Exhibit A: Leadership Team



Leadership Team

John Hall, B.A., President and Co-Founder

Mr. Hall received his B.A. in History from California State University, Northridge before studying for the ministry at Princeton Theological Seminary. After leaving Princeton, Mr. Hall returned to Los Angeles and taught at Hollywood High School. He later become Assistant Dean of Students and counseled students who were struggling in the classroom and considering dropping out. It became clear to Mr. Hall that the traditional educational environment did not meet the needs of all students and that an alternative education model was needed. Mr. Hall then piloted a program that married academics with socio-emotional learning and began providing contracted services to the Los Angeles Unified School District (LAUSD) and other organizations. In 1999, Opportunities For Learning was granted its first charter, and since then the school has served over 140,000 students at over 30 sites throughout California. Mr. Hall now lives his dream and provides educational alternatives to underserved and atrisk students.

Joan Hall, B.A., Vice President and Co-Founder

Mrs. Hall graduated from UCLA with a Bachelor's Degree in Social Science, and a minor in English. After graduation, she taught elementary school and special education in the Watts community. Mrs. Hall saw countless students struggling to fit in and do well in a traditional school setting. Together, she and her husband, John Hall, developed an alternative education model for these student. In 1999, Opportunities For Learning was granted its first charter, and since then the school has served over 140,000 students at over 30 sites throughout California. Mrs. Hall's vision is to use American creativity and innovation to provide outstanding educational opportunity for all children.

Elizabeth Baskerville, J.D. and M.B.A., Chief Financial Officer

Ms. Baskerville is a seasoned financial and accounting professional with seventeen years of experience. Her career has spanned several industries including for-profit educational services and casual dining. Ms. Baskerville has held such positions as Senior Vice President-Finance for a student lending organization, Director of Financial Planning and Shareholder Relations for a publicly traded restaurant company, and Executive Director of Finance for an international, large multi-site English language school. Ms. Baskerville is well versed in the challenges and opportunities that face dynamic companies. She has handled the development and management of accounting/finance teams, the implementation of operational and efficiency initiatives, and the oversight of growth initiatives through acquisition and expansion. Ms. Baskerville is a CPA and started her career at Deloitte and Touche, LLP in Los Angeles. She also holds her JD/MBA from UCLA.

Richard Rundhaug, M.Ed, and Ph.D., Superintendent of Options for Youth

Mr. Rundhaug is a skilled educational leader with many years of experience in secondary and post-secondary education. Prior to joining Opportunities for Learning, Mr. Rundhaug held a series of educational leadership positions and taught in the Masters and Doctorate Programs at Argosy University and Grand Canyon University. Additionally, Mr. Rundhaug worked on school improvement

projects in the Phoenix metro area and served as principal for alternative schools in Maricopa County, serving homeless students and students in juvenile detention centers. He has also been active in developing strategies to reduce high school dropout rates and has presented those strategies at state and regional conferences. Mr. Rundhaug received his M.Ed from Northern Arizona University and his Ph.D from Capella University.

Cheri Shannon, M.S., Senior Director of Charter Development

Ms. Shannon has devoted her entire career to serving students with the majority of her efforts aimed at providing a high-quality education to underserved youth through her school reform and charter school efforts. Ms. Shannon was the Founder of the University Preparatory Academy network in Florida and the Founder and CEO of the Florida Charter School Alliance. She also served as the Executive Director of the Missouri Public Charter School Association. Prior to assuming the position with the Missouri Public Charter School Association, Ms. Shannon was the Superintendent of University Academy in Kansas City for four years where she also held the position of Lower School Principal. Ms. Shannon was a teacher for 12 years and served as the Reading and Language Arts Director and the Director of Professional Development for the Raytown School District. Her educational background includes a B.S. in Elementary Education from Southwest Missouri State University and an M.S. in Educational Leadership and Policy from Arizona State University. She holds certifications in School Leadership, Reading, and Elementary and Middle School Education.

Julie Johnson, M.A., Director of Instruction

Ms. Johnson received her M.A. in History from the University of Nebraska and is pursuing a Ph.D. from Claremont Graduate University. Ms. Johnson started working at OFL in July 2009 as a teacher in the High Desert region. Because of her passion for history, Ms. Johnson was able to write the first College Board approved syllabus for AP US History offered at OFL. She soon transitioned to Social Science small group instructor and taught History, Government, and Economics. Ms. Johnson became a Lead Teacher for the Santa Clarita and Simi Valley school sites in 2012 and was promoted to principal of the Santa Clarita Valley/Ventura region in the fall of 2014. As principal, Ms. Johnson has grown the Santa Clarita Valley into one of the most productive regions in OFL for students served, ADA, and monthly student progress.

Exhibit B: Board Biographies



Board of Managers

Herrold Egger
Retired Sargent – Los Angeles Police Department
OFL-WSH, LLC
320 N Halstead Street, Suite 220, Pasadena, CA 91107
(626) 921-8200

Sergeant Herrold Egger retired from the Los Angeles Police Department on February 29, 2016 after 35 years of service. Although a good portion of his career focused around working the streets of Los Angeles from South Los Angeles, Hollywood to the San Fernando Valley, his passion within the Department focused on Community Relations work. Mr. Egger spent 5 years working the Drug Abuse Resistance Education (DARE) program where he instructed fifth and sixth graders as well as middle and high school students in ways to say no to drugs and violence. The 17-lesson curriculum included topics such as dealing with peer pressure, increasing self-esteem, alternatives to drugs and violence and ended with a culmination ceremony where each student came forward and shook the hands of dignitaries and police officers. Mr. Egger's enthusiastic teaching ability earned him many accolades from teachers, principals and his supervisors. His education includes an AA degree from Los Angeles Valley College and attendance at Cal State Northridge for two semesters. Much of the Department's in-service training qualified as college units also as he attended numerous classes in terrorism and instructor development. Throughout his career, Mr. Egger supervised several community officers, reserve officers, and explorer scouts. He met with hundreds of community members at local meetings and assisted with a host of projects, problems and events. Mr. Egger was admired for his work ethic and dedication and was commended numerous times by Captains, Department Deputy Chiefs as well as a number of local City leaders.

BOBBI NEWMAN

Co-Founder of Sharkeez 320 N. Halstead Avenue, Suite 220, Pasadena, CA 91107 (626) 921-8200 phone (626) 685-9316 fax

Bobbi Newman, has been a successful business owner for over twenty-six years. Mrs. Newman is currently in a partnership with her husband and children which operates a chain of successful restaurants from Santa Barbara, California down the coast to Newport Beach. Mrs. Newman previously was a co-founder and co-owner of a chain of restaurants throughout the greater Los Angeles and Orange County areas. Mrs. Newman's role in the business includes identifying opportunities for growth, negotiating contracts, and participating in and maintaining a presence in the community. Ms. Newman is the visionary of the team and is interested in providing the best opportunities for students.

WILLIAM RIVERA

Communications Director, Retired, Los Angeles Unified School District Public Affairs Director, Roman Catholic Archdiocese of Los Angeles
320 N. Halstead Avenue, Suite 220, Pasadena, CA 91107
(626) 921-8200 phone
(626) 685-9316 fax

William Rivera has been working in public relations and communications for over 60 years. Mr. Rivera spent over 30 years working with the Los Angeles Unified School District, managing their District television station as the District Communications Director, News Secretary to the Superintendent, and as Chief of Staff of the Superintendent's office. He also spent significant time working in Public Affairs for the Roman Catholic Archdioceses of Los Angeles, and with his own consulting firm, Rivera Associates Communications. Service to his community is a vital part of Mr. Rivera's life, having spent significant time volunteering in church parish work, serving as Press Advocate chairperson for two venues during visits by Pope John Paul II, and in the 1984 Olympics held in Los Angeles, driver for the President of the Olympic delegation from Spain. Mr. Rivera has been an active participant in the OFL-WSH Board of Managers, bringing his care and commitment to the OFL programs and the students they serve.

Exhibit C: Student Demographic Data

EXHIBIT C: STUDENT DEMOGRAPHIC DATA

Demographic Composition of the District and the Charter School

Domographic composition of the Biothet		Unified (K-12)	OFL	(7-12)
Demographic Categories	Number	% of	Number	% of
	Enrolled	Enrollment	Enrolled	Enrollment
Hispanic or Latino of any Race	10,762	39.6%	755	50.2%
American Indian or Alaska Native, Not Hispanic	56	0.2%	14	0.9%
Asian, Not Hispanic	1,618	6.0%	11	0.7%
Pacific Islander, Not Hispanic	38	0.1%	8	0.5%
Filipino, Not Hispanic	1,159	4.3%	13	0.8%
African American, Not Hispanic	1,370	5.0%	205	13.3%
White, Not Hispanic	10,818	39.8%	388	25.1%
Two or More Races, Not Hispanic	1,286	4.7%	130	8.4%
Not Reported	48	0.2%	1	0.1%
Totals	27,155		1,545	

Source: CDE, Educational Demographics Unit, DataQuest; 2015-16

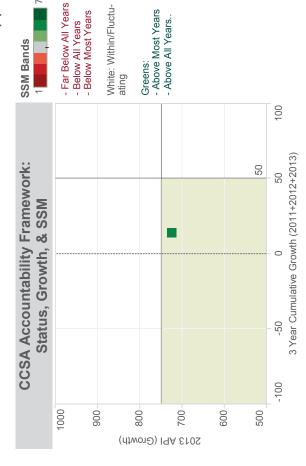
Retrieved 2-24-16. http://dq.cde.ca.gov/dataquest

Exhibit D: California Charter School Association Academic Accountability Report Card for SY2013-14 and SY2015-16



2013-14 Academic Accountability Report Card

Opportunities for Learning - Santa Clarita



Lines are set at the statewide median for all public schools (non-ASAM).

Schools 4+ years old in the shaded region with an SSM Band of Below Most Years, Below All Years, or Far Below All Years do not meet CCSA Minimum.

CCSA Minimum Criteria for Renewal

2013 API (Growth):	725
3-Year Cumulative API Growth:	41
SSM Performance Band:	Above All Years

School Result

ABOVE OR BELOW MINIMUM CRITERIA? Above

Minimum criteria only apply to schools 4 years and older. My school is 16 years old.

Definition of CCSA Minimum Criteria for Renwal: Schools four years and older must

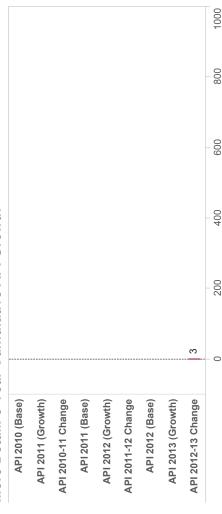
- meet at least one of the following in order to qualify for CCSA support at renewal:

 API score at or above the 25th percecntile for California schools
- 3-year cumulative API growth greater than or equal to 50 points (2010-11 growth + 2011-12 growth + 2012-13 growth)
 Similar Students Measure (SSM) band higher than "Below" at least two out of the last three years

More Detail: SSM Performance Band

Academic Year	Annual Result (Far Above, Above, Within, Below, or Far Below)
2010-2011:	Above Predicted
2011-2012:	Above Predicted
2012-2013:	Above Predicted
SSM Performance Band:	Above All Years

More Detail: 3-Year Cumulative API Growth



CCSA Academic Accountability Report 2015-16

Select a School
Opportunities for Learning - Santa C...

Opportunities for Learning - Santa Clarita

ABOVE OR BELOW MINIMUM CRITERIA FOR RENEWAL/REPLICATION? Below Initial Filters

CCSA's Updated Accountability Framework

> Initial Filters: (1) Status (2) Growth/ Post-Secondary Readiness (3) Similar Students > Multiple Measure Review

Schools that meet any of the three initial filters or the MULTIPLE MEASURE REVIEW are "above minimum criteria" and are eligible for CCSA's support for renewal or replication (see page two for more detail).

