccer. Students will explore the intricate and colorful history of each sport beginning from its inception, through its early developmental stages, and into the current times. Students will learn about various athletes who have greatly impacted each sport. Students will also study how each sport has found a niche in American culture and will explore the future possibilities for each sport.

History of the Ancient World

HS8502

9th–12th Grade

Credits: 5

This course explores the major civilizations of ancient history and makes connections to how their beliefs and customs affect the modern world. The class begins with prehistory and the beginnings of man and continues through all of the fall of Rome. The focus of this course includes the ancient civilizations of the Fertile Crescent and Mesopotamia, Egypt and Nubia, India, China, Greece, and Rome.



Introduction to Anthropology (Online – Edmentum)

HS9027, HSES300

9th–12th Grade

Credits: 5

CSU/UC Approved for “G”

This one-semester elective course is intended as a practical guide to introduce you to the field of anthropology. You will explore the evolution of anthropology as a distinct discipline, learn about anthropological terms, concepts and theories, and discuss the evolution of humans and human society and culture. Students will also learn about social institutions, such as marriage, economy, religion, and polity. The target audience for this course is high school students.



Introduction to Archaeology (Online – Edmentum)

HS9025, HSES435

9th–12th Grade

Credits: 5

CSU/UC Approved for “G”

This course will help students meet the following goals: Recognize archaeology as a field of study, analyze the evolution of modern archaeology, describe and compare the career options available in archaeology in the United States, describe and explain the various types of archaeology, investigate the process of archaeological research, identify the different types of archaeological evidence, evaluate methods to identify and characterize archaeological sites, describe and explain various “invasive” archaeological investigation and site excavation methods, describe the techniques used for recovering, recording, and analyzing archaeological finds, describe the techniques used for preserving archaeological discoveries, recognize the requirements for storing archaeological collections, investigate the controversial role of archaeology in prehistoric and historic indigenous cultures in the United States, evaluate the role of public archaeology for sharing information and creating awareness, identify strategies to maintain authenticity of archaeological sites and

protect them from threats such as vandalism and illegal trade.



Introduction to Criminology (Online – Edmentum)

HSED9050, HSES426

Credits: 5

9th–12th Grade

CSU/UC Approved for “G”

This one-semester course is intended as a guide to the field and theories of criminology. It’s structured into lessons and Course Activities as follows: The first lesson discusses criminology as a field of study. The next two lessons discuss theories, which suggest that people engage in crime to satisfy self-interests and individual traits influence criminal behavior. The next lesson discusses the theory that motivated offenders are most likely to commit crimes when they are influenced by routine activities of potential victims. The next three lessons describe theories that suggest that people engage in crimes when social institutions fail to have a positive influence on them, they are labeled as criminals, and they associate with peers with criminal backgrounds. The next lesson familiarizes you with the theory that people engage in or refrain from criminal activities based on how they respond to certain events (turning points) in their lives. The next three lessons describe theories that influence of political and social powers, inability to achieve societal goals, and breakdown of social order contribute to criminal behavior. The next two lessons discuss theories that crimes and criminal behavior can be reduced by advocating peace and justice, reducing physical opportunities, and increasing the risks of being caught. The last lesson familiarizes you with the theory that focuses on preventing the escalation of serious crimes in a community.



Introduction to Philosophy (Online – Edmentum)

HSED9017, HSES230

Credits: 5

9th–12th Grade

CSU/UC Approved for “G”

This elective course provides students an introduction to the field of philosophy and its great, timeless questions. Students explore the origin and evolution of philosophy as a discipline and learn about the times, lives, and intellectual contributions of essential philosophers.

Latin American History

HS30LH

Credits: 5

9th–12th Grade

This course emphasizes the development of the three Latin American regions. Students will study Central America, the Caribbean, and South America. They will learn about each area’s geography, culture, climate, history, and tradition. Students will cover some countries in detail and learn how political systems and ideals have shaped its history.



Native American Studies A/B (Online – Edmentum)

HSED9029/HSED9030, HSES269/HSES354

Credits: 10

9th–12th Grade

CSU/UC Approved for “G”

By providing historical perspectives, this course provides a comprehensive understanding of the roots of Native American culture. Semester 1’s topics addressed include an exploration of the Native American history in the arctic and subarctic, various regions of the U.S., and the development of Native American life. Semester 2 explores Native American world views, art, media perspectives on Native Americans, and contemporary perspectives and organizations. It concludes by providing a global perspective by examining issues face by indigenous peoples throughout the world.

Psychology A/B

HS3016/HS3017

Credits: 10

9th–12th Grade

CSU/UC Approved for “G”

This elective course introduces students to the scientific study of human behavior and mental processes. Students will enhance their comprehension, critical thinking, and communication skills through research and analysis in written assignments. Lessons will develop and increase students’ fluency, vocabulary, imagination, and creativity. Topics include: research methods and statistics, human growth and development, the senses and perception, learning and memory, thinking and motivation. This course addresses Common Core State Standards of Literacy in Reading and Writing in History/Social Studies and requires grade-level to advanced reading and critical thinking skills.



Psychology A/B (Online – Edmentum)

HSED9007/HSED9008, HSES227/HSES246

Credits: 10

9th–12th Grade

CSU/UC Approved for “G”

In Psychology, Semester A, you will trace the history of psychology and examine key psychological theories. You will discuss human development and explain how the nervous and endocrine systems affect human development and behavior. You will explain various theories related to language development and acquisition. You will discuss the influence of heredity, environment, society, and culture on human behavior.



Social Issues (Online – Edmentum)

HSED9032, HSES377

Credits: 5

9th–12th Grade

CSU/UC Approved for “G”

By the end of this course, students will be able to do the following: Demonstrate an understanding of media, including its purpose and formats. Explain the roles of the three branches of the federal government. Discuss the importance of civil liberties and how they differ from civil rights. Summarize trends in the crime rate and explain various approaches to punishment. Describe the Supreme Court's historical interpretation of the right to bear arms. Define the terms poverty, poverty threshold, and poverty rate. Identify the source of the modern welfare system. Identify race as a social construction and explain theories of prejudice. List and explain six pieces of legislation that came with the civil rights movement. Explain the link between abolition and the women's movement. List three female activists who led the women's suffrage movement. Summarize the events of the gay rights movement. Explain the organizational structure of the American school system. Explain the impact of the Industrial Revolution and immigration on education. Identify two important court cases in establishing the legalization of abortion and the right to privacy. Explain the term culture of life. Identify two cases that contributed to the public's perception of euthanasia and the right to die. List key legislation on stem cell research, including the Human Cloning Prohibition Act.



Sociology (Online – Edmentum)

HSED9016, HSES226

9th–12th Grade

Credits: 5

CSU/UC Approved for "G"

In this course, students will explore the evolution of sociology as a distinct discipline while learning about sociological concepts and processes. They will learn how the individual relates to and impacts society. Students will also learn about the influence of culture, social structure, socialization, and social change on themselves and others. The course combines a variety of content types, including lessons, activities, discussions, and games to engage learners as they discover sociology as a subject and as a career.

We the People

HS8006

9th–12th Grade

Credits: 5

This course is designed to look at the history of the LGBT movement. Students will explore major milestones in the movement including Stonewall, the AIDS epidemic, Proposition 8 and current events affecting the LGBT community. Students will explore how individuals as well as organizations played a role in the visibility and progress of the movement. Students explore the movement through a variety of resources, including books, online resources and videos. Students will complete a book review on a memoir they will read throughout the course and an injustice project that relates to a hardship they have or someone they know has faced in their lifetime.

World Geography A/B

HS3046/HS3047

9th–12th Grade

Credits: 10

CSU/UC Approved for "G"

World Geography A is a five-unit course in which students will examine the perspectives of the human and physical world. Students will create written responses throughout their studies to establish prior knowledge and to make connections with what they know and new information regarding the world around them.

In the first semester of this course, students will begin with an examination of the World, which will include how geographers look at the world. This will include examinations of the physical world, climates of Earth, as well as the human world. Students will then look at the United States and Canada. They will then study Latin America, which will include Mexico, Central and South America, as well as the Caribbean. Students will then explore all of Europe, including the Russian Core. Students will complete the first semester of World Geography with an examination of North Africa as well as Southwest and Central Asia.

World Geography B is a five-unit course in which students will examine the perspectives of the human and physical world. Students will create written responses throughout their studies to establish prior knowledge and to make connections with what they know and new information regarding the world around them.

In the second semester of this course, students will begin with an examination of Africa South of the Sahara. Students will then look at the countries of South Asia. They will continue to broaden their understanding by studying East Asia. Students will then examine Southeast Asia and the Pacific World. Students will finalize their study of World Geography by studying topics that pose great challenges to the world and will explore a variety of sources to broaden their understandings in these areas.



World Geography A/B (Online – Edmentum)

HSED9014/HSED9015, HSES171/HSES172

9th–12th Grade

Credits: 10

CSU/UC Approved for "G"

In an increasingly interconnected world, equipping students to develop a better understanding of our global neighbors is critical to ensuring that they are college and career ready. These semester-long courses empower students to increase their knowledge of the world in which they live and how its diverse geographies shape the international community. Semester A units begin with an overview of the physical world and the tools necessary to exploring it effectively. Subsequent units survey each continent and its physical characteristics and engage students and encourage them to develop a global perspective.

Science – Core Classes

Students may be required to attend a small group instruction class while taking any of the following classes



Earth Science A/B (Online – Edmentum)

HSES475/HSES476

9th–12th Grade

Credits: 10

Students in Earth Science will study the earth as a dynamic system of related parts and how we play an important role in the system. In addition, students will explore the the Solar System, including the characteristics of stars, sun, moon, and the structure of the galaxies. Using the scientific method, they will uncover answers to important questions. By studying the makeup of Earth and its surroundings, students will gain an understanding of the significant impact that humans can have on tomorrow's



Earth and Space Science A/B (Online – Edmentum)

HSED4013/HSED4014, HSES244/HSES245

9th–12th Grade

Credits: 10

CSU/UC Approved for "D"

This inquiry- and lab-based course is designed to support modern science curriculum and teaching practices. It robustly meets NGSS learning standards associated with high school Earth and space science. Content topics include scientific processes and methods, the universe, the Precambrian Earth, the Earth's materials and tectonics, the hydrosphere and atmosphere, and human interactions with the Earth's systems and resources. Each lesson includes one or more inquiry-based activities that can be performed online within the context of the lesson. In addition, the course includes a significant number of hands-on lab activities. Approximately 40% of student time in this course is devoted to true lab experiences, as defined by the National Research Council (2006, p. 3).

Physical Science A/B (Lab)

HS4026/HS4027

9th–12th Grade

Credits: 10

CSU/UC Approved for "D"

Upon successful completion of Physical Science A, students will be able to communicate their findings using scientific observations, data collections and analyses. They will be able to use appropriate tools to perform investigations and understand how science is incorporated in our lives. In this semester of the course, students will focus on the chemical aspect of physical science. Students will understand characteristics of various materials and provide explanations of their behaviors by analyzing their molecular composition. Students will practice writing and validating scientific reports and justify their findings using graphs, tables and stoichiometric calculations to show their quantitative and qualitative data. Students will also gain the experience necessary to perform simple lab techniques such as measuring, filtering and diluting. Due to the high rigor of this class, knowledge of algebra 1 is highly recommended.

Biology A/B

HS4020/HS4021

10th Grade

Credits: 10

Biology A/B is an exploration into the unifying themes of Biology. With a focus on big ideas, students are given a deeper comprehension of what it exactly means for something to be "alive". Students will study the probability of inheritance on a genetic level and continue that learning as it develops into a clearer understanding of evolutionary patterns. Students will be able to get a clear view of the bigger picture by seeing that something as small as a cell can be directly related to diversity within our biosphere. Biology A/B CP includes aspects of the first 9 California State Standard Strands for Biology in an effort to relate the theme of biological unity; however, these lessons go into depth on strands 1-5 and 7. There is also a lab component that must be completed that addresses the Investigation and Experimentation standards. Students will finish this course with an understanding of cells, including how they use energy, replicate, and differentiate through gene expression.

Biology A/B (Lab)

HS4501/HS4502

10th Grade

Credits: 10

CSU/UC Approved for "D"

Biology A/B is an exploration into the unifying themes of Biology. With a focus on big ideas, students are given a deeper comprehension of what it exactly means for something to be "alive". Students will study the probability of inheritance on a genetic level and continue that learning as it develops into a clearer understanding of evolutionary patterns. Students will be able to get a clear view of the bigger picture by seeing that something as small as a cell can be directly related to diversity within our biosphere. Biology A/B CP includes aspects of the first 9 California State Standard Strands for Biology in an effort to relate the theme of biological unity; however, these lessons go into depth on strands 1-5 and 7. There is also a lab component that must be completed that addresses the Investigation and Experimentation standards. Students will finish this course with an understanding of cells, including how they use energy, replicate, and differentiate through gene expression.



Biology A/B (Online – Edmentum)

HSED4001/HSED4002, HSES287/HSES288

9th–12th Grade

Credits: 10

CSU/UC Approved for "D"

This inquiry- and lab-based course is designed to support modern science curriculum and teaching practices. It robustly meets NGSS learning standards for high school biology. Content topics include cells, organ systems, heredity, organization of organisms, evolution,

energy use in organisms, and the interdependence of ecosystems. Each lesson includes one or more inquiry-based activities that can be performed online within the context of the lesson. In addition, the course includes a significant number of hands-on lab activities. Approximately 40% of student time in this course is devoted to true lab experiences, as defined by the National Research Council (2006, p. 3).



Biology with Virtual Labs A/B (Online – Edmentum)

HSED4007/HSED4008, HSES458/HSES459

9th–12th Grade

Credits: 10

This inquiry- and virtual-lab-based course is designed to support modern science curriculum and teaching practices. It robustly meets NGSS learning standards for high school biology. Content topics include cells, organ systems, heredity, organization of organisms, evolution, energy use in organisms, and the interdependence of ecosystems. Each lesson includes one or more inquiry-based activities that can be performed online within the context of the lesson. In addition, the course includes a number of virtual lab activities in which students will exercise experimental design, data analysis, and data interpretation skills while working through a simulated laboratory situation.