(1) STATUS

Average Point Difference (APD):

On average, students at my school are **92** scale score points <u>less than</u> the "met standard" level on the Common Core Standards, as measured by the SBAC assessment.

This is equivalent to

a Statewide Percentile of 4

and a State Rank of

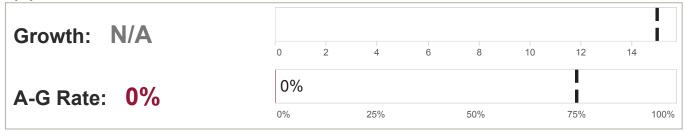
Any schools performing in the bottom 5th percentile on APD will also be asked to participate in the Multiple Measure Review process before receiving CCSA's advocacy support for renewal or replication.



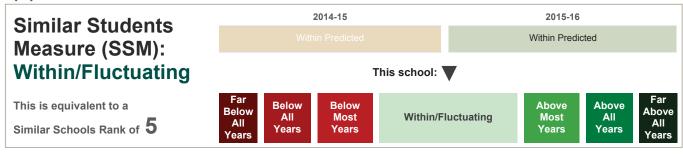


SBAC Proficiency Bands

(2) GROWTH / POST-SECONDARY READINESS



(3) SIMILAR STUDENTS



(4) MULTIPLE MEASURE REVIEW

Learn more about CCSA's accountability framework at www.ccsa.org/accountability



Association

School Contact Information

Opportunities for Learning - Santa Clarita
1160 Commerce Center Dr
Lancaster, CA 93534 Grade
Phone: (626) 921-8200 School
Primary Contact: Julie Johnson

CDS Code: 19651361996263 Grades Served: 7-12 School Type: High School

Charter Start Date: 1999 Charter Expiration Date: 2017 Authorizer: William S. Hart Union High

Printed on: 2/24/2017 10:16:50 AM



CCSA Academic Accountability Report 2015-16

Opportunities for Learning - Santa Clarita

_		
396	African American	11.6%
72.7%	Asian	1.3%
6.6%	Latino/Hispanio	55.3%
6.3%	Latino/Hispanic	33.370
2.5	White	21.0%
98.5%	Other**	10.9%
	72.7% 6.6% 6.3% 2.5	72.7% Asian 6.6% Latino/Hispanic 0.3% White

The above data are publicly reported to the California Department of Education through the CAASPP student answer documents released 10/18/16.

CCSA'S ACCOUNTABILITY FRAMEWORK CONSISTS OF THE FOLLOWING CRITERIA:

Schools that meet any of the three initial filters or pass the MULTIPLE MEASURE REVIEW are "above minimum criteria" and are eligible for CCSA's support for renewal or replication.

Schools that are ASAM, Alternative, fewer than four years old, or have fewer than 30 valid test takers in both 2014-15 and 2015-16 will not be evaluated on CCSA's framework.

My school is 17 years old.

(1) STATUS:

The Average Point Difference (APD) is the number of scale score points above or below the state standard for "met" on the CAASPP. The APD is used to calculate a percentile score, where the school ranks from 0-100th percentile compared to all schools in the state.

Schools must be above the 40th percentile to meet this criterion. Schools performing in the bottom 5th percentile will also need to participate in CCSA's Multiple Measure Review. Also shown as state rank to provide comparison to 2013.

(2) GROWTH/ **POST-SECONDARY READINESS:**

Elementary & Middle Schools:

Improvement of at least 15 APD points from the prior year of SBAC scores, growing to a 3-year average over time as more years of data become available.

High Schools:

Schools with 75% or more of 12th grade graduates completing all "a-g" college preparatory coursework meet this criterion.

(3) SIMILAR STUDENTS:

How Does This School Compare to Schools That Serve Similar Students?

CCSA's Similar Students Measure (SSM) compares this school's performance to how this school would be predicted to perform (based on schools serving similar students). Learn more at www.ccsa.org/ssm. Schools scoring "within" or better on at least one of the last two years on the SSM metric meet this criterion.

(4) MULTIPLE **MEASURE REVIEW:**

Schools below ALL the initial filters can share outcomes aligned to California's 8 state priorities as described in the school's Local Control Accountability Plan (LCAP). Schools can tell their own story of success by choosing measures most closely aligned to their mission.

ABOVE OR BELOW MINIMUM CRITERIA FOR RENEWAL/REPLICATION? Below Initial Filters

They are used for the calculation of schools' Similar Students Measure.

*Parent Education Level Scale: 1-did not finish high school; 2-graduated high school; 3-some college; 4-undergraduate degree; 5-at least some graduate school completed

**Other includes Indian, Pacific Islander, Filipino, and Multi-Racial groups and nonresponses.

Exhibit E: 2016-17 Local Control and Accountability Plan



Opportunities For Learning Public Charter Schools

Opportunities For Learning Public Charter Schools William S. Hart

320 North Halstead Street, Pasadena, CA 91107 • www.emsofl.com

Local Control and Accountability Plan (LCAP) and Annual Update 2016 - 2017

(626)921-8200(626)921-8200ifranco@emsofl.com Isloan@emsofl.com Laura Sloan, Ed.D., Assistant Superintendent of Educational Programs Contacts: Jesus Franco, Assistant Superintendent

Opportunities For Learning Mission Statement

Our schools create 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.

History

Opportunities For Learning Public Charter Schools grew out of the dream and passion of educators John and Joan Hall. The former Los Angeles Unified School District teachers have always shared a special commitment to providing educational alternatives for at-risk students.

The Halls believe that some students are better suited to alternative forms of education. Opportunities For Learning marks the realization of their dream—a dream that involves using the best of American creativity and innovation to provide outstanding public educational options for all children. Since 1999, Opportunities For Learning has helped tens of thousands of young men and women find the courage and discipline to re-engage in their education, earn a high school diploma, and follow their own dreams after graduation, including the pursuit of post-secondary educational opportunities.

Educational Philosophy

Opportunities For Learning believes that an educated person in the 21st century will be a lifelong learner possessing the following skills necessary to meaningfully contribute to society at-large:

- 1. Initiative and self-direction
- 2. Flexibility and adaptability
- 3. Leadership and responsibility
- 4. Productivity and accountability

Opportunities For Learning provides educational opportunities to those students most at-risk of reaching adulthood without the knowledge, skills, and attributes required to enjoy productive and fulfilling lives. The Opportunities For Learning centers offer students an opportunity to recover academically and get back on track to receive a high school diploma. Additionally, they provide an education that increases students' options upon graduation for either post-secondary earning or entering the professional market.

(ii) to identify students who are not being served in the traditional public school system and provide them educational services; and (iii) to help students become The paramount goals of Opportunities For Learning are: (i) to offer a comprehensive learning experience under the Common Core State Standards to students, self-motivated, competent, life-long learners. The program also strives to provide pupils and parents expanded educational choices within California's public school system.

We believe that students should be involved in the planning and implementation of their own educational program in order to take responsibility for their own Through the use of standards-based assignments broken into manageable units, students receive immediate feedback and continuous encouragement that will lives. The program is designed so that students work within an educational environment in which they learn best, thereby avoiding boredom and frustration. build success and lead to greater self-confidence. In addition, the academic and behavioral standards to which students are held develop self-discipline and productive work habits LCAP Year: 2016-2017

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction

LEA: Opportunities For Learning – William S. Hart

Local Control and Accountability Plan and Annual Update Template

actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) The LCAP and Annual Update Template must be completed by all LEAs each year.

specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and each of the state priorities and any locally identified priorities.

program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs. Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels Education Code. The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how update, may be supplemented by information contained in other plans_(including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local Law 107-110) that are incorporated or referenced as relevant in this document.

information as required by statute. Guiding questions do not require separate narrative response and goals and actions should For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1) Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3) Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English earners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP? 2)
- What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes? 4
- What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01? 2
- What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)? (9
- How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process

Outlined below is the stakeholder involvement process that was utilized by the charter in the 2015-2016 LCAP year.

Parent/Student LCAP focus group meetings were held within the Charter in both the fall and in the spring on the following dates:

- September 21st 2015 at the Ridgecrest learning center
 - September 28th 2015 at the Lancaster 1 learning center
- September 30th 2015 at the Santa Clarita learning center
 - October 7th 2015 at the Canyon Country learning center
 - October 8th 2015 at the Palmdale 1 learning center
- March 15th 2016 at the Santa Clarita learning center
- March 16th 2016 at the Canyon Country learning center
 - March 24th 2016 at the Ridgecrest learning center
- Parent/Student surveys were administered online in both the fall and in the March 24th 2016 at the Lancaster 1 learning center
- Fall surveys were open from September $11^{ ext{th}}$ 2015 November $30^{ ext{th}}$
- Staff LCAP focus group meetings were held 4 times throughout the year on the Spring surveys were open from February 5th 2016 – April 8th 2016
- December 9th 2015 (in-person meeting)

following dates:

- February 24th 2016 (in-person meeting)
 - March 18th 2016 (virtual meeting)
- April 27th 2016 (in-person meeting)

Staff LCAP surveys were administered online in both the fall and in the spring:

- Fall surveys were open from September 8th 2015 October 2nd 2015
 - Spring surveys were open from March 8th 2016 April 1st 2016

Corporate-level LCAP Update meetings were held on the following dates:

- July 2nd 2015: regarding processes
- July 27th 2015: regarding stakeholder involvement
 - August 11th 2015: monthly updates
- October 20th 2015: monthly updates
- November 18th 2015: monthly updates (virtual)
 - December 14th 2015: monthly updates (virtual)

toward graduation and their post-secondary goals (pupil engagement and

school climate). Additionally, our focus on the social-emotional

January 26th 2016: monthly updates

Impact on LCAP

English Learner & Reclassified Fluent-English-Proficient student subgroup

our EL student population. One area of refinement is in the monitoring and we were able to identify areas in need of refinement in order to best serve involvement), throughout the year, we were able to refine our process for Development (ELD) Master Plan (Appendices A & E). Additionally, through worked toward reclassification. We have developed an approach, through Through the involvement of our stakeholders, including parents (parental supporting our English Language Learner population and implement our implementation of the ELD Master Plan alongside stakeholder feedback, development of additional metrics to existing goals moving forward into students on a one-to-one basis as they progressed through the year and credentialed EL support roles (basic services) were put into place in the 2015-2016 school year, which will be carried into the 2016-2017 school collaboration and input from all parties, that incorporates EL strategies support of EL student progress (pupil achievement), which led to the and supports that can ultimately benefit all students and subgroups. newly established support system outlined in our English Language year. These personnel were able to closely monitor and support EL the 2016-2017 LCAP year. Based on gathered feedback, additional

Foster student subgroup impact

progression (pupil achievement). As we look ahead to the 2016-2017 LCAP student, in an effort to individually monitor and support student academic involvement), allowed for refinement to our supports to foster students. Specifically, we will be implementing Individualized Learning Plans (ILPs) included the distribution of school spirit wear, increase of social events, enrolled foster youth, developing a one-on-one connection with each increase of access to varied courses and resources (course access). In Specific efforts to create an inclusive school climate for foster youth addition, instructional staff was intentional in the identification of all availability of healthy snacks at all times in the learning centers, and for foster youth in an effort to help them self-monitor their progress year, we continue to enhance our supports for our foster youth. Continued stakeholder feedback, including parents (parental

- February 16th 2016: monthly updates
- March 2nd 2016: 16/17 planning with Principals & Assistant Principals
 - March 9th 2016: 16/17 planning for tracking needs & Work Day integration
 - March 22nd 2016: monthly updates
- April 28th 2016: monthly updates & 16/17 goal planning
- May 20th 2016: annual update & 16/17 budgeting meeting

Budgeting meetings were held at the corporate level to integrate the Instructional team with the Finance team. These meetings were held on the following dates:

- July 13th 2015
 - July 28th 2015
- August 11th 2015
- December 2nd 2015
- January 20th 2016
 - February 1st 2016
- February 29th 2016
- May 20th 2016

A board meeting with our charter-level Board of Managers was held on the following date:

June 15th 2016

Update meetings with our National Advisory Board were held on the following

- August 24th 26th 2015
- December 8th 10th 2015
- May $17^{th} 19^{th}$ 2016

development of our students aims to address the unique needs of all students including foster youth (school climate).