AP Biology A/B (Online – Edmentum)

HSED4015/HSED4016

9th–12th Grade

Credits: 10

CSU/UC Approved for “D”

In this blended online course (employing both online and face-to-face learning), students will be taught and encouraged to continually pose questions about the subject matter. Through exploration and discovery of the phenomenon at the core of each lesson, students will be guided to answer their own questions and be able to discuss the phenomenon in ways that reflect sound scientific practices. Biology is presented as a living process, one that carries a body of current understandings and a method of building on those understandings to either deepen them or replace them with better explanations. In particular, we will explore these eight themes identified as the focus for AP-level Biology instruction: Science as a Process Evolution Energy Transfer Continuity and Change Relationship of Structure to Function Regulation Interdependence in Nature Science, Technology, and Society.



Chemistry A/B (Online – Edmentum)

HSED4009/HSED4010

9th–12th Grade

Credits: 10

CSU/UC Approved for “D”

This inquiry- and lab-based course is designed to support modern science curriculum and teaching practices. It robustly meets NGSS learning standards associated with high school chemistry along with additional concepts and standards typically included in a full-year high school chemistry course. Content topics include atoms and elements, chemical bonding, chemical reactions, quantitative chemistry, molecular-level forces, solutions, and energy and changes in matter.

It also addresses additional concepts and standards typically included in a full-year high school chemistry course, including molar concentrations, acid-base reactions, advanced stoichiometry, gas laws, and organic compounds. Each lesson includes one or more inquiry-based activities that can be performed online within the context of the lesson. In addition, the course includes a significant number of hands-on lab activities. Approximately 40% of student time in this course is devoted to true lab experiences, as defined by the National Research Council (2006, p. 3).economic system.

Physics A/B

SGI1184/SGI1185

10th–12th Grade

Credits: 10

CSU/UC Approved for “D”

In Physics A, students will explore the fundamental properties of motion and force. These areas include Newton’s three laws, the conservation of momentum, impulse, kinematics, and dynamics. Students will also understand the types of energy involved in these processes and how they are transformed. Ultimately, students will be able to understand and explain the physical interactions that can occur everyday, such as in collisions. In Physics B, students will explore the characteristics of waves and their applications to the real world. Specifically, students will be able to acknowledge the various ranges of lengths of electromagnetic radiation and how they are vital for our everyday functioning. Students will also study the nature of electricity and magnetism and how they are related. Beyond these concepts, students will learn how to analyze and measure voltage and current in both parallel and perpendicular circuits. In addition, students will be able to utilize Snell’s law in their understanding of light and Coulomb’s law in their understanding of electrical forces



Physics A/B (Online – Edmentum)

HSED4011/HSED4012, HSES206/HSES207

9th–12th Grade

Credits: 10

CSU/UC Approved for “D”

Physics introduces students to the physics of motion, properties of matter, force, heat, vector, light, and sound. Students learn the history of physics from the discoveries of Galileo and Newton to those of contemporary physicists. The course focuses more on explanation than calculation and prepares students for introductory quantitative physics at the college level. Additional areas of discussion include gases and liquids, atoms, electricity, magnetism, and nuclear physics.

Science – Electives

Students may be required to attend a small group instruction class while taking any of the following classes

Earth Science A/B

HS4016/HS4017

9th–12th Grade

Credits: 10

Students will be introduced to the field of earth science, be familiar with maps, and be acquainted with the concepts of rock and mineral composition, plate tectonics, and earthquakes. Students will be challenged to demonstrate their learning at different thinking levels such as interpretation, prediction, analysis, and evaluation. Earth Science A/B is valuable as an exploratory course for those interested in the scientific field or for those students seeking to increase their understanding of the earth. At the end of each unit there is a virtual laboratory assignment. The instructor can assist students with this portion of the unit.

Engineer Your World A/B

SGI1171/SGI1172

10th–12th Grade

Credits: 10

CSU/UC Approved for “D”

This course engages students in authentic engineering practices in a project-based environment. Students complete a series of socially relevant design challenges to develop engineering design skills and habits of mind. Students learn about engineering’s societal impact through exploration of past accomplishments; current and future challenges, and the interplay between science, technology, customer needs and evolving designs. They also learn about engineering disciplines and careers, the multidisciplinary nature of practice, and professional codes and standards to which engineer adhere. Also, students learn and employ the multi-step, iterative process that engineers use to design a product for specific customer needs. They learn to characterize the system using quantitative techniques common in the practice of engineering, enabling a deeper understanding of the system. Emphasis is placed on creating communication artifacts to ensure accurate interpretation by others, integrated product teams, and examples of successful engineering teams. Finally, students learn to use common tools and techniques that engineers employ to approach and solve problems and to manage projects.



Environmental Science A/B (Online – Edmentum)

HSED9100/HSED9101

9th–12th Grade

Credits: 10

CSU/UC Approved for “G”

In Environmental Science, Semester A, you will learn about the importance of environmental science as an interdisciplinary field. You will describe abiotic and biotic factors of an ecosystem. You will describe the importance of biodiversity for the survival of organisms and the importance of the food chain and the food web in the ecosystem. You will learn about ecological interactions and succession. You will describe the effects of climate change and different types of adaptation. Further, you will describe the steps of the water cycle, and how carbon, oxygen, nitrogen, and phosphorous cycle in the global environment. In Environmental Science, Semester B, you will learn about the factors that affect populations. You will describe human population growth and its implications. You will describe the factors that lead to unequal distribution of natural resources on Earth. You will explain waste management. You will describe different forms of pollution, and ways to control pollution. You will describe various nonrenewable and renewable energy sources. Further, you will learn about the benefits of environmental policies and identify factors that affect sustainable development.



Introduction to Astronomy (Online – Edmentum)

HSED9026, HSES436

9th–12th Grade

Credits: 5

CSU/UC Approved for “G”

In Introduction to Astronomy, you will learn about the history of astronomy from ancient times to modern times. You will identify the movements of the Sun, Moon, planets, and stars across the sky. You will describe the formation of the solar system, and the role of the Sun and Moon in the solar system. You will describe the causes of seasons on Earth and the reasons for life on Earth. You will learn about stars, galaxies, and the Milky Way. You will explain various theories of cosmology, and advantages and disadvantages of space exploration.



Introduction to Forensic Science (Online – Edmentum)

HSED9022, HSES303

9th–12th Grade

Credits: 5

CSU/UC Approved for “G”

This course is designed to introduce students to the importance and limitations of forensic science and explore different career options in this field. They also learn to process a crime scene, collect and preserve evidence, and analyze biological evidence such as fingerprints, blood spatter, and DNA samples. Moreover, they learn to determine the time and cause of death in homicides and analyze ballistic evidence and human remains in a crime scene. Finally, they learn about forensic investigative methods related to arson, computer crimes, financial crimes, frauds, and forgeries.



Introduction to Marine Biology (Online – Edmentum)

HSED9023, HSES437

9th–12th Grade

Credits: 5

CSU/UC Approved for “G”

This one-semester course is intended to help students familiarize themselves with the knowledge and skills required for a career in

marine biology. In the Introduction to Marine Biology course students will explore the fundamental concepts of marine biology. They will learn about the formation and characteristic features of the oceans. They will also learn about the scientific method and explore careers available in marine biology. The course will introduce them to the characteristic features of different taxonomic groups found in the ocean. Students will learn about the different habitats, life forms, and ecosystems that exist in the oceans and explore the different types of adaptations marine creatures possess to survive in the ocean. They will learn about succession and the flow of energy in marine ecosystems. Finally, students will also learn about the resources that the oceans provide and the threats that the oceans face from human activities.



Introduction to Veterinary Science (Online – Edmentum)

HSED9028, HSES302

9th–12th Grade

Credits: 5

CSU/UC Approved for “G”

In the Introduction to Veterinary Science course, you will explore the history of veterinary science, and the skills and requirements for a successful career in the veterinary industry. You will also explore the physiology and anatomy of animals, learn how to evaluate their health, and determine effective treatment for infectious and noninfectious diseases. Additionally, you will learn about zoonotic diseases, and the impact of toxins and poisons on animal health.



Physical Science A/B (Online – Edmentum)

HSED4017/HSED4018

9th–12th Grade

Credits: 10

CSU/UC Approved for “G”

In this course, students will identify and describe the chemical composition and properties of substances. Additionally, they will study the interactions between matter and energy in physical contexts. Throughout the course, students will apply their reasoning skills through investigation and the principles of the scientific method. In the second semester, students will study different forms of energy and their application in science and industry. Additionally, they will study forces on objects and the motions they produce.

Electives – World Languages

Students may be required to attend a small group instruction class while taking any of the following classes



French 1 A/B (Online – Edmentum)

HSED6009/HSED6010, HSES218/HSES219

Credits: 10

9th–12th Grade

CSU/UC Approved for “E”

These courses are based on a researched scope and sequence that covers the essential concepts of French. Class discussions provide an opportunity for discourse on specific topics in French. A key support tool is the Audio Recording Tool that enables students to learn a critical skill for French: listening and speaking. Beginning with learning personal greetings and continuing through practical communications exchanges, French 1B introduces students to the skills necessary to make the most of traveling to French-speaking countries.



French 2 A/B (Online – Edmentum)

HSED6011/HSED6012, HSES220/HSES221

Prerequisite: French 1

Credits: 10

9th–12th Grade

CSU/UC Approved for “E”

Each of these semesters is designed to build on the principles mastered in French 1 and use a combination of online curriculum, electronic learning activities, and supporting interactive activities to fully engage learners. Unit pretests, post-tests, and end-of-semester tests identify strengths and weaknesses, helping to create a more personalized and effective learning experience. As with French 1, these 90-day courses emphasize practical communication skills while also building intercultural awareness and sensitivity.



German 1 A/B (Online – Edmentum)

HSED6021/HSED6022

Credits: 10

9th–12th Grade

CSU/UC Approved for “E”

In German 1 Sem A, students will be introduced to several common situations in which people communicate, such as exchanging names and greetings, describing people by physical and personality traits, and describing family members and aspects of your social life. They will start with basic sentence structures and grammatical tools, and communicate by listening, speaking, reading, and writing in German as they internalize new vocabulary and grammar. They'll also learn about some regions of the German speaking world that the central characters of each unit are visiting. Students will build on this semester's work as they advance in their German studies: everything that they learn about a language and the cultures in which it is spoken will serve as a foundation for further learning. In German 1 Sem B, student will be introduced to several common situations in which people describe how to earn, save, and manage money, modes of urban transportation, various seasons and the associated weather conditions, food, clothes, and activities. They'll also describe various art forms, plays, concerts, and movies. They'll discuss health and well-being, and travel and tourism. Students will build on what they learned in the German 1 Sem A course to communicate by listening, speaking, reading, and writing in German as they internalize new vocabulary and grammar. They'll also learn about some regions of the German-speaking world that the central characters of each unit are visiting. Students will build on this semester's work as they advance in your German studies: everything that they learn about a language and the cultures in which it is spoken will serve as a foundation for further learning.



German 2 A/B (Online – Edmentum)

HSED6023/HSED6024

Prerequisite: German 1

Credits: 10

9th–12th Grade

CSU/UC Approved for “E”

In German 2 Sem A, Student will be reintroduced to German in common situations, beginning with describing classes, school friends, teachers, and school supplies. They'll discuss different styles of dressing, housing and neighborhoods, and learn about relationships between family members and friends, students and teachers, and employees and employer. They'll also describe daily personal routines and schedules, household chores, and family responsibilities. Finally, they'll discuss different types of cuisine, dining establishments, and dining etiquette. They'll build on what they learned in the German 1 Sem B course to communicate by listening, speaking, reading, and writing in German as they internalize new vocabulary and grammar. Students will also learn about some regions of the German-speaking world where the central characters of each unit are visiting. They will build on this semester's work as they advance in their German studies: everything that they learn about a language and the cultures in which it is spoken will serve as a foundation for further learning. In German 2 Sem B, Students will be reintroduced to German in common situations, beginning with various professions and career plans for the future. They'll discuss traveling to various regions and the flora and fauna found in each region and describe types of trips, including road trips, camping, and ecotourism. They'll also describe hobbies, activities, and crafts that people enjoy. Finally, they'll discuss medical specialists, including dentists and veterinarians, and symptoms related to illness and injury. They'll build on what they learned in the German 2 Sem A course to communicate by listening, speaking, reading, and writing in German as they internalize new vocabulary and grammar. Student will also learn about some regions of the German-speaking world where the central characters of each unit are visiting. They will build on this semester's work as they advance in their German studies: everything that they learn about a language and the cultures in which it is spoken will serve as a foundation for further learning.

Spanish 1 A/B

HS6016, HS6017

9th–12th Grade

Credits: 10

CSU/UC Approved for “E”

This course provides an introduction to the language and cultures of Spain and Latin America. Students will develop basic listening, speaking, reading, and writing skills necessary to communicate about self, family and daily life, as well as basic survival needs. They will also explore cultural aspects of the Spanish-speaking world.

**Spanish 1 A/B (Online – Edmentum)**

HSED6001/HSED6002, HSES212/HSES213

9th–12th Grade

Credits: 10

CSU/UC Approved for “E”

In Spanish 1A, you’ll be introduced to several common situations in which people communicate, such as exchanging names and greetings, describing people by physical and personality traits, and describing family members and aspects of your social life. You’ll start with basic sentence structures and grammatical tools, and you’ll learn to communicate by listening, speaking, reading, and writing in Spanish as you internalize new vocabulary and grammar. You’ll also learn about some regions of the Spanish speaking world where the central characters of each unit are visiting. You will build on this semester’s work as you advance in your Spanish studies: everything that you learn about a language and the cultures in which it is spoken will serve as a foundation for further learning.

Spanish 2 A/B

HS6049, HS6050

9th–12th Grade

Prerequisite: Spanish 1

Credits: 10

CSU/UC Approved for “E”

Spanish 2 is designed to review and build upon material presented in Spanish I. The activities provided are designed to increase the student’s proficiency in the four basic skills: listening, speaking, reading and writing. The program utilizes small group activities and students’ involvement. It presents a more complex structure and awareness of the Spanish culture. Success in this class depends heavily on the student’s cooperation, participation, curiosity and consistent practice in and out of class.

**Spanish 2 A/B (Online – Edmentum)**

HSED6003/HSED6004, HSES214/HSES215

9th–12th Grade

Prerequisite: Spanish 1

Credits: 10

CSU/UC Approved for “E”

Spanish 2A and B utilize three assessment tools that are designed specifically to address communication using the target language: Lesson Activities, Unit Activities, and Discussions. These tools help ensure language and concept mastery as students grow in their understanding and use of Spanish. Learning games specifically designed for language learning are used and can be accessed on a wide variety of devices.

**Spanish 3 A/B (Online – Edmentum)**

HSED6005/HSED6006, HSES216/HSES217

9th–12th Grade

Prerequisite: Spanish 2

Credits: 10

CSU/UC Approved for “E”

Spanish 3A and B take a unique approach by setting the lessons in each unit in a specific Spanish-speaking locale, immersing students in the language and in a variety of Hispanic cultures and issues. For example, Unit 5 in Semester B includes a discussion of the environmental issues in Argentina. Concluding the three-year cycle of Spanish courses, Spanish 3A and B effectively combine group and individual learning and offer activities and assessments to keep students engaged and on track.

Electives – Physical Education

Students may be required to attend a small group instruction class while taking any of the following classes

Physical Education I/II/III/IV

HS5001/HS5012/HS5013/HS5014

9th–12th Grade

Credits: 5

Upon completion of this course, students will have participated in a variety of sports. In addition, students will learn about a specific sport and discuss aspects of that sport in current news. This class will familiarize students with activities that might be suitable for lifelong recreation and physical fitness.



Physical Education (Online – Edmentum)

HSED5001, HSES277

9th–12th Grade

Credits: 5

This course includes topics in getting active, improving physical performance, and lifestyle considerations. Unit activities elevate students' self-awareness of their health and well-being while examining topics such as diet and mental health and exploring websites and other resources. In addition to being effective as a stand-alone course, the components can be easily integrated into other health and wellness courses.



Physical Education 2/3/4 (Online – Edmentum)

HSED5002/HSED5003/HSED5004

9th–12th Grade

Credits: 5

By definition, physical education is instruction in exercise and physical activity. It teaches us how to maintain your personal fitness, how to measure different aspects of physical fitness, and how to avoid injury while exercising. It's all about getting active and setting our bodies in motion. By measuring health and fitness with objective data, it's possible to improve our health in a methodical way. Exercise helps us feel good about ourselves and helps us sidestep the health problems that often accompany poor levels of fitness.

Electives – Health

Students may be required to attend a small group instruction class while taking any of the following classes

Food and Nutrition

HS8021

9th–12th Grade

Credits: 5

This course will discuss health issues and concerns of students. Students will examine topics such as the impact and influence of food choices and practices of good nutrition, Dietary Guidelines for Americans, the impact and importance of calories, the dangers, effects, and treatments of eating disorders, safety issues, and basic first aid in the kitchen. Students will also explore the different parts of any given recipe, which includes language and the methods of measuring out ingredients. Students will expand on the notion of creating a meal that has appeal, limited to resources available to students, and the luxury of convenience foods. Students will learn smart shopping, shopping with a plan, creating a shopping list, ways to save money, reading the labels on the food products, and understanding the Universal Product Code. They will also discuss food groups and the four food groups from the Food Pyramid Guide. Students will also study types of dairy products, cultured products, frozen dairy desserts, cheeses, and butter. Lastly, the students will discuss and explore how to buy, store, prepare and cook meats, fish, poultry, and desserts.

Health A/B

HS7040/HS7041

9th–12th Grade

Credits: 10

Health A will concentrate on the concepts of wellness, health risks, personality, mental health, self-esteem, and expression of emotions. Students will also be exposed to an understanding of stress, responses to stress, and stress management. Students will study family roles and changes in family structures which have occurred. Also explored in this course are human reproduction, heredity, and human development. This course shall conclude with lessons in nutrition, malnutrition, diet planning, and being a wise consumer regarding food choices. HS Health has been updated to include required instruction on HIV/AIDS prevention education and affirmative consent. The course now includes medically accurate instruction on the nature of HIV/AIDS and its effects, methods of transmission, strategies to reduce the risk of infection, and social and public health issues related to HIV/AIDS. In addition, students will study the effectiveness and safety of all FDA-approved contraceptive methods in preventing unplanned pregnancy. High school students will be provided the knowledge and skills to form healthy relationships free from violence, coercion, and intimidation with a comprehensive study of affirmative consent/"Yes Means Yes". Lastly, students will be instructed on hands-only CPR training and the Automated External Defibrillator (AED), and demonstrate hands-only CPR with an on-site CPR manikin.

Health B, has a focus on the human skeletal, muscular, nervous, respiratory, and cardiovascular systems. Students will explore the elements of physical fitness and the importance of suitable exercise programs. An area of emphasis in Health B will highlight the use and abuse of prescription and illegal drugs. Students shall explore the body's effect of alcohol use and abuse and issues regarding social pressures to consume alcohol. Also studied is the harmful effects of all tobacco products. Another area of emphasis in this course is the

human immune system and its response to infectious and noninfectious diseases. Finally, this course shall conclude with lessons about environmental pollution and the healthcare system.



Health A/B (Online – Edmentum)

HSED7005, HSES294

Credits: 5

9th–12th Grade

CSU/UC Approved for “G”

California Health is a single-semester course designed to serve as a guide to help you understand your role in maintaining proper health throughout your life. This course covers topics such as nutritional facts and guidelines, effects of lifestyle on health, and benefits of physical activity. You will explore various life-saving and emergency procedures and strategies for preventing disease and injury. Additionally, you will study the impact of substance abuse and understand the importance of maintaining mental and emotional health.



Nutrition and Wellness (Online – Edmentum)

HSED9024, HSES427

Credits: 5

9th–12th Grade

CSU/UC Approved for “G”

This one-semester course is intended as a practical, hands-on guide. This course will cover basic knowledge about nutrition and wellness such as basic concepts of nutrition, the digestive and metabolic processes, nutrient requirements, dietary guidelines, importance of physical fitness, community health issues, food management, and careers in the field of nutrition and wellness.

Electives – Visual and Performing Arts

Students may be required to attend a small group instruction class while taking any of the following classes

Art History A/B

HS6009/HS6010

Credits: 10

9th–12th Grade

CSU/UC Approved for “F”

This sequential course will introduce students to the building blocks of visual art: aesthetic elements and principles. The course also surveys prehistoric art, the arts of the Mediterranean cultures, Asia, and Africa. Students will learn that the evolution of our common visual vocabulary is not an irrelevant artifact of the past, but rather an evolving language that we use every day. Students will understand how artists of varied cultures throughout human history have employed visual elements and principles to create unique and effective works of art. Art History B will introduce students to Early Christian, Byzantine, and Islamic Art and the evolution of the arts in Europe from Medieval Art through Modern Art. Students will learn how the history of the visual arts evolved in concert with political, social, and religious human events. Students who complete this course will have the ability to interpret both historical and contemporary visual artworks. Lesson will include textbook readings, analytical writing, art production exercises, and research tasks.



Art History and Appreciation (Online – Edmentum)

HSES463

Credits: 5

9th–12th Grade

CSU/UC Approved for “G”

Art has played a significant role in every major civilization throughout the history of man. The emergence of different art forms often reflects the values that a civilization deems important: religion, labor, love, political change, or even commerce. Since artwork and cultural values are so closely related, studying art is a compelling way to learn about the people who produced it. By the end of this course, you will be able to do the following: Identify the main concepts of art, expression, and creativity and basic design principles. Identify various art forms, art tools, techniques, and processes. Identify the cultural functions of prehistoric art, the form and function of Egyptian art, and the main principles of classical Greek art and Roman art. Trace principal developments in early Christian art and architecture and identify the relationship between Christian worship and sacred images and architecture. Identify aspects of Islamic art and architecture, the main principles of Renaissance art, and examples of Indian, Chinese, and Japanese art. Identify and analyze the key aesthetic features of African art, American Indian art, and Latin American art. Identify the historical and cultural significance of the Reformation period on art and the key principles of Baroque art and architecture. Identify how the development of visual technologies impacted art after the Renaissance. Identify the relationship between art and science and art and politics in the early modern world. State the main principles of modern art in relation to modern culture and identify major developments in modern architecture in terms of technologies, form, and function. Identify pre-digital (analog) visual culture from the 1950s to the end of the 20th century.

Arts and Crafts A/B

HSAC01/HSAC02

Credits: 10

9th–12th Grade

Arts and Crafts begins by focusing on the elements of art and the color wheel. Students eventually progress to learning about the principles of art and how to apply them to various works of art. Students will learn about various artists and their crafts, and mimic some of the art styles by creating artwork of their own throughout each unit. Students will learn how to critically analyze various pieces of famous artwork. By the end of the last unit, the student will have gathered a portfolio of artwork which they will share with their instructor for evaluation.

Basic Drawing

HS6011

9th–12th Grade

Credits: 5

This course explores a variety of drawing techniques in sequential order of complexity. Skill-building emphasis is placed on mastering basic drawing shapes and developing creative thinking through imaginative expression. In addition, students learn to translate the world around them through perceptive, believable drawings.

Careers in Visual Arts A/B

HS6511/HS6512

9th–12th Grade

Credits: 10

CSU/UC Approved for “F”

In this course, Students will have a strong foundation in observing, interpreting, critiquing, discussing and producing art. They will have gained experience in creating expressive two and three dimensional works of art using a variety of media. At the end of the yearlong course, students will be fluent in art and industry-specific vocabulary, able to create, analyze, and judge works of art, knowledgeable about the importance of art within various cultures, prepared to apply the skills they have practiced throughout the year to multiple artistic careers, educated on how to share their art with larger artistic and professional communities, and informed of the multitude of career pathways within the Visual Arts Industry.

Cartooning

HS6012

9th–12th Grade

Credits: 5

This course consists of a sequence of drawing exercises to give students the opportunity to explore the art and craft of cartooning and develop creative solutions for the many inherent challenges of the art form. By the end of the course, each student will have a notebook filled with original drawings of cartoon characters and the magical worlds they live in, as well as hundreds of ideas for developing more. Note: This course is particularly designed for students who really enjoy drawing.

**Graphic Design & Illustration A/B (Online – Edmentum)**

HSED6007/HSED6008, HSES388/HSES389

9th–12th Grade

Credits: 10

CSU/UC Approved for “F”

This one-semester course is intended as a practical, hands-on guide to help you understand graphic design concepts, graphic image creation, and image manipulation. This course covers careers you can pursue in graphic design. It also covers training and skills required for a graphic designer. In addition, this course describes how to create images using color and typography and how to manipulate images. It also guides you how to create images using design elements and principles. Finally, this course covers copyright laws and ethics related to the use of graphic design. This course will help you meet the following goals: Describe the evolution of graphic design. Describe the careers in graphic design and create a résumé. Identify and assess the training and skills required for a graphic designer. Describe digital image concepts and the use of basic tools in graphic design software. Describe universal symbols and their usage. Describe the properties of color and apply color-balancing techniques. Describe the effects of typography on a digital image. Describe image manipulation and rendering techniques on a digital image. Describe how to organize and store images. Describe laws and ethics related to graphic design. Create images using design elements and principles. Create a layout design using design principles. Describe how to create one-point and two-point perspective images. Explain the digital printing process.

Intermediate Drawing

HS601D

9th–12th Grade

Credits: 5

Intermediate Drawing focuses on the elements of drawing and using the various mediums of drawing. Students learn about the basic principles of drawing including perspective, tonal ranges, shape, proportion and composition. Students will learn such techniques as how to draw the figure, sketching landscapes in the outdoors, creating medium tone drawings, and capturing a still life. By the end of the last unit, the student will have gathered a portfolio of artwork which they will share with their instructor for evaluation.

Intro to Plays and Theater

HS6031

9th–12th Grade

Credits: 5

CSU/UC Approved for “F”

Introduction to Plays and Theater is the study of drama, a story that is written to be performed in front of an audience. In this course the student will be learning the techniques involved in writing drama. These include setting, plot, character development, conflict, props, play structure, dialogue, symbolism, and theme.

**Introduction to Visual Arts (Online – Edmentum)**

HSED6016, HSES378

9th–12th Grade

Credits: 5

CSU/UC Approved for “F”

This course is intended for students to familiarize themselves with different types of visual arts. This course has 16 lessons and 5 Course Activities. Each lesson contains one or more Lesson Activities. In Introduction to Visual Arts, students will trace the history of art and describe various art forms. They will identify the elements of art and examine the principles of design. Students will analyze the parameters in evaluating and critiquing art. They will examine copyright laws and discuss the ethical use of art.

**Music Appreciation (Online – Edmentum)**

HSED6015, HSES262

9th–12th Grade

Credits: 5

CSU/UC Approved for “F”

This one-semester elective course is intended as a practical, hands-on guide to introduce you to the field of music appreciation. You’ll first identify elements and patterns in music and learn to identify various elements of musical notation. Next, you’ll explore the history and evolution of music from the Middle Ages through to the modern era. Then, you’ll learn about the influence of music on society and culture. Finally, in the last few lessons you’ll learn of the various compositional and expressive devices and how to evaluate a concert.

Nature Journaling**HS9046**

9th–12th Grade

Credits: 5

In this course students will learn to explore the natural world and make personal connections with it in a creative manner. They will learn to make regular recordings of observations, perceptions, and feelings about the natural world as they explore it. Each student’s nature journal will contain drawings, reflective writings, and personal thoughts. Nature journaling fosters self-learning and challenges students to combine intellect with experience.

**Professional Photography A/B (Online – Edmentum)****HSED6013/HSED6014, HSES3263/HSES264**

9th–12th Grade

Credits: 5

CSU/UC Approved for “F”

Few recent technical innovations have changed an industry as fundamentally as digital photography has changed everything about the way we capture our lives in the way we take, edit, store, and share pictures. Digital Photography provides you with the flexibility to not only use it as an independent individual course or as a group or class course, but to also easily customize the course to the unique needs of your situation. The course combines 15 lessons with online discussions that promote the development of critical thinking skills as your students explore digital photography as an enriching activity or a career.