Low income student subgroup impact

In the 2015-2016 school year the actions and services that our stakeholders encouraged us to implement for low income students helped us to close the achievement gap between low income students and our general student population in the metrics outlined in our LCAP goals. Specific efforts to create an inclusive **school climate** for our low income students included the distribution of school spirit wear, increase of social events, availability of healthy snacks at all times in the learning centers, and increase of access to varied courses and resources (**course access**). Additionally, stakeholder feedback identified the need to continue to closely align the needs of our low income students to those of our foster youth students moving forward into the 2016-2017 school year. Therefore, many of the actions and services related to foster youth will continue to be extended to low income pupils in order to promote the same feelings of inclusion, **access to courses** and materials, as well as **pupil engagement** and positive **school climate**.

Note: affected state priorities are bolded throughout the above narrative.

Stakeholder involvement impacted the development of the 2016-2017 LCAP by addressing the 8 state priorities in the following ways:

- 1. Basic Services (Goals 1, 2, 3 & 4)
- As historical data and student and parent input has shown that the attrition of instructional staff negatively impacts the progression of students in our learning centers, the maintenance, retention, recruitment, and development of instructional staff will become a priority.
- In order to ensure that students have access to multiple post-secondary pathways as requested by stakeholders, additional student resources including standards-aligned instructional materials will be offered.
- 2. Implementation of State Standards (Goals 3 & 4)
- In order to ensure that students have access to multiple post-secondary pathways as requested by stakeholders, additional standards-aligned courses including CTE and math courses will be added to the course catalog.

- Based on the request of staff, parents, and students to increase our course offerings, instructional staff will receive professional development in the delivery of this additional curriculum.
- 3. Parental Involvement (Goals 1, 2, 3 & 4)
- Based on the incredible response from parents during the 2015-2016 survey and focus group periods, we will continue to increase active engagement from parents in dialog through multiple modalities.
- Discussion and engagement with parents around LCAP goals and progress toward those goals increased parental understanding of the process and informed the development of this plan.
- In an effort to augment the impact of parental involvement on our LCAP goals, we have explicitly included parental voice in multiple goal metrics.
- 4. Pupil achievement (Goals 1, 3, & 4)
- In order to specifically monitor and progress pupil
 achievement on standardized assessments, a goal metric
 has been added. This will aid us in communicating student
 data to all stakeholders.
- In an effort to ensure the progression of English learners toward reclassification as it is a focus of California educational policy, additional EL specific metrics have been added to goal 1.
- In order to ensure that students have access to multiple post-secondary pathways as requested by stakeholders, additional standards-aligned courses including CTE and math courses will be added to the course catalog.
- 5. Pupil engagement (Goals 1, 2, 3, & 4)
- Stakeholders continued to express the benefits of experiential learning programs on pupil engagement through field trips and experiential learning camps (Appendices A & I). Therefore, we will continue to include these actions in our 2016-2017 LCAP.
- Discussion and engagement with students around LCAP goals and progress toward those goals increased pupil engagement overall in the process and development of

the plan as well as in their involvement in school programs.

- Parent and pupil input regarding intentions to continue enrollment with the school indicated that the large majority of our families are committed to not only stay enrolled in our school but graduate from our program. As such, we have included focus on graduation rates and senior engagement in our goal metrics.
- All stakeholders identified the need to continue focus on attendance (utilization – Appendix A) in our schools as this measures student progression through coursework and toward graduation.
- Based on the desire of stakeholders to have an accurate internal metric for measuring student drop-out rates due to the unique structure of our program, a metric has been included to create a baseline for tracking this data.
- As historical data and student and parent input has shown that the attrition of instructional staff negatively impacts the perceptions and progression of students in our learning centers, the maintenance, retention, recruitment, and development of instructional staff will become a priority.
- 6. School climate (Goals 1, 2, & 3)
- Stakeholders continue to emphasize how the restorative approach toward student discipline allows for individual growth and self-correction; therefore the school avoids the need for suspension and expulsion, except on the rarest of occasions. As this is not an area in need of attention in our program, a metric was not included for this element.
- Based on feedback from parents, students, and staff, we know that our schools are generally viewed as a safe environment. However, in order to gain a more in-depth understanding of perceived school climate in the coming year, we will be issuing a survey to create a baseline on pupil and parent perceptions on school safety.
- Stakeholders continued to express the benefits of experiential learning programs on pupils' feelings of connection to the school through field trips and

- Stakeholders identified that opportunities to participate in CTE courses and experiences would increase student connection to the school, therefore CTE pathways will be made available to students in the coming school year.
- 7. Course access (Goals 1, 2, 3, & 4)
- In order to ensure that students have access to multiple post-secondary pathways as requested by stakeholders, additional standards-aligned courses including CTE and math courses will be added to the course catalog.
- Staff input identified the need for increased development and credentialing to allow for quality instructional delivery of a broad course of study for all students.
- 8. Other pupil outcomes (Goals 2, 3, & 4)
- As the need for additional resources such as technology, course materials, and data tracking software was identified through stakeholder feedback, these will be made available to students.
- EL-specific support systems will be continued through this year based on the identified need in this area.
- Input identified the need for maintenance, retention, recruitment, and development of staff in order to provide additional support to students in the areas of study outlined in Ed Code 51220.

Annual Update:

In the 2015-2016 LCAP year, we made it a high priority to continue to improve the frequency and availability of forums for feedback, touching on both state priorities of **pupil** and **parent engagement**. As outlined in the involvement process, feedback was sought from stakeholders through a variety of meetings (both virtually and in-person), presentations, and surveys. Through these forums, we were able to periodically assess our progress toward indicated metrics and goals and seek solutions for improving upon our performance, actions, and services. The following is a breakdown of how each forum listed above was utilized to maximize benefit:

Parent/Student LCAP focus group meetings (Appendices B & C)

- Fall focus groups were held at the learning center level within the months of September through November of 2015.
- Spring focus groups were held at the learning center level within the months of February and March of 2016.
- These meetings were presented in order to provide parents and students with more information about the LCAP and our school-wide goals.
- Attendees were invited to participate in providing additional specific feedback to the information provided in the meeting verbally as well as through an online survey. Computers were provided to complete the survey.
- Surveys were provided in English and Spanish.
- Meetings were presented in both English and Spanish.

Parent/Student online surveys (Appendix B)

- Surveys were administered in in the fall and in the spring.
- Surveys were administered at the conclusion of each focus group meeting as well as distributed to parents and students in a variety of ways throughout the focus group period.
- Respondents were invited to provide feedback around bettering our programs and supports for students and parents, particularly focusing on Common Core curriculum supports, post-graduation preparedness, future focus areas to provide support and enhance our program, and parent training areas.
- Surveys were available in English and Spanish.
- Follow-up summary infographics detailing feedback topics alongside our school-wide response actions & services were sent out at the

Annual Update:

Through this involvement process, we were able to assess the specific needs of the William S. Hart Charter and alter both the actions and services provided within the 2015-2016 school year along with the goals, plans, and budgets for our 2016-2017 LCAP.

Feedback specifically led to the following LCAP changes for the 2015-2016 school year:

- The addition of the following resources and services for goal #1:
- The acquisition of a professional development software program, Edivate™, to assist in the engagement, learning, and monitoring of teacher implementation of curriculum.
- The purchase of a video recording device, Swivl¹⁷⁸, to assist in the documentation and reflection of lesson delivery for professional learning.
- To address the evolving needs of students and staff, additional technology items were purchased alongside Chromebooks and SMART Board™s.
- The addition of the following resources and services for goal #3:
 - To address the evolving needs of students and staff, additional technology items were purchased alongside Chromebooks and SMART Board™s.
- The addition of the following resources and services for goal #4:
- The acquisition of a professional development software program, Edivate™, to assist in the engagement, learning, and monitoring of teacher implementation of curriculum.

With the continued increase in involvement of stakeholder parties in this LCAP year, along with the shift away from course development to instructional delivery related to our Common Core LCAP goal, fewer textbooks and course resources needed to be purchased, therefore, these dollars were spent on retention of staff and professional development (Appendix G).

Feedback specifically led to the following LCAP changes for the 2016-2017 school year plan:

 The removal of goals 1 & 3: As enrollment numbers and demographics of our students have changed, as well as the completion of course development and initial implementation of

conclusion of survey analyses and discussion on the corporate level.

This was done to encourage future participation and ensure that feedback was being received, discussed, and responded to.

Staff LCAP focus group meetings

- This group was created with a representative mixture of staff throughout Opportunities For Learning.
- Meetings were held 4 times throughout the year.
- This team was tasked with the responsibility of meeting throughout the year and providing feedback from the learning center level.
- Members acted as a liaison between center level staff and corporate level staff, relaying information in both directions.
 - Progress in our LCAP process and toward our goals via reported metrics was reviewed and discussed at each meeting.
- Subgroup-specific committees were developed and met within each
 larger meeting in order to ensure that the needs of each subgroup of
 students were being analyzed, discussed, and attended to. Many of the
 actions specifically tailored to each group came from ideas developed
 within these subgroups.
- Solution-oriented discussion on improvement in reaching our goals along with additional goals, actions, and services based on feedback also took place at each meeting.

Staff LCAP online surveys

- Staff was surveyed online during the months of September 2015 (fall) and March 2016 (spring).
- Surveys sought input through a variety of questions (including Likert scale ratings, ranking of resources, and free response questions)
 regarding our LCAP goals along with areas for overall improvement and needed resources throughout Opportunities For Learning – William S. Hart.
- The spring survey focused heavily on seeking input from all staff around specific areas of need for our students, specifically within the unduplicated subgroups, as we move into the next school year.
- Responses were carefully reviewed, analyzed, and discussed at length
 by all of leadership in order to inform the progression of our 20152016 plans and goals as well as aid in the development of our 20162017 plans and goals.

Corporate-level LCAP update meetings

These were held at a corporate level to promote inter-departmental

Common Core courses and student support materials (Appendix D), stakeholders determined that goals 1 and 3 were no longer necessary areas of focus moving into the 2016-2017 school year.

- The addition of the new goals 3 & 4: In anticipation of evaluation rubric measurements identified by the state as well as to address current areas of focus for the school and its stakeholders, two new goals will be introduced in the 2016-2017 school year. These new goals allow for greater course access to all students by providing additional resources and support in currently offered courses as well as providing resources for the development and implementation of new courses.
- The alteration of goals 1 & 2 (formerly goals 2 & 4 respectively):
 While the spirit of goals 1 and 2 remain the same, some of the
 metrics, actions, and services have been adjusted to address our
 current student population as well as the increased focus on the
 reclassification of English learners.

collaboration in monitoring and working toward LCAP goals as well as developing new goals.

- Meetings touched on a variety of topics related to LCAP goal implementation, most effectively creating a space for communication between the support departments and the implementation teams.
- Goal metrics and progress toward budget spending were reviewed at each meeting. Strategies for maintaining steady progress were discussed, identified, and implemented as a result of these meetings.

Budgeting meetings

- These meetings were held at the corporate level to integrate the Instructional team with the Finance team.
- Progress toward spending was updated regularly and communicated out to Principals from these meetings.

Board of Managers meeting

- The board was updated on progress toward goal metrics, received information about the proposed new goals, and gave feedback to school leadership prior to voting on adoption of the LCAP.
- At the June meeting the board voted to adopt the 2016-2017 LCAP.