**Theater, Cinema, and Film Production (Online – Edmentum)****HSED6017, HSES461**

9th–12th Grade

Credits: 5

CSU/UC Approved for “F”

Theater, Cinema, and Film Production is a single-semester course that describes the processes of theater, cinema, and film production. The course begins by introducing theater and film and their different genres and subgenres. The course also helps you understand the creative side of theater and film production, such as screenplay writing, directing set design, acting, makeup, and wardrobe styling and costume design. In this course, you will also learn about technical aspects in theater and film productions, such as lighting, sound, and camerawork. The course also covers the pre-production, production, and post-production processes involved in plays and films. Finally, you will learn about audiences for plays and films, and how they impact these productions.

Visual Arts A/B**HS6014/HS6015**

9th–12th Grade

Credits: 10

CSU/UC Approved for “F”

In Visual Arts A/B, students will have a strong foundation in observing, interpreting, critiquing, discussing and producing art. They will have gained experience in creating expressive two and three dimensional works of art using a variety of media. Each student will compile examples of their work to display in a portfolio that highlights their current technical level and demonstrates their growth. Students will understand the role of visual arts throughout history and across the world. They will understand the power of art to communicate ideas and influence opinions. Students will be able to analyze their own work and that of other artists and critique works using content specific vocabulary. They will be able to verbally articulate their technical and creative process to their peers while recognizing strengths and areas for potential growth within their own work. At the end of the yearlong course, students will be fluent in art-specific vocabulary, able to create, analyze, and judge works of art, knowledgeable about the importance of art within various cultures, and prepared to apply the skills they have practiced throughout the year to multiple artistic careers.

Electives – Life Skills

Students may be required to attend a small group instruction class while taking any of the following classes

Basic Study Skills**HS1034**

9th–12th Grade

Credits: 5

Basic Study Skills is a course designed to enhance the study skills of students. After completion of this course, students will be able to set goals for themselves, manage their time well, take effective notes, and prepare for exams. The student will also learn the vital components for a research paper (e.g. gathering resources, citing work, and proofreading) as they create one themselves.

Career and College Skills**HS8512**

9th–12th Grade

Credits: 5

This class will create economically independent students, able to recognize a career and/or college path for their lives and make this plan

a reality. Students will explore themes that relate to who they are, what they want, and how to get what they want. Students will learn to envision a future where they are responsible, contributing adults of society. They will be given opportunities to plan a lifestyle budget, explore various types of careers, research colleges and ways to support themselves. Finally, they will have the ability to plan and enact a 10-year growth plan that is designed to get the student from high school graduation into a rewarding career.

Career Opportunities

HS8019

9th–12th Grade

Credits: 5

The Career Opportunities course will assist students in the process of identifying possible career paths by investigating and exploring ten different career clusters. Students will analyze and reflect on their strengths and interests as they explore these careers. By completing some real world projects related to these careers, students will apply both academic and work-based skills. The course assessment will include the completion of activities, reflection journal entries, study guide questions and unit tests. Career Opportunities is a five-unit elective consisting of 25 lessons.

Character Education

HS8042

9th–12th Grade

Credits: 5

Character Education is a 5-unit small group instruction class that introduces students to the character traits most important to success in our unique school model. Traits of grit, responsibility, optimism, and gratitude are explored, as well as personal reflection on mindsets and experiences that will guarantee students more success in the future. Upon completion of this course, students will be able to: 1) identify examples of people displaying/not displaying the key character traits 2) strengthen a work ethic that is influenced by the ability to ask questions when needed by a teacher with whom they have a positive relationship 3) learn to take personal responsibility for content mastery by finishing assignments to the best of their ability in a timely manner 4) engage in a process where they apply self-reflection and the specific character traits to their personal growth 5) apply to the concept of grit to their response to challenges, school work, and goals for the future 6) apply the concept of responsibility to self-control, integrity, personal choices, and locus of control 7) apply the concept of gratitude to fully engage in their lives and antidote to living in a state of scarcity and negativity and 8) apply the concept of optimism to the concept of malleable intelligence, a belief in self-efficacy and hope for the future.

Driver Education

HS80DE

9th–12th Grade

Credits: 5

This course is designed to give students a broad understanding of the laws and practices they will need to drive a vehicle safely. By the end of the course, students will be familiar with how weather conditions, other drivers, and different traffic situations can be navigated safely and efficiently. In addition to general rules that govern all drivers in the United States, students will also learn rules specific to laws of the State of California. Upon completion of the entire course, students should be prepared to take their Class C California Driver's Test.

Independent Living

HS80IL

9th–12th Grade

Credits: 5

This Independent Living course will examine some of the obstacles you will face when living on your own, such as housing decisions, feeding yourself, and creating an atmosphere and life for yourself. This course will cover responsibility, making good decisions, and understanding financial and career choices. Students will learn the basics of childcare, money management, responsible citizenry, sewing stitches, and making their way around a kitchen.

My Learning Path I

HS90122

9th–12th Grade

Credits: 3

My Learning Path I utilizes a series of interactive assessments to measure core academic skills, as well as personal strengths and career interests. Through a series of written, interview, and research activities, students connect with resources supporting their academic and career interests. After assessing and reflecting on areas of strength and challenge, students create a personalized academic plan and portfolio presentation; aligned with their identified career interests and personal goals. Students also develop computer-based test taking and technology skills, as well as digital media creation and distribution skills.

New Student Seminar

HS9053

9th–12th Grade

Credits: 2

The course will help new students transition from their previous school to the new learning environment. The course will prepare students for the blended learning model and meet the social and academics challenges they may encounter over the ensuing years. Giving students time and support to adjust to our school's culture and expectations will create a more cohesive, prepared and academically motivated student. Students will build rapport with teachers and staff with the purpose of making the student feel comfortable in asking questions and seeking support.

Parenting and Child Development A/B

HS8040/HS8041

9th–12th Grade

Credits: 10

Parenting and Child Development is an introduction to the stages of child development and how to aid the developing child. The course begins with an introduction to child psychology, observing child development, parenting, and teen parenthood. Students will then go through a detailed step-by-step of the stages of childhood and adolescence. The course will end with children's health and safety, challenges in a family, childcare, early education, and careers that involve children.

Senior Portfolio*HS9098**9th–12th Grade***Credits: 5**

The Senior Portfolio course is designed to assist the student research and transition to various post-secondary opportunities. Students will explore various career and college options and the requirements that each of those options require. Upon completion of this course, students will have developed their own Google Site portfolio which will have the final draft of their Cover Letter, Résumé, Community Service documents, and their potential Graduation Speech.

Student Assistant A/B*HS9021/HS9022**9th–12th Grade**Prerequisite: Teacher approval***Credits: 10**

Student Assistants serve teachers and other staff members by providing clerical and instructional assistance in the centers. Teacher permission is required and students must complete training as required by the Director of Educational Operations. Students who fall behind in their regular school work will need to take a break from this course until their other studies have improved. Student Assistants must demonstrate responsibility, maturity and integrity in their relations with adults and other students. Students will earn 5 credits upon completion of 60 hours of work during each semester.

Student Council A/B*HS9025/HS9026**9th–12th Grade***Credits: 5**

This is an elective course whereby students are given the opportunity to interact with each other and school-wide activities. Students become active in advertising for upcoming school events, decorating centers for important events, and planning school-wide events like Prom, back to school night, and graduation. Students will also participate in community service events like canned food drives, highway clean up, and toy drives.

Tech in Testing*HS90112**9th–12th Grade***Credits: 5**

Students taking the Tech in Testing class will be prepared with skills and strategies for test-taking. They will be exposed to Universal Tools, online features, Equation Editors, virtual manipulatives, and technology enhanced items. During content-specific units, students will become familiar with the format of questions in regards to the power standards for English and Math.

Technology Literacy A/B*HS90133/HS90134**9th–12th Grade***Credits: 10**

Technology Literacy A offers students a comprehensive, interactive tour through Google's G Suite applications. Students will be given multiple opportunities to display creativity using Google tools including Drive, Docs, Slides, Gmail and Meet. Throughout the course, students will also be learning about and practicing good Digital Citizenship.

Technology Literacy B offers students a comprehensive, interactive tour through Google's G Suite applications. Students will be given multiple opportunities to display creativity using Google tools including Sheets, Forms, Sites, and Maps. At the completion of this course, student

Work Experience 1A/1B/2A/2B*HSWE1A/HSWE1B/HSWE2A/HSWE2B**9th–12th Grade***Credits: 5-20**

In Work Experience, students will learn about the fundamentals of gaining employment. Students will create resumes, receive interviewing tips, and discuss how to develop and maintain healthy working relationships. Students will practice filling out W-4 forms, learn about taxes and employee benefits. Also students will identify and strategize a career development path. Students will familiarize themselves with the job market utilizing technology as a tool for research..

Electives – General

Students may be required to attend a small group instruction class while taking any of the following classes



Academic Success (Online – Edmentum)

HSED9121, HSES355

9th–12th Grade

Credits: 3

This elective course is intended as a practical, hands-on guide to help students improve study habits and enhance their prospects for academic success, now and in the future. The orientation section of this course prepares students to be successful in an online environment.



GED Prep: Mathematics (Online – Edmentum)

HSED9019

9th–12th Grade

Credits: 5

The GED exam measures the skills and knowledge similar to a high school course of study and allows learners to receive their high school equivalency certifications.



GED Prep: Reading Language Arts (Online – Edmentum)

HSED9018

9th–12th Grade

Credits: 5

The GED exam measures the skills and knowledge similar to a high school course of study and allows learners to receive their high school equivalency certifications.



GED Prep: Science (Online – Edmentum)

HSED9020

9th–12th Grade

Credits: 5

The GED exam measures the skills and knowledge similar to a high school course of study and allows learners to receive their high school equivalency certifications.



GED Prep: Social Studies (Online – Edmentum)

HSED9021

9th–12th Grade

Credits: 5

The GED exam measures the skills and knowledge similar to a high school course of study and allows learners to receive their high school equivalency certifications.



Introduction to Fashion Design (Online – Edmentum)

HSED9009

9th–12th Grade

Credits: 5

CSU/UC Approved for “G”

This one-semester elective course is intended to introduce you to the basics of fashion design. In this course, you will explore the history of fashion, the components of fashion, the influences and contributions of some key fashion innovators, and the various steps involved in the production of a garment. Each lesson is accompanied by a Lesson Activity that will help you apply and practice the lesson content. You will check your own answers in the Lesson Activities. Each lesson also has a multiple-choice mastery test to help you access your understanding of the lesson content. A multiple-choice end-of-semester test completes the course. The Course Activities (submitted to the teacher) and the Lesson Activities (self-checked) are major components of this course. To get the most out of this course, you should complete all of the Lesson Activities in each lesson. By the end of this course, you will have done the following: Explored and examined fashion concepts, especially in the following areas: the history of fashion, factors influencing fashion growth, the components of fashion, Familiarized yourself with fashion terminology, fashion life cycles, fashion adoption theories, and consumers, Understood the various preliminary steps such as fashion research, forecasting, and the process of manufacturing fabric from fiber. Explored the various steps in garment production, from creating a sample garment to bulk manufacturing it.



Introduction to Military Careers (Online – Edmentum)

HSED9031, HSES438

9th–12th Grade

Credits: 5

CSU/UC Approved for “G”

Introduction to Military Careers is a single semester course that describes the different careers offered by the US military and its branches. This course begins by describing the US military, including its branches, history, and organizational structure. In this course, you will also learn about the different occupations offered by the military branches and the qualifications required for them. This course also covers enlistment requirements, training, pay systems, and benefits of joining the US military. You will also learn about the importance of personal traits, habits, and good health for a successful career in the military.

**Introduction to Social Media (Online – Edmentum)**

HSED9012, HSES374

9th–12th Grade

Credits: 5

CSU/UC Approved for “G”

This one-semester elective course is intended as a practical, hands-on guide to help students understand the world of social media and how individuals, social groups, and businesses are using different types of social media.

**Literacy Advancement A/B (Online – Achieve 3000)**

HSES274/HSES275

9th–12th Grade

Credits: 10

Literacy Advancement is a class that utilizes the Achieve 3000 program that offers differentiated instruction tailored to each student’s Lexile reading level to improve their core literacy skills, and content-area knowledge. Students follow a simple 5-Step Literacy Routine that improves vocabulary, comprehension, and reading fluency as well as writing skills. During the Literacy Routine, students receive reading materials and follow-up activities that are precisely matched to their learning abilities. Each one of the five steps will aid in enhancing the student’s essay writing skills while incorporating the use of technology. The goal is to provide support and help to increase the student’s literacy skills and comprehension, test-taking skills, and technology skills.

**Literacy Empowerment A/B (Online – Achieve 3000)**

HSES297/HSES298

9th–12th Grade

Credits: 10

Literacy Empowerment is a class that utilizes the Achieve 3000 program that offers differentiated instruction tailored to each student’s Lexile reading level to improve their core literacy skills, and content-area knowledge. Students follow a simple 5-Step Literacy Routine that improves vocabulary, comprehension, and reading fluency as well as writing skills. During the Literacy Routine, students receive reading materials and follow-up activities that are precisely matched to their learning abilities. Each one of the five steps will aid in enhancing the students essay writing skills while incorporating the use of technology. The goal is to provide support and help to increase the student’s literacy skills and comprehension, testtaking skills, and technology skills.

their own positions as consumers of media and explore ways to use non-traditional media to become more active and thoughtful citizens. Students learn how to ask critical questions about the intended audience and underlying purpose of media messages, and study factors which can contribute to bias and affect credibility.

**Marketing, Advertising, & Sales (Online – Edmentum)**

HSED9093

9th–12th Grade

Credits: 5

CSU/UC Approved for “G”

This one-semester course is intended to help you learn about the scope and importance of marketing, advertising, and sales in a business. This course will cover various marketing functions, product planning, advertising operations, and the process of selling.

**SAT Test Prep (Online – Edmentum)**

HSED9103

9th–12th Grade

Credits: 5

This SAT Prep course is meant to review the different parts of the SAT test: Reading, Writing & Language, and Math. Students will learn about the parts of the test and general test taking strategies. They will also be shown various resources that will help in studying for the SAT. There are practice tests for students to take and see how they would do on the SAT. By the end of the course students should be more prepared for the SAT test and have a study guide created.

Electives – CTE and Career Titles

Students may be required to attend a small group instruction class while taking any of the following classes



Certified Nurse Aide A/B (Online – Edmentum)

HSED9079/HSED9080, CTE9079/CTE9080

Credits: 10

9th–12th Grade

CSU/UC Approved for “G”

This one-semester course is intended to help you familiarize yourself with various aspects of child development and parenting. This course has lessons organized into five units, plus two Unit Activities. Each lesson contains one or more Lesson Activities. This course covers fundamental concepts of parenting and child rearing. It also covers essential communication skills related to parent-child interaction. In addition, the course covers workplace skills, such as positive work ethics, integrity, and resource management. It also covers some recent trends in parenting.



Child Development & Parenting A/B (Online – Edmentum)

HSED9005/HSED9006, HSES286/HSES295

Credits: 10

9th–12th Grade

CSU/UC Approved for “G”

This one-semester course is intended to help you familiarize yourself with various aspects of child development and parenting. This course has lessons organized into five units, plus two Unit Activities. Each lesson contains one or more Lesson Activities. This course covers fundamental concepts of parenting and child rearing. It also covers essential communication skills related to parent-child interaction. In addition, the course covers workplace skills, such as positive work ethics, integrity, and resource management. It also covers some recent trends in parenting.



CompTIA A+ with Exam Prep 1/2 (Online – Edmentum)

HSED9071/HSED9072, CTE9071* (*Exam Prep 1 only)

Credits: 10

9th–12th Grade

CSU/UC Approved for “G”

This course is focused on the exam objectives of CompTIA A+ 220-901. Students will learn about computer hardware and networking. Students will learn about mobile devices and their features. Students will learn how to identify and troubleshoot problems related to hardware, networking, printers, storage devices, and mobile devices. Unit activities in the course help students to develop and apply critical thinking skills. Animations and screenshot based slideshows included in the lesson keep students engaged. Students can understand technical concepts very easily. Simulations provide students a real computer environment to practice various procedural steps. These simulations emulate the CompTIA A+ performance based questions. Practice Test at the end of the course help students to attempt questions that are similar to CompTIA A+ 220-901 certification exam.



Computer Programming 1 A/B (Online – Edmentum)

HSED9036/HSED9037, HSES431/HSES432

Credits: 10

9th–12th Grade

CSU/UC Approved for “G”

Part of the Courseware Career and Technical Education (CTE) Library, Computer Programming combines engaging online and offline activities in a rigorous one-semester course for your high school students who may be aspiring to technical careers. Building on lessons covering the software development lifecycle and software development methodologies, the course uses online discussions, activities, and lessons to lead your students through additional key topics such as quality control, system implementation, and maintenance and the increasingly important issue of system security.



Computing for College & Careers A/B (Online – Edmentum)

HSED9010/HSED9011, HSES347/HSES460

Credits: 10

9th–12th Grade

CSU/UC Approved for “G”

This course is designed to enable students at the high school level to develop basic computer skills that they can use during their college education and also in their careers. This course is designed to enable all students at the high school level to develop the critical skills and knowledge that they will need to be successful in careers throughout their lives. The course is based on Career and Technical Education (CTE) standards designed to help students prepare for entry into a wide range of careers and/or into postsecondary education.



Culinary Arts A/B (Online – Edmentum)

HSED9002/HSED9003, HSES375/HSES376

Credits: 10

9th–12th Grade

CSU/UC Approved for “G”

This course covers the history and development of the culinary arts; the basics of nutrition; and health, safety, and sanitation. It covers basic science principles used in cooking and various cooking methods. It also explores the culinary skills required to make a variety of items, ranging from stocks and soups to seafood and poultry to various breads and desserts.



Entrepreneurship A/B (Online – Edmentum)

HSED9051/HSED9052, HSES396* (*semester A only)**9th–12th Grade****Credits: 10****CSU/UC Approved for “G”**

This course is intended to help students understand the components of a business plan, ideation and innovation in products and pricing, the market research process, and various management functions of operations management. This course will cover the roles and attributes of an entrepreneur, marketing and its components, the selling process, and operations management. The second semester of this course is intended to help students understand the concept of accounting and its role in business, different firm ownership structures, importance of business ethics, and the scope and importance of quality management. This course will cover the different types of capital that a business needs at different stages, nature of legally binding contracts, different functions of the human resources division of a company, and the types of risks that entrepreneurs have to face.

**Essential Career Skills (Online – Edmentum)****HSED9033, HSES293****9th–12th Grade****Credits: 5**

This course helps students understand and practice critical life and workplace readiness skills identified by employers, state boards of education, and Advance CTE. These skills include personal characteristics, such as positive work ethic, integrity, self-representation, and resourcefulness, as well as key people skills, communication skills, and broadly-applicable professional and technical skills. These skills are universally valuable but sometimes assumed or glossed over in more career-specific courses. For that reason, this provides students with a solid foundation in their career studies.

**Game Development (Online – Edmentum)****HSED9038, HSES232****9th–12th Grade****Credits: 5****CSU/UC Approved for “G”**

In this course, they’ll learn the ins and outs of game development to prepare them for a career in the field. Whether it is the history of video games, character development, mobile game design, user interface design, social gaming, or the principles of development design and methodologies, this 20-lesson course covers it all. As you might guess, games are included in the course to enhance the learning experience and help assess student progress. While fun and highly engaging, the course focuses on laying a strong foundation for a career in game development.

Introduction to Building and Construction Trade Trades 1**CTEAC101****9th–12th Grade****Credits: 5****CSU/UC Approved for “G”**

This course provides learning opportunities for students interested in careers in building and construction trades. Standards focus on skills and knowledge necessary to perform construction tasks safely. Students will use OSHA approved personal protective equipment and safety procedures while performing various hands-on construction tasks common to the building industry. Students will also utilize course materials created and produced by the Carpenter’s Union in order to ensure alignment with college certification programs that lead directly to employment.

Introduction to Building and Construction Trade Trades 2A**CTEAC201****9th–12th Grade****Credits: 5****CSU/UC Approved for “G”**

Construction 2A contains units on safety, tools, and materials for projects at an intermediate level of difficulty. Detailed information on safety, tools and materials required, and step-by-step procedures are presented for many of the projects. Smaller lead up exercises precede each shop project, allowing students to practice specific skills related to the project, such as the proper operations of hand tools or the use of measurement devices. Students engage in a variety of projects to ensure exposure to a multitude of skills. Projects include notched-top sawhorse, a picnic table and more.

**Introduction to Cybersecurity (Online – Edmentum)****HSED9001****9th–12th Grade****Credits: 5****CSU/UC Approved for “G”**

This one-semester course is intended to introduce the concepts of cybersecurity. In Introduction to Cybersecurity, you will examine key cybersecurity concepts and programs. You will identify the different types of cybersecurity threats and errors. You will explain how to protect your computer system, networks, and data from various cyber attacks. You will describe the process of risk assessment, mitigation, and incident handling. You will examine various laws, standards, and ethical issues related to cybersecurity. Finally, you will explore the career opportunities in the field of cybersecurity.

**Introduction to Nursing A/B (Online – Edmentum)****HSED9114/HSED9115, CTE9114/CTE9115****9th–12th Grade****Credits: 10****CSU/UC Approved for “G”**

This course introduces students to the field of nursing. Students will learn about the history and evolution of nursing, education and licensure requirements, career path options, and nursing responsibilities. Students will also focus on foundational information such as basic anatomy, physiology, medical terminology, pharmacology, first aid, and disease prevention. Students will also examine various

nursing theories, as well as focus on the nursing process, including assessment, diagnosis, and treatment options. Students will also learn about professional and legal standards and ethics. Additional skills of communication, teaching, time and stress management, patient safety, crisis management will be included.



Principles of Business, Marketing and Finance A/B (Online – Edmentum)

HSED9045/HSED9046, HSES359/HSES360

9th–12th Grade

Credits: 10

CSU/UC Approved for “G”

Principles of Business, Marketing, and Finance is intended as a practical, hands-on guide to help you understand the skills required to achieve success in modern-day careers in the business, marketing and finance cluster.



Principles of Engineering & Tech A/B (Online – Edmentum)

HSED9048/HSED9049, HSES231* (*semester A only)

9th–12th Grade

Credits: 10

CSU/UC Approved for “G”

This easy-to-manage course provides students with essential STEM knowledge and an effective overview of STEM careers. The course’s 15 lessons are interspersed with activities and online discussions that engage learners and promote understanding and achievement. Topics covered include biotechnology, mechanics, and fluid and thermal systems. The concluding lesson provides a valuable overview of the overall engineering design process.



Principles of Health Science A/B (Online – Edmentum)

HSED9034/HSED9035, HSES357/HSES358

9th–12th Grade

Credits: 10

CSU/UC Approved for “G”

With an engaging and interactive instructional approach, this rigorous course provides your students with a comprehensive overview of health science topics and careers. Health science professionals are in increasing demand and of increasing interest, and this semester-long course is an effective way to introduce students to the wide array of health science careers. Beginning with medical terminology, the course includes an overview of physiology and human homeostasis and more.



Principles of Hospitality and Tourism A/B (Online – Edmentum)

HSED9043/HSED9044, HSES433/HSES434

9th–12th Grade

Credits: 10

CSU/UC Approved for “G”

The first semester is intended to help you familiarize yourself with the hospitality and tourism industry. This course will cover the history, diversity, components, and career opportunities in the hospitality and tourism industry. The second semester is intended to help you familiarize yourself with the personal and professional skills and qualities needed for a career in the hospitality and tourism industry. This course will cover interpersonal and communication skills, professional skills, and career opportunities in the hospitality and tourism industry.



Principles of Information Technology A/B (Online – Edmentum)

HSED9041/HSED9042, HSES428/HSES429, CTE9041/CTE9042

9th–12th Grade

Credits: 10

CSU/UC Approved for “G”

This course takes the next steps in preparing learners for a career in information technology. Covering software, hardware, and implementation topics, the course also addresses the security and ethical issues that your students will face in an IT career. Combining lessons, online and offline activities, and interactive discussions, the course will provide a practical yet cutting edge look at the issues faced by leading IT professionals today and in the future.



Principles of Manufacturing A/B (Online – Edmentum)

HSED9116/HSED9117

9th–12th Grade

Credits: 10

CSU/UC Approved for “G”

California Course Principles of Manufacturing, Semester A, is intended to help students be familiar with the evolution of manufacturing and describe manufacturing processes and systems. This course will cover the history and evolution of manufacturing, manufacturing processes, engineering design, and production systems. California Course Principles of Manufacturing, Semester B is intended to help students be familiar with quality control systems, explain the importance of maintenance and marketing, and identify key professional and personal skills that are helpful in having a successful career in the field of manufacturing.

Solar Photovoltaics

CTEAFN101

9th–12th Grade

Credits: 5

CSU/UC Approved for “G”

Students will learn about electrical utility and solar photovoltaic sectors, and potential careers available in those industries - Students will identify materials used in construction, and learn how to operate tools required for their installation - Students will practice safety on the jobsite, and log in, watch, and reflect on construction safety training videos - Students will study plan sets to understand the architectural principals involved with residential and commercial design - Students will be advised by industry professionals, practice writing resumes, and explore the job application process.

**Sports and Entertainment Marketing (Online – Edmentum)**

HSED9047, HSES408

9th–12th Grade

Credits: 5

CSU/UC Approved for “G”

Sports and Entertainment Marketing is intended to help you gain an insight into the field of sports, entertainment, and recreation marketing. This course covers fundamental concepts in sports, entertainment, and recreation marketing. It also covers essential skills related to advertising, sponsorship, and marketing campaigns. In addition, the course covers crucial workplace skills, such as teamwork and leadership skills.

**Web Technologies A/B (Online – Edmentum)**

HSED9039/HSED9040, HSES372/HSES373

9th–12th Grade

Credits: 10

CSU/UC Approved for “G”

The first semester is intended as a practical, hands-on guide to help students understand the concepts of website design. This course guides students how to create a website using web technologies. This course will cover careers in web technology, uses of web technology, and emerging trends in web technology. It also covers principles of design and creation of graphics. In addition, the course covers Internet protocols, web development tools, and client-server processing. The course also covers web page creation using HTML and style sheets. Finally, the course covers website design and the web development process. The second semester is intended as a practical, hands-on guide to help students understand advanced concepts of website design and concepts related to desktop publishing and multimedia. This course covers the creation of desktop publishing and multimedia projects. It also covers legal and ethical issues related to the Internet and website design. In addition, this course covers web page creation using JavaScript. It also covers DHTML and XML. The course additionally covers how to gather requirements from the client, plan out website development, create a wireframe, and create and publish a website. Finally, the course covers web maintenance and web administration.

Electives – Pathways Trips

Students may be required to attend a small group instruction class while taking any of the following classes

Career Exploration at Blackbird Farm

HS9097

9th–12th Grade

Credits: 5

Students will learn about multiple careers in the fields of construction, engineering, animal husbandry, marketing, farming, and design. Students will be able to communicate and set personal goals using language specific to CTE Pathways and standards. Students will reflect and be able to connect personal strengths to career opportunities in various CTE career industries.

Pathways: College Tour

HS8071

9th–12th Grade

Credits: 2.5

The goal of this course is to expose students to the college environment through firsthand experience. Students are given the opportunity to tour five California colleges over a four-day trip. The opportunity to experience the differences between Cal State, UC, and private schools while learning about university life, requirements, and the application process equips students with the knowledge to make important post-secondary decisions. Students are able to reflect on their experience through journaling, writing affirmation statements, goal statements, group discussion and reflective assignments. In addition, group activities, college campus tours, and Q & A sessions with college students all contribute to students being able to more vividly visualize their post-secondary goals.

Pathways: Crew

HS8061

9th–12th Grade

Credits: 2.5

The objective of the CREW scholarship program is to create a classroom in which students may take an active role in pursuing their college education. The topics covered include: California college systems, goal planning, entrance and placement exams, applications, financial aid, college course selection, budgets, interview preparation, and teamwork. The knowledge gained will come from attendance at monthly meetings, active participation, and successful completion of all assigned tasks. Additionally, students will leave feeling prepared, well informed and ready to begin college with confidence.

Pathways: Cuba

HS9047

9th–12th Grade

Credits: 5

Students will explore Cuban culture, politics and history and compare and contrast the Cuban lifestyle with that of life in the U.S.