National Advisory Board meetings

 The advisory board was updated on current progress toward goal metrics, received information about proposed new goals, and gave feedback to school leadership. With a continued increase in stakeholder involvement between last year and this year, we would like to continue the momentum of providing various forums for contributions and input. Our plan to seek this participation in the 2016-2017 school year includes the following:

- Parent/Student LCAP focus group meetings—to be offered regionally in both the fall and in the spring
- Parent/Student online surveys—to be administered once in the fall and again in the spring
- Staff LCAP focus group meetings—to take place 4 times throughout the year
- again in the spring
 Corporate-level LCAP Update meetings—to be held monthly

Staff LCAP online surveys—to be administered once in the fall and

- Budgeting meetings—to be held quarterly
- Board of Managers meeting to be held annually

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instruction

budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be describe any changes to the goals.

between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from,

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities. Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal. Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide. Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to "ALL."

subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school
- 4) What are the LEA's goal(s) to address any locally-identified priorities?

- How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)? 2
 - What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils? (9
- What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority? (8
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

					Related State and/or Local Priorities:	Local Priorities:
GOAL:	Goal 1: (reductior	Goal 1: Credit completion towards graduation is accomplished through an overall reduction in absenteeism for all students.	ion is accom	plished through an overall	$1\frac{X}{2} = \frac{3\frac{X}{2}}{7\frac{X}{X}} = \frac{4\frac{X}{2}}{8} = \frac{5\frac{X}{2}}{10}$ COE only: 9 10	\(\frac{5 \times 6 \times }{10 \) \(\frac{10}{10} \)
					Local : Specify	
		As our school serves an over-age absenteeism in an effort to help s	e, under-crec	As our school serves an over-age, under-credit student population, it is important that we focus on reducing absenteeism in an effort to help students recover credits. By offering additional time and resources (including	ant that we focus on retime and resources (i	ducing
;;;; ;;;		access to consistent teaching sta	ıff), we are ak	access to consistent teaching staff), we are able to increase student progression toward graduation. As	on toward graduation.	As
Idenille	Idenilled Need :	student/teacher relationships are	vital to stude	student/teacher relationships are vital to student success in our program, it is incredibly important that we recruit	credibly important tha	at we recruit
		and hire the best instructional sta	off, provide the	and hire the best instructional staff, provide them with the training and support necessary to continue to improve, and ensure a positive school climate to assist in the refention of our instructional team	necessary to continue al team	to improve,
-		Schools:				
Goal Ap	Goal Applies to:	Applicable Pupil Subgroups: AL				
			LCAP Ye	LCAP Year 1: 2016-17		
		A For all CBFDs students	utilization (A	utilization (Appendix A) will average at least 82% overall	2% overall	
		For our CBEDs English I		earners, utilization will average at least 80% overall.	verall.	
-	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	<u>ن</u>	me student s	For our CBEDs low income student subgroup, utilization will average at least 82% overall.	at least 82% overall.	
	Expected Annual	<u> </u>	will have an I	70% of our foster youth will have an Individualized Learning Plan (ILP) aligned with an AB 216 planning	aligned with an AB 27	16 planning
	sulable	guide.				
Onlo	Outcollies.		arners eligibl	Of English Language Learners eligible for reclassification, 10% will be reclassified (Appendix E).	reclassified (Appendix	× E).
		F. English learners will be o	offered additi	English learners will be offered additional specialized instruction to move toward reclassification.	ve toward reclassifical	tion.
		G. A metric will be develope	ed to determi	A metric will be developed to determine middle school and high school drop-out rates.	drop-out rates.	
	Ă	Actions/Services	Scope of	Pupils to be served within identified scope of	dentified scope of	Budgeted
			Service	Service		Expenditures
Maintens	ance, rete	Maintenance, retention, recruitment, and	Charterwide	X ALL OB:		\$1,338,309
developr	ment of in	development of instructional staff.		Low Income pupilsEnglish Learners	ners	(LCFF Sumplemental &
				Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	rt English proficient	Concentration)
			_	ALL		

\$11,808 (LCFF Supplemental)	\$141,703 (LCFF Supplemental)	\$70,851 (LCFF Supplemental)	\$23,617 (LCFF Supplemental)	\$23,617 (LCFF Concentration)
OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	X_ALL OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	X_ALL OR: Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	X_ALL OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	X_ALL OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)
Charterwide	Charterwide	Charterwide	Charterwide	Charterwide
 Events for students including but not limited to: Back to school night/Open house Senior events Awards banquets Foster youth specific events Parent/Student LCAP Focus Group Meetings 	School programs including but not limited to: • Sports programs • Experiential learning camps (Appendices A & I) • Field trips/transportation	Student resources including but not limited to: Online educational programs including those that support EL reclassification Course textbooks and materials Technology Data tracking software	Materials to improve student engagement including but not limited to: • Food • School spirit wear • Transportation assistance	Upgrades to the Student Information System's new classroom functionality including tracking and distribution of student attendance data, Individualized Learning Plans, and multiple planning guides including one specific to AB 216.

GOAL:	Goal 2: S developm post-secc	Goal 2: Students will receive support and instruction focused on social-emotional development in order to increase graduation rates and better prepare students for their post-secondary pathways.	struction foc n rates and b	used on social-emotional petter prepare students for their	Related State and/or Local Priorities: $1 \times 2 - 3 \times 4 = 5 \times 6 \times 7 \times \times$	ocal Priorities: X 6 X 7 X 10
Identified Need :	-	As our school serves over-age, under-credit student populations who have often had negative school experiences in the past, it is important for us to pair our rigorous courses with social-emotional guidance and development. By developing well-rounded citizens, our students graduate from high school prepared to positively contribute to society. Additionally, as student/teacher relationships are vital to student success in our program, it is incredibly important that we recruit and hire the best instructional staff, provide them with the training and support necessary to continue to improve, and ensure a positive school climate to assist in the retention of our instructional team.	ider-credit st pair our rigo our students acher relatio the best instre	nder-credit student populations who have often had negative school experied pair our rigorous courses with social-emotional guidance and development our students graduate from high school prepared to positively contribute to eacher relationships are vital to student success in our program, it is incredifure best instructional staff, provide them with the training and support necesse a positive school climate to assist in the retention of our instructional team	n had negative school al guidance and devered to positively contrast in our program, it is the training and supposition of our instruction	experiences lopment. By ibute to incredibly ort necessary
Goal Applies to:	L	Schools: Applicable Pupil Subgroups: ALI				
			LCAP Yea	LCAP Year 1 : 2016-17		
Expecte Meas Outo	Expected Annual Measurable Outcomes:	 A. At least 25% of CBEDs students enrolled for six month activities or complete a course designed to develop the B. 80% of eligible CBEDs seniors will either earn a diplor back to a traditional school on track to graduate. C. The charter will hold at least one senior signing event. D. A baseline for measuring pupil and parent perceptions 	udents enrolourse designations will eithor on track to ast one senicount publicant particulars.	At least 25% of CBEDs students enrolled for six months or longer will participate in extra-curricular activities or complete a course designed to develop their social-emotional skills. 80% of eligible CBEDs seniors will either earn a diploma with Opportunities For Learning or will transfer back to a traditional school on track to graduate. The charter will hold at least one senior signing event. A baseline for measuring pupil and parent perceptions of school safety will be developed utilizing surveys.	varticipate in extra-cur nal skills. nities For Learning or v will be developed utili	ricular vill transfer zing surveys.
	Ac	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	entified scope of	Budgeted Expenditures
Maintens developn	ance, reter nent of ins	Maintenance, retention, recruitment, and development of instructional staff.	Charterwide	X_ALL OR: Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	ers t English proficient	\$1,338,309 (LCFF Supplemental & Concentration)
Events for Signature of Signatu	for students inclu Senior events Awards banquets Graduations School dances Charter-level soci	ding but not limited to: al events	Charterwide	X_ALL OR: Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	ers t English proficient	\$11,808 (LCFF Supplemental)

		X ALL	
 School programs including but not limited to: Student groups (i.e. student government) Sports programs Experiential learning camps (Appendices A & I) Field trips/transportation 	Charterwide	OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	\$141,703 (LCFF Supplemental)
Student resources including but not limited to:	Charterwide	X_ALL OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$70,851 (LCFF Supplemental)
Materials to improve student engagement including but not limited to: • Food • School spirit wear • Transportation assistance	Charterwide	X_ALL OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	\$23,617 (LCFF Supplemental)
Upgrades to the Student Information System's new classroom functionality including tracking and distribution of student course completion and extra-curricular participation data.	Charterwide	X_ALL OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$23,617 (LCFF Concentration)

Goal 3: Students have access to standards-aligned Career and Technical Education (CTE) pathways to increase pupil achievement and pupil engagement.			Related State and/or Local Priorities:
	· · · · · ·	3: Students have access to standards-aligned Career and Technical Education) pathways to increase pupil achievement and pupil engagement.	$\frac{1 \times 2 \times 3 \times 4 \times 5 \times 6 \times}{7 \times 8 \times}$

	To help ensure that we offer course pathways that prepare students for any post-secondary goal, our stakeholders
Identified Need:	identified the need to develop CTE pathways within our school. As a new addition to our school programming, the
	2016-2017 school year will be a year of implementation and development of this program.
Goal Applies to: Schools:	Schools

4	Applicable Pupil Subgroups: AL			Ö
		LCAP Ye	LCAP Year 1: 2016-17	
Sund Setonary	A. Standards-aligned CTE coursework will be made a B. A pool of CTE credentialed staff will be established	coursework ved staff will b	coursework will be made available to students. led staff will be established.	
Measurable	C. We will begin the development achievement and engagement.	pment of con ement.	We will begin the development of community partnerships aligned to CTE pathways to increase pupil achievement and engagement.	se pupil
Outcomes:	D. We will engage pupils ar E. A baseline will be develo	id parents in ped for stude	We will engage pupils and parents in surveys and focus groups to help establish CTE pathways. A baseline will be developed for student participation in CTE pathways.	ıys.
Act	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		1	X_ALL	0
Maintenance, retention, recruitme development of instructional staff	Maintenance, retention, recruitment, and development of instructional staff.	Charletwide	OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	\$1,338,309 (LCFF Supplemental & Concentration)
			X ALL	
Events for students including burners Program orientations Achievement ceremonies Community events with parts Career fairs	 Events for students including but not limited to: Program orientations Achievement ceremonies Community events with partners Career fairs 	Charterwide	OR: Low Income pupilsEnglish Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:(Specify)	\$11,808 (LCFF Supplemental)
-			X_ALL	
School programs including but I Experiential learning can I) Field trips/transportation	School programs including but not limited to: • Experiential learning camps (Appendices A & I) • Field trips/transportation	Charterwide	OR: Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	\$141,703 (LCFF Supplemental)
			X_ALL	
Student resources ir Course textbook Technology Pathway-spec	Student resources including but not limited to:	Charterwide	OR: Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	\$70,851 (LCFF Supplemental)
			X_ALL	

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\$47,234 (LCFF Concentration)

Charterwide

Curriculum development

rigorous curriculum and will be offered resources to positively affect their progression Goal 4: Students will receive math support and instruction through individualized, n math.

GOAL:

Related State and/or Local Priorities: $1\frac{X}{1} = 2\frac{X}{7} \frac{3}{X} \frac{4}{8} \frac{X}{X} = \frac{5}{X} \frac{6}{C}$ COE only: 9 - 10Local : Specify

After reviewing student data from the 2014-2015 Smarter Balanced assessment, stakeholder feedback, and with adoption of the SB-359 California Mathematics Placement Act, it was identified that there is a need to focus on Identified Need:

instruction and student support in math in an effort to increase student achievement. Applicable Pupil Subgroups: | AL Schools: Goal Applies to:

LCAP Year 1: 2016-17

Smarter Balanced assessment scores in math will be increased for CBEDs students (including each individual subgroup) by at least 1%. Ä

SB-359 California Mathematics Placement Act will be implemented. ы. С

Expected Annual

Measurable Outcomes:

Access to individualized, rigorous curriculum will be increased by adding at least three new math courses Teachers will be equipped to provide individualized instruction through access to content-specific to the course catalog. Ω.