Pathways: RMPR Character Development

HS8069

9th–12th Grade

Credits: 2.5

The objective of the Rocky Mountain Pathways Character Development Program is to facilitate learning through experiencing life on

a ranch. The topics covered include: Practicing Gratitude, Optimism & Responsibility, Personal Contracts, Grit, and Animals of the Ranch. The skills developed include work and post-secondary skills, teambuilding, and problem-solving. This is accomplished through participation in work on the ranch, academic work, and experiential activities. Additionally, students will leave with an understanding of being a part of a community, their personal leadership, and a greater awareness of nature.

Pathways: RMPR Leadership*HS8060**9th–12th Grade**Credits: 5*

The objective of the Rocky Mountain Pathways Work Study Program is to facilitate learning through experiencing life on a ranch. The topics covered include: Native American history and traditions, animals of the ranch and Colorado, and history and landscape of Colorado. The skills developed include work and post-secondary skills, teambuilding, and problem-solving. This is accomplished through participation in work on the ranch, academic work, and experiential activities. Additionally, students will leave with an understanding of being a part of a community, their personal leadership, and a greater awareness of nature.

Pathways: Washington DC*HS90125**9th–12th Grade**Credits: 2.5*

In this Pathways Washington DC program, students will explore our nation's capitol. During the trip, students will visit various historical and influential sites while learning about the impact DC has had on our nation's past, present and the impact it can have on our future. Students will partake in tours and visit monuments, museums and government buildings to learn about our government's processes. Students will identify how they can create their own impact on the world they live in.

Electives – Workforce Skills Training

Financial Literacy and Entrepreneurial Skills*HS90132, HSED9118**9th–12th Grade**Credits: 2*

Students will learn about personal budgets, expense reports, bank accounts, investments, job finances, and job skills in unit 1. Students will learn about starting a business and create a business proposal in unit 2. The course will be hands-on and real world applicable with examples of each major concept.



Section 14 — Middle School Courses

English – Core Classes

Students may be required to attend a small group instruction class while taking any of the following classes

English 7 A/B, English 7 A/B (EL), English 7 A/B (Alt)

MS107A/MS107B, MS1150/MS1151, MS1152/MS1153

7th Grade

Credits: 10

This course exposes students to fictional stories and non-fiction texts, both print and digital. This course enhances students' ability to comprehend, develop, and analyze the content of the reading assignments. It exposes students to authors' intent and literature concepts. Each lesson develops and increases students' fluency and vocabulary. Grammar skills are introduced and practiced regularly, helping students implement the new skills into their own writing. A fictional novel that accompanies this course stimulates imagination and creativity. In each unit, students have many opportunities to incorporate what they have learned into their writing.

This course addresses Common Core State Standards of English/Language Arts: Reading Literature, Reading Informational Texts, Writing, Speaking and Listening, and Language.



English 7 A/B (Online – Edmentum)

MSED1009/MSED1010, MSES175/MSES176

7th Grade

Credits: 10

English 7 Integrates the study of writing and literature through the examination of a variety of genres. Students identify the elements of composition in the reading selections to understand their function and effect on the reader. Practice is provided in narrative and expository writing. Topics include comparison and contrast, persuasion, and cause and effect essays, as well as descriptive and figurative language. Lessons are supplemented with vocabulary development, grammar, and syntax exercises, along with an introduction to verbal phrases and research tools.

English 8 A/B, English 8 A/B (EL), English 8 A/B (Alt)

MS108A/MS108B, MS1154/MS1155, MS1156/MS1157

8th Grade

Credits: 10

This course exposes students to fictional and non-fiction texts, both print and digital. Students enhance their ability to comprehend, develop, and analyze their reading assignments. It exposes students to authors' intent and literature concepts. Each lesson develops and increases students' fluency and vocabulary. Grammar skills are introduced and practiced regularly as students implement the new skills into their own writing. A fictional novel accompanies this course that stimulates imagination and creativity. In each unit, students have many opportunities to incorporate what they have learned into their writing. This course addresses Common Core State Standards of English/Language Arts: Reading Literature, Reading Informational Texts, Writing, Speaking and Listening, and Language.



English 8 A/B (Online – Edmentum)

MSED1011/MSED1012, MSES01/MSES02

8th Grade

Credits: 10

English is the study of the creation and analysis of literature written in the English language. In English 8A, you will explore the features of different forms of literary writing such as diaries, memoirs, informative essays, and fictional narratives. You will also improve your writing by learning about persuasive writing techniques. You will compare and contrast a literary piece across different mediums, including drama. You will engage in a dramatic reading of poetry and learn how to give multimedia presentations. In the latter part of the course, you will analyze informational texts to understand the history of the Civil War. You will also analyze various types of literary works to better understand literary elements such as point of view, conflict, theme, structure, and setting.

English – Electives

Students may be required to attend a small group instruction class while taking any of the following classes

Critical Literacy

MS65CL

7th–8th Grade

Credits: 5

Students will gain reading and writing skills through the acquisition of new thinking skills, including Metacognition, Active Reading Strategies, Mind Mapping, Think-Alouds, personal and critical oral responses and reading. In addition, students will complete an independent reading assignment from the California Approved Book List that is at his or her reading level. The culminating projects will be a Book Talk and Book Review, as well as a Literary Autobiography, all of which will demonstrate the students' growth over the course of the class.

**English Language Development ELD Newcomer A/B (Online – iLit)**

MS1143/MS1144

7th–8th Grade

Credits: 10

This course intends to equip students for life in and out of the classroom with developing beginning English skills. Focused on building basic communication and literacy skills in English, newcomer students are initially assessed to determine what knowledge of English a student may already have, if any. The curriculum is adjusted to meet those individual linguistic needs in teaching: phonics and phonemic awareness, oral language, fluency, grammar structures, writing construction, and reading comprehension. iLit for Newcomers serves as the foundation for all subsequent courses in high school that involve reading, analyzing and writing, providing students with the tools and strategies needed to develop effective communication skills.

English Readiness A/B

MS10RA/MS10RB

7th–8th Grade

Credits: 10

English Readiness is a standards-based modular course designed to remediate the student on English/Language Arts standards. These modules, based on the twenty ELA power standards as identified by the Charter School, can be assigned as needed where the instructor is able to detect a deficiency with a student's particular skill set. Each module focuses on one or two standards and will greatly increase the student's ability to comprehend and master each standard. All work is done in the workbook with some use of the Internet to reinforce certain concepts. A student can complete 5 modules per semester and can complete each module only once.

Introduction to Grammar

MS1015

7th–8th Grade

Credits: 5

Intro to Grammar is designed to familiarize the student with the fundamentals of grammar, usage, and mechanics. Students will be exposed to and learn to master parts of speech, sentence structure, phrases and clauses, modifiers, and punctuation. Students will also learn the functions of verb tenses, direct and indirect objects, and object complements. This course will help to teach students how to become better writers through numerous exercises that increase their knowledge and skills of certain grammar and mechanical concepts.

Poetry

MS1022

7th–8th Grade

Credits: 5

Poetry offers a comprehensive study of the poetic form, elements of poetry, key literary genres, poem types, and influential poets throughout the ages. Students will develop their ability to read and analyze poetry and decipher all varieties of poetic language. They will explore the historical origins of poetry in the English language that incorporates poets of the British Isles as well as North America. Students will write down a poetry log throughout the course where they can express their personal opinions about the poems they read. They will be able to write a thoughtful critical essay by the end of the semester that will demand the ability to incorporate their poetry learning into a detailed analysis of a poem or poetry subject.

Reading Fiction

MS10RF

7th–8th Grade

Credits: 5

In this course the student will read five novels: The Westing Game, The Catcher in the Rye, Harry Potter and the Sorcerer's Stone, The House of the Scorpion, and To Kill a Mockingbird. Each unit will look at the important events in each novel that shape the characters, theme, and setting. The students will also relate the themes of the novels to their lives.

Math – Core Classes

Students may be required to attend a small group instruction mathematics class while taking any of the following classes.

Math Readiness A/B/C/D

MSMM01/MSMM02/MSMM03/MSMM04

7th–8th Grade

Prerequisite: Teacher approval

Credits: 20

Math Readiness is a standards and concepts-based modular course designed to remediate the student on various levels of math standards. These modules are designed to be assigned as needed where the instructor is able to detect a deficiency with a student's particular skill set. Each module focuses on one or two math concepts and will greatly increase the student's ability to comprehend and master each concept. All work is done in the workbook with some use of the Internet to reinforce certain concepts. A student can complete 5 modules per semester and can complete each module only once.

Basic Math A/B

MS2020/MS2021

7th–8th Grade

Credits: 10

This math prepares students for success in the Pre-Algebra program. Basic Math begins with a review of basic operations such as addition, subtraction, multiplication, and division. It then delves into factorizations, fractions, and fractional notations. Students also experience an understanding of order of operations, decimal notation, and estimation. Basic Math concludes with an emphasis on ratio and proportion and their geometric application.

Pre-Algebra A/B

MS2028/MS2029

7th–8th Grade

Credits: 10

Pre-Algebra A helps to build students' foundational skills for entry into the Algebra course. Pre-Algebra A begins with a review of integers and the order of operations. Students are then introduced to variables and simple equations as well as solving application problems. Emphasis is then placed on solving problems with fractions with application to basic geometry. Pre-Algebra A concludes with solutions of decimal problems.

Common Core Math 7 A/B, Common Core Math 7 A/B (EL), Common Core Math 7/8 (Alt)

MS2503/MS2504, MS2510/MS2511, MS2512/MS2513

7th–8th Grade

Credits: 10

Math 7A is a Common Core aligned math course. Designed to prepare students for high school mathematics, Math 7A covers an array of math genres including the number system, expressions, equations, functions, statistics and probability. Students will formulate and reason about expressions and equations, including modeling an association in bivariate data with a linear equation and solving linear equations and systems of linear equations. Students will grasp the concept of a function and use functions to describe quantitative relationships. Students will achieve these learning goals by making sense of problems, persevering in solving problems, reasoning abstractly and quantitatively, constructing viable arguments, critiquing the reasoning of others, modeling with mathematics, using appropriate tools strategically, attending to precision, looking for and making use of structure, in addition to looking for and expressing regularity in repeated reasoning.

Math 7B is a Common Core aligned math course. Designed to prepare students for high school mathematics, Math 7B covers an array of math genres including the number system, expressions, equations, functions, statistics and probability. Students will formulate and reason about expressions and equations, including modeling an association in bivariate data with a linear equation and solving linear equations and systems of linear equations. Students will grasp the concept of a function and use functions to describe quantitative relationships. Students will achieve these learning goals by making sense of problems, persevering in solving problems, reasoning abstractly and quantitatively, constructing viable arguments, critiquing the reasoning of others, modeling with mathematics, using appropriate tools strategically, attending to precision, looking for and making use of structure, in addition to looking for and expressing regularity in repeated reasoning.

Common Core Math 8 A/B, Common Core Math A/B (EL), Common Core Math A/B (Alt)

MS2032/MS2033, MS2514/MS2515, MS2516/MS2517

7th–8th Grade

Credits: 10

Math 8A is a Common Core aligned math course. Designed to prepare students for high school mathematics, Math 8A covers an array of math genres including the number system, expressions, equations, functions, statistics and probability. Students will formulate and reason about expressions and equations, including modeling an association in bivariate data with a linear equation and solving linear equations and systems of linear equations. Students will grasp the concept of a function and use functions to describe quantitative relationships. Students will achieve these learning goals by making sense of problems, persevering in solving problems, reasoning abstractly and quantitatively, constructing viable arguments, critiquing the reasoning of others, modeling with mathematics, using appropriate tools strategically, attending to precision, looking for and making use of structure, in addition to looking for and expressing regularity in repeated reasoning.

Math 8B is a Common Core aligned math course. Designed to prepare students for high school mathematics, Math 8B covers an array of math genres including the number system, expressions, equations, and geometry. Students will formulate and reason about expressions and equations. Students will analyze two- and three-dimensional space and figures using distance, angle, similarity, and congruence.

Additionally, students will understand and apply the Pythagorean Theorem. Students will achieve these learning goals by making sense of problems, persevering in solving problems, reasoning abstractly and quantitatively, constructing viable arguments, critiquing the reasoning of others, modeling with mathematics, using appropriate tools strategically, attending to precision, looking for and making use of structure, in addition to looking for and expressing regularity in repeated reasoning.



Math 7 A/B (Online – Edmentum)

MSED2009/MSED2010, MSES193/MSES194

7th–8th Grade

Credits: 10

Mathematics is the study of the patterns around us. Using the tools in the course, students will learn more about how to solve problems using expressions and equations. When students understand how to work with numbers in equations, and how to manipulate equations, they can more easily solve problems you encounter in everyday life. In the second semester, students will learn more about geometry statistics, and probability. Geometry is a branch of mathematics that uses formal methods of thinking to show relationships between points, lines, surfaces, and solids. Statistics and probability are closely related subjects. In statistics, students will practice collecting and analyzing numerical data to make decisions. Probability is the study of the likelihood that an event will occur. Knowing more about these three disciplines will help you solve problems students may encounter everyday.



Math 8 A/B (Online – Edmentum)

MSED2011/MSED2012, MSES28/MSES29

8th Grade

Credits: 10

Mathematics is the study of patterns around us. In Math 8, Semester A, you will explore transformations and solve linear equations. You will also solve real-world problems with two linear equations. In this course, you will study and interpret functions that can help you solve problems you encounter in everyday life.

Common Core Algebra 1 A/B

MS2040/MS2041

7th–8th Grade

Credits: 10

Textbook: Algebra 1 (Pearson). Aligned to Common Core Standards, this course will introduce students to and promote mastery of algebraic concepts such as using data to derive linear equations, solving systems of linear equations, examining rates of change problems with their related graphs, problems with exponents, and quadratic functions. Students will use application problems to gain a better understanding of how algebraic concepts apply in a real world environment. In addition, students will periodically review other important mathematical topics such as formulas from geometry, measurement conversions, calculating probabilities, and hypothesis testing.

Common Core Geometry A/B

MS2038/MS2039

7th–8th Grade

Credits: 10

The ultimate goal of this course to extend students' prior learning from middle school geometry to more formal geometric proofs that use rigid motions and their precise definitions, the study to figures on the Euclidean Plane, the connection of algebraic function to geometry, and the study of trigonometry concerning right triangles and circles. Students will also engage in Common Core Mathematical Practices.

Algebra 1A-1/1A-2, 1B-1/1B-2 (2-year course)

MS2IA1/MS2IA2, MS2IB1/MS2IB2

7th–8th Grade

Credits: 20

This extended 2-year Algebra course begins with a review of essential and fundamental Algebra concepts. This includes understanding the use of variables and exponents, as well as properties of real numbers, and solving linear equations and inequalities. Students will then learn to graph linear equations and inequalities in two variables along with determining the slope and equations of lines. They move onto subtracting, multiplying and dividing polynomials as well as the quotient rule and scientific notation. Students begin the second half of the course with factoring. This includes understanding how to factor and apply it to everyday life. They will also learn how to manipulate rational expressions, explore complex fractions, solve rational expression and understand direct and indirect variations, and solve linear equations. Finally, students move into a review of graphing, key terms, and line equations. The units include the applications of linear systems, solving linear inequalities, equations, inequalities, and absolute value. This course concludes with graphing quadratic equations and functions.

Personal Finance

MS20PF

7th–8th Grade

Credits: 5

Personal Finance is a real world application for basic math skills that will cover a wide range of topics. This course will give students a basic understanding of personal finance management by covering topics such as gross pay, net pay, taxes, budgeting, and types of bank accounts. Students will also learn how to shop by comparing base price, unit price, and net price. In addition, this course shows students how interest can be used for the consumer (in the case of savings) or against them (in the case of credit card debt). Students will also gain an understanding of the monetary considerations when buying a house or car.

Math – Electives

Students may be required to attend a small group instruction mathematics class while taking any of the following classes.

Accelerated Math A/B/C/D/E/F

MS2047/MS2048/MS2049/MS2050/MS2051/MS2052

7th–8th Grade

Credits: 30

Accelerated math is a math remediation course designed to increase growth in math skills. This course is done primarily on the computer, but students will write their notes, work, and reflections in the student activity workbook. The course is designed to be partially done independently, but with a teacher resource to help struggling students. Students will work on the computer using Renaissance Learning's math remediation program called Accelerated Math 2.0 and complete practices and tests for 12 subskills per unit. These practices and tests are determined by the STAR benchmark.

Math Readiness A/B/C/D

MSMM01/MSMM02/MSMM03/MSMM04

7th–8th Grade

Prerequisite: Teacher approval

Credits: 20

Math Readiness is a standards and concepts-based modular course designed to remediate the student on various levels of math standards. These modules are designed to be assigned as needed where the instructor is able to detect a deficiency with a student's particular skill set. Each module focuses on one or two math concepts and will greatly increase the student's ability to comprehend and master each concept. All work is done in the workbook with some use of the Internet to reinforce certain concepts. A student can complete 5 modules per semester and can complete each module only once.

Science – Core Classes

Students may be required to attend a small group instruction mathematics class while taking any of the following classes.

Life Science 7 A/B, Life Science 7 A/B (EL), Life Science 7 A/B (Alt)

MS4003/MS4004, MS4007/MS4008, MS4009/MS4010

7th Grade

Credits: 10

In this course students will learn about the scientific method, cells, basic characteristics and needs of all organisms, the organization of living things into kingdoms, genetics, plant and animal life, and the development and function of organ systems in animals, especially humans. Students will also explore ecological principles including biomes, food chains and webs, and evolution. This course will include both text study and virtual laboratory experiences using CD-ROMs and the Internet.



Life Science 7 A/B (Online – Edmentum)

MS4003/MS4004, MS4007/MS4008, MS4009/MS4010

7th–8th Grade

Credits: 10

Life Science is a branch of natural science that deals with the structure and behavior of living organisms. Students will learn about the diversity of life on Earth and how to make sense of the systems and events in nature. semester 1, students will begin by studying the most basic unit of life, the cell, and work their way towards more complex organisms that include plants and animals. Throughout the course, students will use the scientific method. this is a procedure that will help you set up credible experiments to test predictions. The method features research, data gathering, observation and communication. In the second semester, students will study how traits are passed from one generation to the next. They will follow the flow of energy and matter in an environment as you study relationships among organisms in an ecosystem. Students will study ways to prevent disease, and understand the stages of human reproduction and development. Finally, they will take a look at evolution and natural selection, and see how scientist use fossils to establish the geologic timescale.

Physical Science 7-8 A/B, Physical Science 7-8 A/B (EL), Physical Science 7-8 A/B (Alt)

MS4005/MS4006, MS4011/MS4012, MS4013/MS4014

8th Grade

Credits: 10

In this course, students will explore the basics of Physical Science. Students will learn about chemical interactions, the concept of matter and atoms, and acids, bases and solutions. Students will understand the basics of motion, force, and energy, focusing on measuring motion and the nature of force, as well as different sources of energy. Sttudents will also learn the basics of Earth Science, including Plate Tectonics, land formations. and the basic methods of measuring earthquakes. Finally, students will master the basics of astronomy, including th earth in the context of the solar system and the sun, as well as the formation, stars, galaxies and the origins of the universe.



Physical Science 8 A/B (Online – Edmentum)

MS4005/MS4006, MS4011/MS4012, MS4013/MS4014

7th–8th Grade

Credits: 10

In this course, students will identify and describe the chemical composition and properties of substances. Additionally, they will study the interactions between matter and energy in physical contexts. Throughout the course, students will apply your reasoning skills through investigation and the principles of the scientific method. In the second semester, students will study different forms of energy and their application in science and industry. Additionally, they will study forces on objects and the motions they produce. Throughout the course, students will apply your reasoning skills through investigation and the principles of the scientific method.

Social Science – Core Classes

Students may be required to attend a small group instruction mathematics class while taking any of the following classes.

World History 7 A/B, CC World History 7 A/B, CC World History 7 A/B (EL), CC World History 7 A/B (Alt)

MS3008/MS3009, MS3018/MS3019, MS3534/MS3535, MS3536/MS3537

7th Grade

Credits: 10

In this course, students will survey the social, cultural, political, economic, and technological changes that occurred in Europe, Africa, and Asia from the medieval period into early modern times (500 C.E. to 1789 C.E.). In World History 7A, content that will be covered include: the Fall of the Roman Empire, Medieval Europe, rise of Islam, sub-Saharan Africa, and Medieval China. In World History 7B, content that will be covered include: Medieval Japan, Meso-America, the Renaissance, the Reformation, Scientific Revolution and the Enlightenment period.



World History 7 A/B (Online – Edmentum)

MS3008/MS3009, MS3018/MS3019, MS3534/MS3535, MS3536/MS3537

7th–8th Grade

Credits: 10

In World History 7, Semester 1, students will learn about major historical events that took place around the world. They will trace the development of early humans, be introduced to the Neolithic Revolution, study the development of early civilizations of the Middle East

and North Africa, analyze the development and characteristics of early civilizations of India and China, explore the origins and beliefs of Hinduism and Buddhism. Lastly, they will learn about the later civilizations of the Mediterranean and the Middle East. In World History 7, Semester 2, students will learn about the developments and characteristics of classical civilizations in Asia and the Americas, trace the development of classical Greece and Rome, analyze the development and characteristics of the early medieval period., learn about the growth of civilizations in Africa and Asia during the late medieval period, and lastly, analyze the transformation of western Europe during the late Middle Ages.

U.S. History 7-8 A/B, U.S. History 7-8 A/B (EL), U.S. History 7-8 A/B (Alt)

MS3005/MS3006, MS3530/MS3531, MS3532/MS3533

7th–8th Grade

Credits: 10

This course will familiarize students with the beginnings of America and how the United States began to develop as a nation. It will cover the discovery of the New World through European exploration and the race to establish settlements in America. Students will learn how the English colonies were established and how they interacted with the Native Americans. The course will discuss the Great Awakening and the Enlightenment and how these ideals affected the development of the colonies. Students will understand the basic rights of a free person as expressed in the Constitution and the Bill of Rights. The second half of the course will discuss the rise of America following the Revolutionary War and how the Articles of Confederation failed and the Constitution succeeded. The course will discuss the concept of manifest destiny and how it affected American policy for decades (e.g. Louisiana Purchase, Gasden Purchase, Seward's Folly). Students will learn how industrial growth in the North affected the slave system in the South and how this created tension between the two, leading to the Civil War. This course will also explore the expansion west, the wars that came with this expansion, and the resulting gold rush in various western states. This course will also discuss the spirit of reform, how it affected the lives of women, children, African Americans, Native Americans, and immigrants alike. Overall, the course will describe how the United States rapidly developed into a legitimate world power.



U.S. History 8 A/B (Online – Edmentum)

MSED3011/MSED3012, MSES166/MSES167

7th–8th Grade

Credits: 10

In U.S. History 8 Semester 1, students will learn about the process of historical inquiry, and review the events and principles behind the founding of the United States. Students will explore timelines to gain an understanding of how events link to each other and analyze historical documents for a firsthand sense of how events unfolded. They will also gather evidence from relevant documents and historical texts in order to develop credible explanations of events in US history. In the second semester, students will learn about major events that took place in American history. They will analyze the importance of the Louisiana Purchase, the War of 1812, industrialization, and the Monroe era. They will then examine the Jacksonian era, the impact of westward expansion, the reform movements of the mid-1800s, the abolitionist movement. In , and the Civil War. Lastly, they will analyze the factors that led to the Civil War, how the war impacted the United States, and explore the Reconstruction period.

Social Science – Electives

Students may be required to attend a small group instruction mathematics class while taking any of the following classes.

American Dreamers A/B

MSAD01/MSAD02

7th–8th Grade

Credits: 10

This course details the lives and times of some of the most famous Americans of the 20th Century. Students will learn about various historical figures from public service, sports, arts and entertainment, business, and science and medicine. The student will explore the life of each person and learn how their dreams, their successes, and their failures helped to invigorate, inspire, and advance the American Dream during different phases of the 20th century.

History of the Ancient World

MS8502

7th–8th Grade

Credits: 5

This course explores the major civilizations of ancient history and makes connections to how their beliefs and customs affect the modern world. The class begins with prehistory and the beginnings of man and continues through all of the fall of Rome. The focus of this course includes the ancient civilizations of The Fertile Crescent and Mesopotamia, Egypt & Nubia, India, China, Greece, and Rome.

Latin American History

MS30LH

7th–8th Grade

Credits: 5

This course emphasizes the development of the three Latin American regions. Students will study Central America, the Caribbean, and South America. They will learn about each area's geography, culture, climate, history, and tradition. Students will cover some countries in detail and learn how political systems and ideals have shaped its history.

We the People

MS8012

7th–8th Grade

Credits: 5

This course is designed to look at the history of the LGBT movement. Students will explore major milestones in the movement including Stonewall, the AIDS epidemic, Proposition 8 and current events affecting the LGBT community. Students will explore how individuals as well as organizations played a role in the visibility and progress of the movement. Students explore the movement through a variety of resources, including books, online resources and videos. Students will complete a book review on a memoir they will read throughout the course and an injustice project that relates to a hardship they have or someone they know has faced in their lifetime.

World Geography A/B

MS3521/MS3522

7th–8th Grade

Credits: 10

This course will give students an overview of the geography of the world. It will give them an understanding of the latitude and longitude, as well as help them develop their map skills. It will allow them to understand the different regions of the world, and how geography affects them. It will cover climate, population, cultures, religions, languages, and economic systems.

**World Geography A/B (Online – Edmentum)**

MSES171/MSES172

7th–8th Grade

Credits: 10

In an increasingly interconnected world, equipping students to develop a better understanding of our global neighbors is critical to ensuring that they are college and career ready. These semester-long courses empower students to increase their knowledge of the world in which they live and how its diverse geographies shape the international community. Semester A units begin with an overview of the physical world and the tools necessary to exploring it effectively. Subsequent units survey each continent and its physical characteristics and engage students and encourage them to develop a global perspective.

Electives – World Languages

Students may be required to attend a small group instruction mathematics class while taking any of the following classes.



Spanish 1 A/B (Online – Edmentum)

MS5212/MS5213

7th–8th Grade

Credits: 10

Spanish is the most spoken non-English language in U.S. homes, even among non-Hispanics, according to the Pew Research Center. There are overwhelming cultural, economic, and demographic reasons for students to achieve mastery of Spanish. Spanish 1A and B engage students and use a variety of activities to ensure student engagement and to promote personalized learning. These courses can be delivered completely online, or implemented as blended courses, according to the unique needs of the teacher and the students.

Electives – Physical Education

Students may be required to attend a small group instruction mathematics class while taking any of the following classes.

Physical Education 7 A/B

MS501A/MS501B

7th Grade

Credits: 10

This course is an elective program that allows students to select activities that will familiarize them with activities suitable for lifelong recreation and physical fitness. Students must perform at least thirty minutes of an activity for it to count and no more than two hours may be claimed per day. A total of 50 hours must be performed to complete the course. The course also requires the completion of a research report and ten summaries of sport- or nutrition-related articles. This course can only be taken once a semester.

Physical Education 8 A/B

MS502A/MS502B

8th Grade

Credits: 10

This course is an elective program that allows students to select activities that will familiarize them with activities suitable for lifelong recreation and physical fitness. Students must perform at least thirty minutes of an activity for it to count and no more than two hours may be claimed per day. A total of 50 hours must be performed to complete the course. The course also requires the completion of a research report and ten summaries of sport- or nutrition-related articles. This course can only be taken once a semester.

Electives – Health

Students may be required to attend a small group instruction mathematics class while taking any of the following classes.

Food and Nutrition

MS8021

7th–8th Grade

Credits: 5

This course will discuss health issues and concerns of students. Students will examine topics such as the impact and influence of food choices and practices of good nutrition, Dietary Guidelines for Americans, the impact and importance of calories, the dangers, effects, and treatments of eating disorders, safety issues, and basic first aid in the kitchen. Students will also explore the different parts of any given recipe, which includes language and the methods of measuring out ingredients. Students will expand on the notion of creating a meal that has appeal, limited to resources available to students, and the luxury of convenience foods. Students will learn smart shopping, shopping with a plan, creating a shopping list, ways to save money, reading the labels on the food products, and understanding the Universal Product Code. They will also discuss food groups and the four food groups from the Food Pyramid Guide. Students will also study the types of dairy products, cultured products, frozen dairy desserts, cheeses, and butter. Lastly, the students will discuss and explore how to buy, store, prepare, and cook meats, fish, poultry, and desserts.