Instructional Coaches.

50% of students who take at least two Renaissance STAR assessments and have a Student Growth Percentile (SGP – Appendix A) reported will earn a SGP of 35 or higher. ш

Expenditures \$1,338,309 (LCFF Supplemental & Concentration) Budgeted Pupils to be served within identified scope of Foster Youth __Redesignated fluent English proficient **English Learners** service Other Subgroups:(Specify) Low Income pupils X ALL OR: X ALL Charterwide Scope of Service Maintenance, retention, recruitment, and **Actions/Services** development of instructional staff.

\$11,808 (LCFF Supplemental)	*70,851 (LCFF Supplemental)	**************************************
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	X_ALL OR: Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	X ALL OR: Low Income pupilsEnglish Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:(Specify)
Charterwide	Charterwide	Charterwide
Events for students including but not limited to:Back to school night/Open houseFamily Math nightsCommunity events with partners	 Student resources including but not limited to: Online educational programs Course textbooks and materials Technology Data tracking software 	Curriculum development

Annual Update

Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions.

Guiding Questions:

- How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes? 5)
- How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update? 4
- progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making and assessment of the effectiveness of the actions and services? 2)
- What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences? (9

Original GOAL from prior year LCAP:	Goal 1: 100% of core English and math courses are aligned to Common Core State Standards and 100% of teachers are effectively trained to implement this new curriculum.	h courses are alig	gned to Commo to implement th	Related State and/or Local Priorities: $ \begin{array}{c ccccccccccccccccccccccccccccccccccc$	or Local Priorities: (5 X 6 7 X (5 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
Goal Applies to:	to: Schools: Applicable Pupil Subgroups: All				
Expected Annual Measurable Outcomes:	 A. Alignment of curriculum to CCSS: Core math and ELA curriculum aligned to CCSS All students will complete CCSS courses B. Professional Development on CCSS: 90% of English and math teachers will attend professional development opportunities based on sign-in sheets 90% of teachers who attend professional development opportunities agree or strongly agree that "Common Core training has effectively prepared me for the roll-out of the new Common Core courses" based on surveys LCAP Y Planned Actions/Services Budgeted Expenditures	courses in the second s	ed to ses ses Measurable Annual Measurable Outcomes: strongly as It of the Dn LCAP Year: 2015-16	 A. Alignment of curriculum to CCSS: All Core math and ELA curriculum are aligned to CCSS All students are completing CCSS courses B. Professional Development on CCSS: At least 90% of English and math teachers attended professional development opportunities 83% of teachers who attended professional development opportunities agreed or strongly agreed that "Common Core training has effectively prepared me for the roll-out of the new Common Core courses" based on surveys Actual Actions/Services Estimated Actual Annual	S: culum are CCSS courses CSS: nath teachers pment pment d professional greed or strongly raining has ne roll-out of the based on Estimated Actual Annual
A1. Curriculur Percer develo	A1. Curriculum Development:Percentage of salary costs for curriculum development team based on CCSS development	\$62,000 (LCFF Concentration)	A1. Curriculum Deve • Percentage o development development	A1. Curriculum Development:Percentage of salary costs for curriculum development team based on CCSS development	\$116,075 (LCFF Base)
Scope of service:	Charterwide		Scope of service:	Charterwide	

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OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)			
A2. Investment in Technology:	\$38,000 (LCFF Supplemental)	A2. Investment in Technology: ■ Laptops ■ Chromebooks ■ SMART Boards™ ■ Computer accessories	\$108,919 (LCFF Supplemental)
Scope of Charterwide X ALL		Scope of Charterwide X_ALL	
OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)		OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	
 A3. Upgrade to Student Information System (SIS) Reporting: tracking of student course completion Online Assessments: Student progress monitoring and assessment data analysis 	\$25,000 (LCFF Supplemental)	 A3. Upgrade to Student Information System (SIS) Reporting: tracking of student course completion Online Assessments: Student progress monitoring and assessment data analysis 	\$507,714 (LCFF Supplemental & LCFF Base)
Scope of Charterwide Service: X ALL		Scope of Charterwide X_ALL	
OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	

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A4. Online Educational Programs • Vantage Learning/MY Access!® • Apex Learning® • Achieve 3000® • Typing Agent • STAR Renaissance Learning™	\$144,000 (LCFF Concentration)	A4. Online Educational Programs • Apex Learning® • Achieve 3000® • Typing Agent • STAR Renaissance Learning™ • Adobe® Connect™	\$137,585 (LCFF Supplemental)
Scope of Charterwide service:			
X_ALL OR: Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		X_ALL OR: Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
A5a. Learning Materials Textbooks and materials	\$130,000 (LCFF Concentration & Supplemental)	A5a. Learning Materials Textbooks and materials	\$91,565 (LCFF Base)
Scope of Charterwide service:		Scope of Charterwide service:	
X ALL OR: Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		X_ALL OR: Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
A5b. Learning Materials for unduplicated students Textbooks and materials	\$385,000 (LCFF Supplemental)	A5b. Learning Materials for unduplicated students Textbooks and materials	\$274,696 (LCFF Supplemental, LCFF Concentration, & LCFF Base)
Scope of Charterwide Service:		Scope of Charterwide service:	

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OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English		OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient	7.30e 7.9 01.70
Other Subgroups:(Specify)		Other Subgroups:(Specify)	
B1. Professional Development Activities FundingAdditional duties pay for professional development (Appendix A)	\$4,000 (LCFF Supplemental)	B1. Professional Development Activities FundingAdditional duties pay for professional development (Appendix A)	\$12,625 (LCFF Base)
Scope of Charterwide service:		Scope of Charterwide service:	
OR: Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		11:22 1 ()	
B2. Professional Learning Communities (PLCs – Appendix F) and professional development (Appendix G) • Percentage of professional development team salaries • Regional trainings • Computers • Conferences • Focus groups	\$40,000 (LCFF Supplemental)	 B2. Professional Learning Communities (PLCs – Appendix F) and professional development (Appendix G) Percentage of professional development team salaries Regional trainings Computers Conferences Focus groups 	\$144,367 (LCFF Supplemental & LCFF Base)
Scope of Charterwide service:		cope	
X_ALL OR: Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		X ALL OR: Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

As our core curriculum has been written to align with Common Core State Standards, staff have necessary to move this goal forward into the 2016-2017 school year. Therefore, it will be received training, and are participating in PLCs, stakeholders determined that it was not replaced with a more relevant new goal.

Related State and/or Local Priorities: 1		Actual Actual Actual Measurable Outcomes: D. For our low income student subgroup, Utilization for English Learners was increased to 86.01%. C. For our Foster students, we narrowed the utilization gap between the general student population and this student subgroup, Utilization gap between the general student subgroup, we narrowed the utilization gap between the general student population and the student subgroup. Utilization for low income students was increased to 86.58%.	r: 2015-16	Actual Actions/Services	
Original Goal 2: Credit completion towards graduation is accomplished through an overall year year LCAP:	Goal Applies to: Applicable Pupil Subgroups: All	A. For all students, we will increase utilization (Appendix A) to at least 86% overall. B. For our English Learners, we will narrow the utilization gap between the general student population and this student subgroup. Utilization for English Learners will increase to at least 80%. C. For our Foster students, we will narrow the utilization gap between the general student population and this student subgroup. Utilization for Foster student subgroup, we will maintain a closed utilization gap between the general student population and the student subgroup to match overall utilization of at least 86%.	LCAP Year: 2015-16	Planned Actions/Services	Budgeted Expenditures

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 A1. Hire and maintain staff in order to lower absenteeism and increase overall utilization. Additional Teaching Staff Additional Compliance Coordinators Additional Small Group Instructors (SGIs – Appendix A) Additional Tutors 	\$290,000 (LCFF Concentration & Supplemental)	 A1. Hire and maintain staff in order to lower absenteeism and increase overall utilization. Teaching Staff Intervention Teachers Area Teacher IIs (formerly Compliance Coordinators) (Appendix A) Small Group Instructors (SGIs – Appendix A) Intervention Specialists (Appendix A) Tutors 	\$1,403,152 (LCFF Base)
Scope of Charterwide service: X ALL OR: Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		Scope of Charterwide service: X ALL OR: Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
A2. Upgrade to Student Information System (SIS)Reporting: tracking of student attendance and utilizationParent Portal	\$20,000 (LCFF Supplemental)	A2. Upgrade to Student Information System (SIS)Reporting: tracking of student attendance and utilizationParent Portal foundation	\$386,610 (LCFF Base)
Scope of Charterwide X ALL		Scope of service: X_ALL OR: Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	

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 A3. School Programs for unduplicated students Sports Programs Pathways Camps (Appendices A & I) Field Trips Transportation 	\$25,000 (LCFF Supplemental & Base)	 A3. School Programs for unduplicated students Sports Programs Pathways Camps (Appendices A & I) Field Trips Transportation 	\$398,345 (LCFF Supplemental & LCFF Base)
Scope of Charterwide service:		Scope of Charterwide service:	
ALL		ALL	
OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient Other Subgroups:(Specify)		OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient Other Subgroups:(Specify)	
A4. Utilization IncentivesPercentage of teacher incentives based on student utilization	\$12,000 (LCFF Supplemental)	A4. Utilization Incentives • Percentage of teacher incentives based on student utilization	\$19,400 (LCFF Base)
Scope of Charterwide service:		Scope of Charterwide service:	
X ALL		X ALL	
OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR: Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
A5. Food BudgetSnacks and lunches provided to all students	\$48,000 (LCFF Supplemental)	A5. Food Budget Snacks provided to all students	\$70,015 (LCFF Supplemental)
Scope of Charterwide service:		Scope of Charterwide service:	
X ALL		X_ALL	

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OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
B1-D1. Upgrade to Student Information System (SIS)Student tagging to help produce subgroup level reports	\$5,000 (LCFF Supplemental)	B1-D1. Upgrade to Student Information System (SIS)Student tagging to help produce subgroup level reports	\$12,083 (LCFF Concentration)
Scope of Charterwide service: ALL OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient Other Subgroups:(Specify)		Scope of Charterwide ALL OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient Other Subgroups:(Specify)	
 B2. Hire and maintain additional staff in order to lower absenteeism and increase overall utilization for English Learners ELD Manager ELL Curriculum Specialist ELL Coach ELL Regional Coach EL Specialists 	\$167,353 (LCFF Concentration & Supplemental)	 B2. Hire and maintain additional staff in order to lower absenteeism and increase overall utilization for English Learners ELD Manager ELL Coach ELL Regional Coach EL Specialists 	\$194,600 (LCFF Supplemental)
Scope of Service: ALL OR: Low Income pupils X English Learners Foster Youth X Redesignated fluent English proficient Other Subgroups:(Specify)		Scope of Charterwide Service: ALL OR: Low Income pupils X English Learners Foster Youth X Redesignated fluent English proficient Other Subgroups:(Specify)	

C2-D2. School Spirit Wear provided to foster and low income students free of charge • T-shirts/sweatshirts • Hats • Scarves • Water Bottles • Lanyards • Backpacks • Pencils/pens	o foster and	\$40,000 (LCFF Supplemental)	C2-D2. School Spirit Wear free of charge T-shirts/sweatshirts Hats Scarves Water Bottles Lanyards Backpacks Pencils/pens	provided to students	\$42,448 (LCFF Supplemental)
Scope of Charterwide ALL OR: X Low Income pupilsEnglish Learners X Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	lish proficient		Scope of Charte service: ALL OR: X_Low Income pupilsEntermination	Scope of Charterwide Service: ALL OR: X Low Income pupilsEnglish Learners X Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	In order to be added to this year we will in order to re utilization nu	etter understand s goal for the 20 increase our foc sengage them ar imbers may decl	In order to better understand the absenteeism of our sadded to this goal for the 2016-2017 school year. In a year we will increase our focus on the retention of stuin order to reengage them and help them achieve thei utilization numbers may decline as we shift this focus.	In order to better understand the absenteeism of our students, additional metrics have been added to this goal for the 2016-2017 school year. In addition, moving into the 2016-2017 school year we will increase our focus on the retention of students who would have exited our program in order to reengage them and help them achieve their goals. Therefore, we anticipate our utilization numbers may decline as we shift this focus.	nave been 5-2017 school d our program pate our