Health 7-8 A/B

MS7030/MS7031

7th–8th Grade

Credits: 10

Health A will concentrate on the concepts of wellness, health risks, personality, mental health, self-esteem, and expression of emotions. Students will also be exposed to an understanding of stress, responses to stress, and stress management. Students will study family roles and changes in family structures which have occurred. Also explored in this course are human reproduction, heredity, and human development. This course shall conclude with lessons in nutrition, malnutrition, diet planning, and being a wise consumer regarding food choices. HS Health has been updated to include required instruction on HIV/AIDS prevention education and affirmative consent. The course now includes medically accurate instruction on the nature of HIV/AIDS and its effects, methods of transmission, strategies to reduce the risk of infection, and social and public health issues related to HIV/AIDS. In addition, students will study the effectiveness and safety of all FDA-approved contraceptive methods in preventing unplanned pregnancy. High school students will be provided the knowledge and skills to form healthy relationships free from violence, coercion, and intimidation with a comprehensive study of

affirmative consent/“Yes Means Yes”. Lastly, students will be instructed on hands-only CPR training and the Automated External Defibrillator (AED), and demonstrate hands-only CPR with an on-site CPR manikin.

Health B, has a focus on the human skeletal, muscular, nervous, respiratory, and cardiovascular systems. Students will explore the elements of physical fitness and the importance of suitable exercise programs. An area of emphasis in Health B will highlight the use and abuse of prescription and illegal drugs. Students shall explore the body’s effect of alcohol use and abuse and issues regarding social pressures to consume alcohol. Also studied is the harmful effects of all tobacco products. Another area of emphasis in this course is the human immune system and its response to infectious and noninfectious diseases. Finally, this course shall conclude with lessons about environmental pollution and the healthcare system

Electives – Visual and Performing Arts

Students may be required to attend a small group instruction mathematics class while taking any of the following classes.

Arts & Crafts A/B

MSAC01/MSAC02

7th–8th Grade

Credits: 10

Arts and Crafts A begins by focusing on the elements of art and the color wheel. Students eventually progress to learning about the principles of art and how to apply them to various works of art. Students will learn about various artists and their crafts and will mimic some of the art styles by creating artwork of their own throughout each unit. Students will learn how to critically analyze various pieces of famous artwork. By the end of the last unit, the student will have gathered a portfolio of artwork which they will share with their instructor for evaluation. Arts and Crafts B is more about the imagination of arts and crafts. Students will learn about various artists and their crafts, and students will mimic some of the art styles by creating artwork of their own throughout each unit. Students will learn how to critically analyze various pieces of famous artwork. By the end of the last unit, students will have gathered a portfolio of artwork which they will share with their instructor for evaluation.

Basic Drawing

MS6005

7th–8th Grade

Credits: 5

This course explores a variety of drawing techniques in sequential order of complexity. Skill-building emphasis is on mastering basic drawing shapes and developing creative thinking through imaginative expression. In addition, students learn to translate the world around them through perceptive, believable drawings.

Cartooning

MS6016

7th–8th Grade

Credits: 5

This course consists of a sequence of drawing exercises giving students the opportunity to explore the art and craft of cartooning and develop creative solutions for the many inherent challenges of the art form. By the end of the course, students will have a notebook filled with original drawings of cartoon characters and the magical worlds they live in as well as hundreds of ideas for developing more. Note: This course is particularly designed for students who really enjoy drawing.

Nature Journaling

MS9003

7th–8th Grade

Credits: 5

In this course, students will learn to explore the natural world around and make personal connections with it in a creative manner. Their nature journals will contain drawings, reflective writings and personal thoughts about the natural world that they will explore. Students will learn to make regular recordings of observations, perceptions, and feelings about the natural world. Nature journaling fosters self-learning and challenges the observer to combine intellect with experience.

Electives – Life Skills

Students may be required to attend a small group instruction mathematics class while taking any of the following classes.

Basic Study Skills

MS1024

7th–8th Grade

Credits: 5

Basic Study Skills is a course designed to enhance the study skills of students. After completion of this course, students will be able to set goals for themselves, manage their time well, take effective notes, and prepare for exams. The student will also learn the vital components for a research paper (e.g. gathering resources, citing work, and proofreading) as they create one themselves.

Career Opportunities

MS8019

7th–8th Grade

Credits: 5

The Career Opportunities course will assist students in the process of identifying possible career paths by investigating and exploring ten different career clusters. Students will analyze and reflect on their strengths and interests as they explore these careers. By completing some real world projects related to these careers, students will apply both academic and work-based skills. The course assessment will include the completion of activities, reflection journal entries, study guide questions and unit tests. Career Opportunities is a five-unit elective consisting of 25 lessons.

Character Education

MS8042

7th–8th Grade

Credits: 5

Character Education is a 5-unit small group instruction class that introduces students to the character traits most important to success in our unique school model. Traits of grit, responsibility, optimism, and gratitude are explored, as well as personal reflection on mindsets and experiences that will guarantee students more success in the future. Upon completion of this course, students will be able to: 1) identify examples of people displaying/not displaying the key character traits 2) strengthen a work ethic that is influenced by the ability to ask questions when needed by a teacher with whom they have a positive relationship 3) learn to take personal responsibility for content mastery by finishing assignments to the best of their ability in a timely manner 4) engage in a process where they apply self-reflection and the specific character traits to their personal growth 5) apply to the concept of grit to their response to challenges, school work, and goals for the future 6) apply the concept of responsibility to self-control, integrity, personal choices, and locus of control 7) apply the concept of gratitude to fully engage in their lives and antidote to living in a state of scarcity and negativity and 8) apply the concept of optimism to the concept of malleable intelligence, a belief in self-efficacy and hope for the future.

Independent Living

MS8008

7th–8th Grade

Credits: 5

This Independent Living course will examine some of the obstacles you will face when living on your own. You will face housing decisions, feeding yourself, and creating an atmosphere and life for yourself. This course will cover responsibility, making good decisions, and understanding financial and career choices. Students will learn the basics of childcare, money management, and responsible citizenry, as well as easy sewing stitches and the way to make their way around a kitchen.

My Learning Path I

MS90122

7th–8th Grade

Credits: 3

My Learning Path I utilizes a series of interactive assessments to measure core academic skills, as well as personal strengths and career interests. Through a series of written, interview, and research activities, students connect with resources supporting their academic and career interests. After assessing and reflecting on areas of strength and challenge, students create a personalized academic plan and portfolio presentation; aligned with their identified career interests and personal goals. Students also develop computer-based test taking and technology skills, as well as digital media creation and distribution skills.

New Student Seminar

MS9053

7th–8th Grade

Credits: 2

The course will help new students transition from their previous school to the new learning environment. The course will prepare students for the blended learning model and meet the social and academics challenges they may encounter over the ensuing years. Giving student's time and support to adjust to our school's culture and expectations will create a more cohesive, prepared and academically motivated student. Students will build rapport with teachers and staff with the purpose of making the student feels comfortable in asking questions and seeking support. It is the school's belief that students are more likely to succeed academically when they are in a caring and supportive learning community.

Student Assistant 7 A/B

MS9023/MS9024

7th–8th Grade

Credits: 5

Student Assistants serve teachers and other staff members by providing clerical and instructional assistance in the centers. Teacher permission is required and students must complete training as required by the Director of Educational Operations. Students who fall behind in their regular school work will need to take a break from this course until their other studies have improved. Student Assistants must demonstrate responsibility, maturity and integrity in their relations with adults and other students. Students will earn 5 credits upon completion of 60 hours of work during each semester.

Student Assistant 8 A/B

MS9025/MS9026

7th–8th Grade

Credits: 5

Student Assistants serve teachers and other staff members by providing clerical and instructional assistance in the centers. Teacher permission is required and students must complete training as required by the Director of Educational Operations. Students who fall behind in their regular school work will need to take a break from this course until their other studies have improved. Student Assistants must demonstrate responsibility, maturity and integrity in their relations with adults and other students. Students will earn 5 credits upon completion of 60 hours of work during each semester.

Tech In Testing

MS90112

7th–8th Grade

Credits: 5

Students taking the Tech in Testing class will be prepared with skills and strategies for test-taking. They will be exposed to Universal Tools, online features, Equation Editors, virtual manipulatives, and technology enhanced items. During content-specific units, students will become familiar with the format of questions in regards to the power standards for English and Math.

Technology Literacy A/B

MS90133/MS90134

7th–8th Grade

Credits: 10

Technology Literacy A offers students a comprehensive, interactive tour through Google's G Suite applications. Students will be given multiple opportunities to display creativity using Google tools including Drive, Docs, Slides, Gmail and Meet. Throughout the course, students will also be learning about and practicing good Digital Citizenship.

Technology Literacy B offers students a comprehensive, interactive tour through Google's G Suite applications. Students will be given multiple opportunities to display creativity using Google tools including Sheets, Forms, Sites, and Maps. At the completion of this course, student

Electives – General

Students may be required to attend a small group instruction mathematics class while taking any of the following classes.



Academic Success (Online – Edmentum)

MSED9121, MSES355

7th–8th Grade

Credits: 3

This elective course is intended as a practical, hands-on guide to help students improve study habits and enhance their prospects for academic success, now and in the future. The orientation section of this course prepares students to be successful in an online environment.



Literacy Advancement A/B (Online – Achieve 3000)

MSES274/MSES275

7th–8th Grade

Credits: 10

Literacy Advancement is a class that utilizes the Achieve 3000 program that offers differentiated instruction tailored to each student's Lexile reading level to improve their core literacy skills, and content-area knowledge. Students follow a simple 5-Step Literacy Routine that improves vocabulary, comprehension, and reading fluency as well as writing skills. During the Literacy Routine, students receive reading materials and follow-up activities that are precisely matched to their learning abilities. Each one of the five steps will aid in enhancing the students essay writing skills while incorporating the use of technology. The goal is to provide support and help to increase the student's literacy skills and comprehension, test-taking skills, and technology skills.



Literacy Empowerment A/B (Online – Achieve 3000)

MSES297/MSES298

7th–8th Grade

Credits: 10

Literacy Empowerment is a class that utilizes the Achieve 3000 program that offers differentiated instruction tailored to each student's Lexile reading level to improve their core literacy skills, and content-area knowledge. Students follow a simple 5-Step Literacy Routine that improves vocabulary, comprehension, and reading fluency as well as writing skills. During the Literacy Routine, students receive reading materials and follow-up activities that are precisely matched to their learning abilities. Each one of the five steps will aid in enhancing the students essay writing skills while incorporating the use of technology. The goal is to provide support and help to increase the student's literacy skills and comprehension, testtaking skills, and technology skills.

Introduction to Building and Construction Trade Trades 1

MSCTEAC101

7th–8th Grade

Credits: 5

This course provides learning opportunities for students interested in careers in building and construction trades. Standards focus on skills and knowledge necessary to perform construction tasks safely. Students will use OSHA approved personal protective equipment and safety procedures while performing various hands-on construction tasks common to the building industry. Students will also utilize course materials created and produced by the Carpenter's Union in order to ensure alignment with college certification programs that lead directly to employment.

Electives – Pathways Trips

Students may be required to attend a small group instruction mathematics class while taking any of the following classes.

Career Exploration at Blackbird Farm

MS9097

7th–8th Grade

Credits: 5

Students will learn about multiple careers in the fields of construction, engineering, animal husbandry, marketing, farming, and design. Students will be able to communicate and set personal goals using language specific to CTE Pathways and standards. Students will reflect and be able to connect personal strengths to career opportunities in various CTE career industries.

Pathways: Rocky Mountain Ranch

MS8060

7th–8th Grade

Credits: 5

The objective of the Rocky Mountain Pathways Work Study Program is to facilitate learning through experiencing life on a ranch. The topics covered include: Native American history and traditions, animals of the ranch and Colorado, and history and landscape of Colorado. The skills developed include work and post-secondary skills, teambuilding, and problem-solving. This is accomplished through participation in work on the ranch, academic work, and experiential activities. Additionally, students will leave with an understanding of being a part of a community, their personal leadership, and a greater awareness of nature.

Electives – Workforce Skills Training

Financial Literacy and Entrepreneurial Skills

MS90132, MSED9118

7th–8th Grade

Credits: 2

Students will learn about personal budgets, expense reports, bank accounts, investments, job finances, and job skills in unit 1. Students will learn about starting a business and create a business proposal in unit 2. The course will be hands-on and real world applicable with examples of each major concept.

Section 15 — Additional Resources

Community Resources

EMERGENCY:
911

Local Police/Sheriff: _____

Local Fire Station: _____

Emergency Radio Station: _____

LA County Emergency Operations Center:
(323) 980-2240

Red Cross Emergency:
(888) 737-4306

EMS Corporate Office: _____

Principal: _____

Child Abuse Hotline: _____

Rape & Sexual Assault Hotline: _____

California Youth Crisis Line (24 hours)
(800) 843-5200

Suicide Prevention Crisis Line (24 hours)
(800) 273-8255

HIV & STD Testing (free & confidential)
(800) TEST-580

CA HIV & AIDS Hotline
(800) 367-2347

National Runaway Switchboard
(800) 621-4000

Teen Dating Abuse Hotline
(866)331-9474

Local Homeless Shelter: _____

Local Free/Low-cost Clinic: _____

Student Safety Procedures

In any situation, remain calm and follow the directions of the center staff.

FIRE

- Remain calm
- Exit as calmly and as quickly as possible
- Do not stop to take any items. Items are replaceable... you are not!
- If the room is filled with smoke, crawl on the floor. Smoke rises to the top of the room
- If you need to exit through another room, touch the door first. If it is hot, find another way out
- Use windows to exit if needed
- Inform a staff member if another person needs assistance
- Follow the staff's directions
- Do not leave the site without authorization from your teacher

EARTHQUAKE

- Take cover under the closest table or desk
- Cover your neck and head with your hands and arms
- Keep your back towards any glass
- When the shaking stops, follow the staff's directions to exit
- Inform a staff member if another person needs assistance
- Do not leave the site without authorization from your teacher

FIGHT IN THE CENTER

- Do not become involved
- Do not try to break it up or step in-between the parties who are fighting
- Keep as far away from the fight as possible

PERSON WITH A WEAPON

- Follow all directions
 - Do not anger or irritate the suspect
 - Do not turn on radios, TVs, or computers
-