Original GOAL from prior	Goal 3: All students complete a rigorous course of study, including completion of A-G courses.	Related State and/or Local Priorities: $1 \times 2 \times 3 = 4 \times 5 \times 6 = 7 \times 2 \times 2 \times 6 \times 7 \times 6 \times 7 \times 7 \times 6 \times 7 \times 7 \times 7 \times 7$
Jean LCAP:		Local : Specify
	Schools:	
Goal Applies to.	Applicable Pupil Subgroups: All	

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Expected Annual Measurable Outcomes:	 A. For all students, we will increase the internal Average Course Difficulty (ACD – Appendix A) rating by 0.02 to 3.111. B. We will maintain a closed ACD gap between EL students and the general student population. We will increase EL subgroup ACD with the general population to 3.111. C. We will maintain a closed ACD gap between foster students and the general student population. We will increase foster subgroup ACD with the general population to 3.111. D. We will maintain a closed ACD gap between low income students and the general student population. We will increase low income students and the general student population. We will increase low income subgroup ACD with the general population to 3.111. 	the internal Appendix A) Iap between subgroup ACD 111. Iap between student er subgroup to 3.111. Iap between or 3.111. Iap between or 3.000000000000000000000000000000000000	Actual Annual Measurable Outcomes:	 A. For all students, we increased the internal Average Course Difficulty (ACD) rating to 3.36. B. We increased EL subgroup ACD to 3.29. C. We maintained a closed ACD gap between foster students and the general student population. We increased foster subgroup ACD with the general population to 3.39. D. We maintained a closed ACD gap between low income students and the general student population. We increased the low income subgroup ACD with the general population to 3.37. 	ne internal) rating to 3.36.) to 3.29. ap between student subgroup ACD 39. ap between low al student w income population to
		LCAP Yea	LCAP Year: 2015-16		
	Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures			Estimated Actual Annual Expenditures
 A1. Hire and maintain star Average Course Difficulty Additional Teachin Additional Complia Additional Small G Appendix A) Additional Tutors 	ff in order to increase g Staff nce Coordinators roup Instructors (SGIs –	\$225,000 (LCFF Supplemental)	 A1. Hire and maintain stal Average Course Difficulty Teaching Staff Intervention teache Area Teacher IIs (foordinators) (App Coordinators) (App Coordinators) Small Group Instrubly Intervention Specia Tutors 	 A1. Hire and maintain staff in order to increase Average Course Difficulty Teaching Staff Intervention teachers Area Teacher IIs (formerly Compliance Coordinators) (Appendix A) Small Group Instructors (SGIs – Appendix A) Intervention Specialists (Appendix A) Tutors 	\$1,403,152 (LCFF Concentration & LCFF Base)
Scope of service:	Charterwide		Scope of service:	Charterwide	
X ALL			X ALL		

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OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify))
A2. Investment in Technology • Chromebooks • SMART Boards™ • SGI Science Probe Kits	\$52,000 (LCFF Supplemental)	A2. Investment in Technology • Chromebooks • SMART Boards™ • SGI Science Probe Kits	\$151,572 (LCFF Base)
Scope of Charterwide X ALL		Scope of Charterwide X ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	
B2. Hire and maintain additional staff in order to increase Average Course Difficulty for English Learners • EL Specialists	\$167,353 (LCFF Supplemental)	B2. Hire and maintain additional staff in order to increase Average Course Difficulty for English Learners • EL Specialists	\$179,806 (LCFF Supplemental & LCFF Base)
Scope of Charterwide service:		Scope of Charterwide service:	
OR: Low Income pupils X English Learners Foster Youth X Redesignated fluent English proficient Other Subgroups:(Specify)		OR: Low Income pupils X English Learners Foster Youth X Redesignated fluent English proficient Other Subgroups:(Specify)	
What changes in actions, services, As the rigor of and expenditures will be made as a resignments, result of reviewing past progress the 2016-2017 and/or changes to goals?	of our program h s, stakeholders d 117 school year. ¯	As the rigor of our program has increased and teachers have improved their practice of course assignments, stakeholders determined that it was not necessary to move this goal forward into the 2016-2017 school year. Therefore, it will be replaced with a more relevant new goal.	ce of course forward into goal.

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Original GOAL from prior year LCAP:	Goal 4: All students will receive support and instruction focused on social-emotional development in order to increase graduation rates and better prepare students for their future lives.	rt and instruction uation rates and	focused on soc better prepare s	al 1 X 2 3 4 8 X A COE only: \$ Local: Specify	or Local Priorities: 5 X 6 X 7 X
Goal Applies to:	to: Schools: Applicable Pupil Subgroups: All				
Expected Annual Measurable Outcomes:	 A. All Character Education teachers will be trained on the implementation of a Character Education course based on sign-in sheets. B. Each learning center will offer the Character Education course to students at least two times. C. At least 25% of students enrolled for six months or longer will complete the Character Education course. D. The number of graduates will increase by 5% from 196 to 206. 	s will be a Character in sheets. e Character least two d for six ne Character rease by 5%	Actual Annual Measurable Outcomes:	 A. All Character Education teachers were trained on the implementation of a Character Education course based on sign-in sheets. B. Each learning center offered the Character Education course to students at least two times. C. 62.75% of students enrolled for six months or longer completed the Character Education course. D. As of June 16, 2016, the number of graduates was 283. There are still 2 weeks left in this school year during which students could earn a diploma. 	s were trained racter Education Character least two times. six months or Education r of graduates left in this its could earn a
		LCAP Yea	LCAP Year : 2015-16		
	Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures			Estimated Actual Annual Expenditures
A1. Professiona implementation • Resource • Meeting etc.) • Additiona	 A1. Professional Development on course implementation Resources & materials Meeting accommodations (space, food, etc.) Additional duties pay (Appendix A) 	\$10,000 (LCFF Base)	A1. Professiona implementation Resource Meeting etc.)	 A1. Professional Development on course implementation Resources & materials Meeting accommodations (space, food, etc.) Additional duties pay (Appendix A) 	\$76,184 (LCFF Concentration)
Scope of service: X ALL	Charterwide		Scope of service:	Charterwide	

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OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	
A2. Formal and informal observationsTraining for observersPercentage of salary based on time spent observing	\$15,000 (LCFF Base)	A2. Formal and informal observationsTraining for observersPercentage of salary based on time spent observing	\$443,473 (LCFF Concentration & LCFF Base)
Scope of Charterwide Service:		Scope of Charterwide service: X ALL	
OR: Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
 A3. Teacher Professional Development on supporting students Supporting students who have survived traumatic experiences (which is common amongst our unduplicated students) (Appendix H) Working with students who have Individualized Education Plans or 504 Plans 	\$4,000 (LCFF Supplemental)	 A3. Teacher Professional Development on supporting students Supporting students who have survived traumatic experiences (which is common amongst our unduplicated students) (Appendix H) Working with students who have Individualized Education Plans or 504 Plans 	\$3,308 (LCFF Concentration)
Scope of Charterwide service:ALL		Scope of Charterwide service:	
OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient Other Subgroups:(Specify)		OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient Other Subgroups:(Specify)	

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B1. Course MaterialsTextbooks and Student ActivityWorkbooksCourse resourcesInstructor manuals	\$9,900 (LCFF Concentration & Supplemental)	B1. Course MaterialsTextbooks and Student Activity WorkbooksCourse resourcesInstructor manuals	\$14,326 (LCFF Concentration)
Scope of Charterwide X ALL		Scope of Charterwide X ALL	
OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	
B2. Field trips and social events for unduplicated studentsRegional social event budgetsUnduplicated student attendance in experiential learning opportunities	\$25,000 (LCFF Supplemental & Base)	B2. Field trips and social events for unduplicated studentsRegional social event budgetsUnduplicated student attendance in experiential learning opportunities	\$128,141 (LCFF Concentration)
Scope of Charterwide service: ALL		Scope of Charterwide service:ALL	
OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient Other Subgroups:(Specify)		OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient Other Subgroups:(Specify)	
B3. ELD supports during the course for English LearnersPercentage of salary for ELD support staffAdditional course resources to provide necessary scaffolding and support	\$17,616 (LCFF Concentration & Supplemental)	 B3. ELD supports during the course for English Learners Percentage of salary for ELD support staff Additional course resources to provide necessary scaffolding and support 	\$19,943 (LCFF Concentration)

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Scope of Scope of				
service: Charterwide		Scope of service:	Charterwide	
ALL		ALL		
R: Low Income pupils X English Learners Foster Youth X Redesignated fluent English proficient Other Subgroups:(Specify)		OR: Low Income pupils X Engine Engine Engine Engine Foster Youth X Redesign —Other Subgroups:(Specify).	R: Low Income pupils X English Learners Foster Youth X Redesignated fluent English proficient Other Subgroups:(Specify)	
C1. Upgrades to Student Information System (SIS) Tracking and reporting of student completion of Character Education course (LCFF Base) Tracking and reporting of students who have been enrolled six months or longer	,000 Base)	C1. Upgrades to Si (SIS) Tracking an completion of the completion of the completion of the peen ended to be a completion of the completio	 C1. Upgrades to Student Information System (SIS) Tracking and reporting of student completion of Character Education course Tracking and reporting of students who have been enrolled six months or longer 	\$43,895 (LCFF Concentration)
Scope of Charterwide service:		Scope of service:	Charterwide	
XALL	•	X ALL		
R: Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)		OR: Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent ErOther Subgroups:(Specify)	R: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? For the 2015-2016 school year, we utilized compared to 2014-2015. For the 2016-20 the percentage of eligible CBEDs seniors actions, and services will be added in the well-rounded social-emotional curriculum.	16 school ye 14-2015. For of eligible CB vices will be cial-emotions	ar, we utilized a me the 2016-2017 sch EDs seniors who e added in the 2016-2	For the 2015-2016 school year, we utilized a metric comparing a fixed graduation count as compared to 2014-2015. For the 2016-2017 school year, the graduation metric will be based on the percentage of eligible CBEDs seniors who earn a diploma. Additionally, more metrics, actions, and services will be added in the 2016-2017 school year to offer our students a more well-rounded social-emotional curriculum.	count as ill be based on metrics, lents a more

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5)

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:

\$6,297,929

These Concentration and Supplemental funds will be spent in the LCAP year on providing the necessary supports to our unduplicated student groups as we work toward implementing our four goals. Specifics in how funds will be spent by goal are outlined below.

Goal 1

youth), move toward EL reclassification (Appendix E), and increase engagement and involvement with the school. In addition, students will be encouraged graduations. Resources will be provided to students to support academic movement toward graduation such as course materials and technology. Further, students will be provided basic resources such as food and school spirit wear. Our hope is that through these additional supports and programs, students provided. By maintaining trained, effective staff such as teachers, English language specialists, intervention specialists (Appendix A), and tutors, students will have access to a support system that can help them consistently earn credits toward graduation (including an alternative diploma pathway for foster to take advantage of an increase in availability of school programs and events such as sports, experiential learning camps, field trips, social events, and unduplicated student population tends to have a higher rate of absenteeism, access to highly trained staff and opportunities for engagement will be In order to ensure credit completion toward graduation through an overall reduction in absenteeism, costs will be incurred charterwide. As our will be both more engaged in their time spent at school and more driven toward their goal of graduation from our program.

Goal 2

In order to provide students with access to courses and supports to develop social-emotional skills and capacities, costs will be incurred charterwide. As our Additionally, in order to ensure that all students have access to extra-curricular activities that support their social-emotional development, spending will be emotional development, spending will be focused on materials and resources, professional development, EL supports, tracking resources, and field trips. focused on activities such as sports programs, student groups, and Experiential learning camps (Appendices A & I). Finally, in our efforts to ensure a safe rigorous courses with social-emotional guidance and development. In order to ensure that all students have access to courses that support their socialschool serves an over-age, under-credit student population who has often had negative school experiences in the past, it is important for us to pair our

and secure school environment, expenditures will contribute to the development of a baseline to measure pupil and parent perceptions of school safety. Our hope is that by providing quality social-emotional supports through a fully trained and supported teaching staff, we will be developing well-rounded citizens that will graduate from high school ready to pursue their post-secondary pathway and positively contribute to society.

Goal 3

the surveying of pupil and parent interest in various CTE pathways, the development of standards-aligned CTE coursework, acquisition and maintenance of for materials, technology, equipment, and supplies. Additionally, specialized events, such as those that include parents and community partners, will take place to engage students in their progress through the program. Our hope is that by providing alternative academic pathways for our students, we will be In order to ensure that students have access to Career and Technical Education (CTE) pathways costs will be incurred charterwide. Funds will be used for includes experiential learning opportunities for students through hands-on, project-based camps, classes, and field trips. These programs will incur costs CTE credentialed staff, the development of community partnerships, and the tracking of CTE participation. Our preliminary vision for the CTE program supporting their interests and encouraging them to pursue a post-secondary goal

Goal 4

implementation of Smarter Balanced assessments, funds will be utilized to increase access to standards-aligned, rigorous coursework as well as the support Renaissance STAR, that will test students three times per year. For those students who are not making recommended progress in math, additional supports order to include parents in our efforts to increase student progress in math, events such as open houses and family math nights will be hosted. Our hope is and resources will be provided. These may include resources such as online software, technology, course materials, and support from instructional staff. In historically performed below grade level in math, and as we shift focus as a school toward post-secondary preparation, attention and resources need to be that by providing enhanced supports and attention, our students will be able to increase their proficiency in math, perform higher on standardized In order to positively affect student progression in math costs will be incurred charterwide. As our over-age, under-credit student population has and development of instructional staff. In order to monitor student progress in math, costs will be incurred for a benchmark assessment system, explicitly allotted to mathematics instruction. With the implementation of SB-359, the California Mathematics Placement Act and the continued assessments, and therefore create more opportunities for post-secondary success. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). В.

English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

20.95

In 2016-2017, LCFF funds will be proportionally allocated charterwide in Opportunities for Learning- William S. Hart to increase and improve services for our low income pupils, foster youth, and English learner populations by 20.35%. By focusing on our four overall school goals, and by tracking the metrics of our overall student population in the three identified subgroups, we will be able to reduce achievement gaps, maintain closed achievement gaps, and/or increase overall services. Funds will be used to implement and increase the following:

- decline in progression and many students end up leaving our program shortly after their teacher. Therefore, it is incredibly important that we recruit Maintenance, retention, recruitment, and development of instructional staff – As our school serves an over-age, under-credit student population their success and achievement of their goals. Historically, when one of our teachers leaves our program, the students they serve show a significant quantity of instructional staff to support our unduplicated students. As we have hired many effective instructional staff, our focus moving into this who have often had negative school experiences before enrollment in our program, the relationship they build with their teachers highly impacts LCAP year will be on increasing the quality of service provided by these staff to our unduplicated students. We believe that the efforts described climate to assist in the retention of our instructional team. Over the past few years of LCAP implementation, we have focused on increasing the and hire the best instructional staff, provide them with the training and support necessary to continue to improve, and ensure a positive school above will increase the instructional quality of our program to unduplicated students by at least 20%.
- school and engagement in their learning, which has led to an increase in length of stay for these students. Moving into this LCAP year, we will focus amount of and access to student events over the past few LCAP years. With this increase we have seen an increase in student ownership of their our efforts on maintenance and increased availability of these events for students, especially our unduplicated populations. We believe that the Events for students – In an effort to increase pupil connection and engagement to our school and its offered programs, we have increased the efforts described above will increase the quality of school climate by at least 2%.
- earning camps (Appendices A & I), field trips, and sports. We also have increased student access to free school spirit wear, food in learning centers, engagement process, we have identified the need for Career and Technical Education (CTE) programs for our students. With the development and implementation of a CTE program in the coming LCAP year, we will continue to increase access to alternative experiential learning platforms. We engagement, social-emotional development, and school climate through increasing the amount of and access to programs such as experiential School programs and materials to improve student engagement - Over the past few LCAP years we have increased pupil achievement, pupil and transportation assistance. As student testimony supports, these resources and experiences have proven to enhance not only academic performance and progression, but overall student wellness and connection to our program and the community. Through our stakeholder

believe that the efforts described above will increase the quality of pupil engagement and school climate by at least 2%

college and career readiness of our students, comes the need for additional curriculum and instructional materials. Some of these additions include Student resources and curriculum development – With the addition of two new goals that expand our course offerings and help us address the unduplicated student subgroups. Increasing course access will incur the cost of course development and implementation. We believe that the the development and implementation of CTE courses and at least three new math courses which can help us serve the unique needs of our efforts described above will increase the quality and quantity of course access and pupil engagement by at least 2%

We believe that the efforts described above will collectively increase the quantity and quality of our services to unduplicated students by at least 20.95%.

42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312. NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02,

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall

- (a) "Chronic absenteeism rate" shall be calculated as follows:
- the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 June 30).
- (3) Divide (1) by (2)
- (b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.
- (c) "High school dropout rate" shall be calculated as follows:
- grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time 1, 2, 3, and 4.
- The total number of cohort members.
- (3) Divide (1) by (2)
- (d) "High school graduation rate" shall be calculated as follows:
- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

- (e) "Suspension rate" shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 June 30).
- (3) Divide (1) by (2).
- (f) "Expulsion rate" shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 June 30).
- (3) Divide (1) by (2).

8-22-14 [California Department of Education]

Appendix A: Definitions of Terms & Positions

Term/Position	Definition/Description
Additional duties pay	Additional duties pay is extra payment offered to exempt employees for attending or performing events or functions outside of the regular working day.
Area Teacher IIs (formerly Compliance Coordinators)	Area Teacher IIs support teaching staff in the documentation and filing of student progress and work product. They are highly trained to ensure audit-compliance of all files. They are also able and available to provide instructional support to students. These positions were added in an effort to lighten teaching staff work load to increase teacher-student instructional time, as well as provide access to additional instructional staff in the learning centers.
Average Course Difficulty (ACD)	ACD is an internal rating that is assigned to a course by designation of a pre-determined rubric upon completion by the writers and developers of the course. It signifies the level of rigor that is assigned to the course on a scale from 1-4, with 1 being the lowest score and 4 being the highest score. In the case of the LCAP, ACD is an average of ratings across a variety of all course offerings.
English Language Development (ELD) Master Plan	The ELD Master Plan is a practical guide for all staff to use as they provide equitable services to every EL and SEL enrolled in the charter. A copy of this plan can be found on our school website.
Intervention Specialists	Intervention Specialists provide additional academic support to special education and general education students identified as low performing. Their efforts are focused on providing individualized attention to these underperforming students in order in boost performance and close the achievement gap.
Experiential learning camps	Experiential learning opportunities are offered to all students free of charge. These include but are not limited to trips to Cuba, Italy, China (beginning fall 2016), Rocky Mountain Pathways Ranch in Colorado, Blackbird Farm in Northern California, CTE camps, and various college tours across the country. Trips include elective credit opportunities through various activities, reflections, discussions, and projects.
Small Group Instructors (SGIs)	SGIs provide additional support for students in the completion of coursework by teaching curriculum in a more traditional classroom setting. SGIs meet in a direct instruction setting with each of their student groups, which usually range from 10-20 students per group.
Student Growth Percentile (SGP)	SGP is a measurement of student growth through the use of Renaissance Learning's STAR benchmark assessment system. SGP compares a student's growth to that of his or her academic peers (students at a similar achievement level as well as the same grade level) nationwide. This score provides a fair representation of how well a student is growing with consideration of expected growth rates for that student's grade and ability level compared to millions of students nationwide.
Utilization	Utilization is a measure of independent study student progress in both work product and attendance. It is represented as a percentage of students making satisfactory progress in unit completion on a monthly basis.

Appendix B: Fall 2015 Parent/Student Survey Feedback Infographic



This infographic (left) was sent out to all parents and students as well as posted to our website as a response to parent and student feedback through fall 2015 focus groups and surveys. It not only outlined the main themes of feedback, but it also provided follow-up from the school in terms of how this input was being addressed. This loop of communication was vital in the maintenance of our 2015-2016 LCAP goals as well as in the development of our 2016-2017 goals.

Appendix C: Parent/Student Focus Group Presentation

The presentation below was used at spring 2016 parent and student focus group meetings. Meetings were held to continue to provide parents and students with detailed information about LCFF, LCAP, and our school-wide goals as well as seek input and feedback in our progress and development moving into the 2016-2017 LCAP year.



What is the LCAP?

The Local Control Accountability
Plan (LCAP) is an important
component of the Local Control
Funding Formula (LCFF). Under the
LCFF all schools in California are
required to prepare a LCAP, which
describes how they intend to meet
annual goals for all pupils, with
specific activities to address identified
state and local priorities.

What does this mean

for our students?

oFor students at Opportunities for Learning this means that additional teachers and resources are being provided in order to meet each students' individual needs and our LCAP goals.

Our School-Wide LCAP Goals

- Ø Goal #1: 100% of core English and Math courses are aligned to Common Core State Standards and 100% of teachers are effectively trained to implement this new curriculum.
- Ø Goal #2: Credit completion towards graduation is accomplished through an overall reduction in absenteeism for all students.
- O Goal #3: All students complete a rigorous course of study, including completion of A-G courses.
- Ogoal #4: All students will receive support and instruction focused on social-emotional development in order to increase graduation rates and better prepare students for their future lives.

Current Updates

- OFL has hired additional Teachers, Small Group Instructors, English Language Specialists, as well as tutors in order to support the learning of all students.
- There has been a significant investment in new technology technology to provide all students with greater access. Chromebooks, iPads, and specific science and math for OFL, including the purchase of SmartBoards,
- Student Information System in order to provide teachers and administrators with useful data on student progress. o Investments have been made in improving the internal
- 9 Teachers are meeting in Professional Learning Communities (PLCs) to share their knowledge and expertise, as well as work as a team to support every student in the center.

We want to hear from you!

- oWhat do you like most about Opportunities for Learning?
- •What suggestions do you have for us to help us improve our program?
- Why did you (or your child) come to OFL? What keeps you (or your child) here?
- •Would you recommend OFL to a friend/relative/co-•What are your (or your child's) plans after graduating from high school?

worker/etc.? Why or why not?

Progress Toward Academic Goals

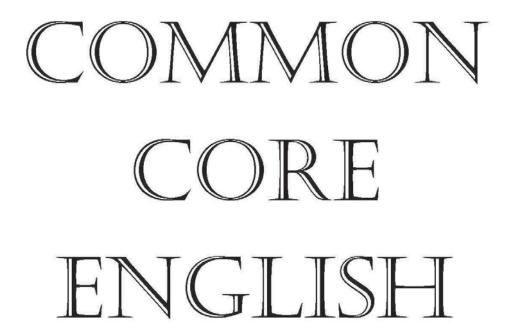
- Ocurrently Opportunities for Learning is on track to meet all academic goals set in the 2015-16 LCAP.
- We are currently in the process of developing wide focus, and state and national standards. OAs a charter school we are able to revisit our current student population, current schoolgoals each year and make adjustments as needed to ensure we are focusing on our our goals for the 2016-17 school year.

Next Steps

- O Please be sure you have signed in before you leave.
- We greatly value your feedback! Please take the time to complete the parent/student survey before you go.
 - suggestions please feel free to speak to any of the staff OIf you have further comments, questions, or here, or reach out to:
- ø Jesus Franco, Assistant Superintendent of OFL
 - ojfranco@emsofl.com
- O Laura Sloan, Ed.D, Assistant Superintendent of Educational Programs
- olsloan@emsofl.com

Appendix D: Common Core English Language Arts Student Manual

The below manual was developed to provide students with additional guidance and strategies to be used in completing our Common Core English independent study curriculum. Parent, student, and staff input through our stakeholder engagement process expressed the need for this resource. Similar manuals were produced for all grade-levels.





STUDENT
MANUAL-GR. 9

Common Core ELA Student Manual-Grade 9

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Information and materials from or reference to:

Prentice Hall. Prentice Hall Literature: Grade 10 - Common Core Ed. Upper Saddle River: Pearson Education, 2012. Print.

This workbook is intended to be used in conjunction with the textbook listed above as supplementary material only.

Common Core ELA Student Manual—Grade 9

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General Tips

Passing this class will not be difficult, as long as you are prepared. This class is not like old classes you have taken before; it has been revised to meet new educational standards. Even if you have been at this school for a while, you will need to review the information below because it contains secrets for success in the NEW classes.

- The answers to your questions are in the unit or the textbook. Read everything! In your SAWs, read the explanations, directions, and examples. In your textbook, read the footnotes, summaries, pictures, and captions of your textbook. When you do, everything will start to make sense. Every page has a purpose. Reading will reduce your confusion and frustration.
- Everything is connected. Your SAW is designed so that ideas repeat themselves. You will
 start to see this pattern as you complete the class. Many lessons ask you about
 something that you did in the previous activity or unit.
- Use the headings to guide you. For example, one pattern in the class uses the
 following words: <u>Before, During/While, and After</u>. These words connect to activities
 that will guide you to make the most of the reading experience, tapping into prior
 knowledge, vocabulary analysis, and literary skills you will need for the unit test.
- Take time to think. Many of the questions in your SAW require higher-order thinking answers. What does that mean? You will need to investigate ideas and explain your answers and conclusions. The more time you spend thinking about what you are writing, researching, and reading, the more you are learning.
- Cheating is useless. Using answer-generating websites like Answers.com or essay
 writing websites is considered cheating/plagiarism, and is against school rules. Besides
 that, these quick-and-easy answers will not help you answer the deeper questions in
 your SAW or prepare you for the unit test.
- Be brave. Ask questions. The class is designed for you to communicate with your teacher frequently. Ask for help when you have tried to figure things out for yourself, but you are stuck. Also ask for help if you just want to make sure you are on the right track.
- Be creative and have fun! The SAWs are not meant to be punishment. There are many
 opportunities to showcase your personality and your talent. Don't take the easy way
 out. Challenge yourself by choosing a project that you are interested in. You will enjoy
 the class if you do.

Preparing Yourself For Learning

What is your learning style?

One of the advantages of independent study is being able to create a learning environment that is best for the way you learn. Not everyone learns the same way, and knowing your learning style can help you develop good study habits.

Are you an **auditory learner?** Auditory learners prefer to listen rather than read. They also might be better at explaining what they have learned orally rather than in writing. Some like to play music while studying, but others are easily distracted by background noises. These tips will help auditory learners study:

- · Talk to yourself or others about what you are learning.
- · Listen to an audio book while you are reading a book.
- · Read notes or vocabulary words aloud.
- Set information to a tune and sing it to yourself.

Are you a **visual learner**? Visual learners acquire knowledge by watching, reading, or looking at diagrams. They might get frustrated when listening to a long explanation or lecture. These tips will help visual learners study:

- Draw a picture of something you need to memorize.
- · Make flash cards of vocabulary words.
- Take notes as you read.
- Highlight, underline, or color-code notes or information.

Are you a **kinesthetic learner**? Kinesthetic learners learn by doing, role-playing, or touching. They prefer to write things down or do hands-on activities. Some have trouble focusing while sitting still for long periods of time. These tips will help kinesthetic learners study:

- Read aloud and track words on the page with your finger.
- Take notes and write important concepts more than once.
- Highlight and underline your notes.
- Move around, squeeze a stress ball, or take frequent breaks while studying.

Most people are **combination learners**, who benefit from different study methods at different times. These tips will help all students:

- Decide what time of day is your best, most alert time to study. Some people like to study in the morning, when they have the most energy. Others like to study after a meal, because they are relaxed.
- Create a homework spot. This is a place with few distractions, stocked with paper and
 other school supplies. If you have trouble studying at home, a public library has a lot of
 quiet places to read or work on a school project. Most have free or cheap computers
 and printers to use, and free Wi-Fi.
- Break long assignments or projects into manageable chunks. Create a work schedule for yourself, stick to it (no procrastinating), and add stars or happy faces as you meet each deadline. Everybody needs a little reward, right?

Using The SQ3R Study Strategy

You know how to study. You usually feel relaxed and prepared to take a school test, and you receive excellent grades in your classes. More importantly, you remember what you learned even after the test is over, and you build upon that knowledge with each class. If this describes you, you might have a successful study strategy already. But if, like most students, you find that you struggle to study effectively, give the SQ3R method a try. The letters mean:

- S—Survey: Skim through the chapter, noticing titles, headings, captions, photographs, charts, and maps. Look over any questions you may need to answer later, so that you are prepared. This gives your brain a chance to see how everything is organized before you start reading in detail.
- Q—Question: Ask yourself questions while you are reading the textbook, story, or
 article. This will help you follow the reading more closely, and will prepare you for any
 assignments. It will also stay in your memory longer if you think while you are reading.
 Some people like to write down their questions as they read and answer them at the
 end to make sure they understood everything.
- R—Read: Read actively. Be alert, take notes, summarize each page, re-read parts that
 are not clear. Recite the key concepts aloud. All of these techniques will help you
 remember what you are reading and pay closer attention.
- R—Recite: Every now and then, stop reading and recite aloud what you have learned so
 far. Relate what you remember to other things you know. Summarize important
 concepts in your own words. Speaking aloud is another way to help your brain
 remember.
- R—Review: After reading or studying, go over what you learned. Re-read important
 parts, or places where you struggled to understand. Add to your note page, and be sure
 you understand the concepts. The next day, review your notes before going on to the
 next section. This will help you connect each day's activities in your mind. Also, the
 notes you created while you read are great study tools when it is time to prepare for an
 essay, project, or test.

If You Are Still Struggling...

- Talk about your difficulties with your teacher or SGI. Explain what you have tried, and ask for suggestions you may not have thought of. Your teacher has access to additional resources for your textbooks, such as audio recordings of the texts, foreign-language summaries, and vocabulary study games.
- Seek help from the internet. Don't look for answers, but look for what other people
 have written about the subject you find difficult. Most poems, stories, plays, and novels
 have been read by many people before you, and their online commentaries may help.
- 3. Useful websites:

The Tongue Untied, http://www.grammaruntied.com/index.html
Guide to Grammar and Writing, http://grammar.ccc.commnet.edu/grammar/
Basic Elements of English, http://www.ucalgary.ca/UofC/eduweb/grammar/
shakespeareNet (study aids), http://shakespearenet.net/index.html

Formative Assessments

Formative assessments appear throughout each unit. They are designed help you evaluate your work, see if you understand the main concepts, let you know what to study, and show you how to prepare for the unit test. They are not always graded. Here are some examples that you will see in the new Common Core English classes:

1. Selection Self-Tests

These are quick quizzes that assess reading comprehension and skills taught within each lesson. Selection Self-Tests are not graded, but you should check over your answers to see if you learned everything you will need to know for the unit test.

2. Peer Edits

Peer edits are completed after some writing assignments. Other students read what you wrote and give you feedback and suggestions so that you can make changes before the assignment is graded.

3. Teacher Conferences

In teacher conferences, you and your teacher discuss your writing progress and address any concerns before the final project is due. Come to the conference prepared, with your best effort and a positive attitude. Your teacher will give you constructive feedback on your assignment to make sure you know what to do next and to point out your strengths and weaknesses.

4. Checklists

Checklists are included to guide you through major writing assignments and to remind you to check your work before moving on. Checklists help you determine if you followed directions before an assignment is graded.

5. Rubrics

Rubrics are a grading tool for both teachers and students. They are included with every major assignment. Rubrics communicate expectations so that you will know exactly how you will be graded. They also help you focus on key skills so you know what areas need improvement.

6. Rough Drafts/First Drafts

When you first complete a writing assignment, it is considered a draft, like a practice step. Show your work to your teacher, a parent, or even a friend to get their feedback before you submit the final project, even if there is no formal conference scheduled.

7. Research Projects

Research projects require you to apply knowledge and skills to learn new information or to solve complex problems. Projects include charts, maps, typed essays, digital slideshows, and other assignments, and often require you to look outside of the textbook for information. They have many steps, so it is important to give yourself enough time to finish without rushing. Projects help you think creatively, analyze critically, and use technology proficiently.

Preparing for the Unit Tests

What's the secret to passing the unit tests? Read on to discover more. It is important to note that your tests are based on skills you learned while reading selections and completing worksheets and projects in your SAWs. You will not see many recall questions from the textbook selections themselves. Be prepared for high-order thinking questions. For example, if you read a story called *Esperanza Lost in the Forest*, you might expect to see questions like: Who was Esperanza? Why was she in the forest? How did she get home? These kinds of questions do not require much thought. These are what we call lower-order thinking questions because you can find the answers directly in the text. Instead, you will see questions that require you to identify a skill or concept that was taught while reading *Esperanza Lost in the Forest*. Instead of the previous questions, you will see questions that require you to analyze and infer (make an educated guess) based on what you read. The answer is not directly in the text. These are higher-order thinking questions. For example, you might see a question like:

Choose the quote or excerpt from the story that identifies Esperanza as a round character.

Sometimes, unit tests will require you to read something new that was not in your textbook at all. You will be asked questions based on the skills that have been introduced and that you have practiced in the SAWs. For example, if you practiced the skill of identifying and supporting the main idea, then you might see a question like:

Which statement below supports the main idea in paragraph 4?

Another suggestion is to answer every question in your SAW thoughtfully, and to explain your answers thoroughly. By including evidence, like paragraph numbers or page numbers where you found your answers, you are learning how to support your answers with evidence. This skill is reflected on the unit tests by asking you to look back at specific paragraphs.

Review your vocabulary graphic organizers. The words you see are the words that will be on the unit tests. Focus on getting an understanding of not only the meaning of the word, but how to use the word in a sentence and how to recognize when it is being used incorrectly. Ask your teacher about the vocabulary review games that are included as online features of your textbook, because they are great tools.

Pay attention to the Selection Self-Tests throughout the course. The Selection Self-Tests are short quizzes after every reading selection. Your teacher has the answer keys if you want to check your answers. Use these quizzes to figure out which skills are the most important, and use them as reviews before the test. Although you will not see the exact questions on the unit test, you will see something similar.

A Unit Review page is included at the end of each unit. This page contains strategies that direct you back to your SAW so that you know exactly what to study. As you go back to these specific lessons and activities, ask yourself: What did I learn? Why is it important? How can I show that I know these skills? If you follow all of this advice and review the units thoroughly, you will pass the unit tests. Congratulations on your future success!

Common Core ELA Student Manual—Grade 9

Performance Tasks for English 9A

Most of the skills you will learn in this course cannot be tested through multiple-choice, matching, or short-answer questions found on end-of-unit tests, so it would be unfair and inaccurate to grade you on just the unit tests. For this reason, each unit includes one or more performance tasks, where you can show what you have learned through engaging, multi-step projects and activities. Performance tasks are relevant to real life, mentally stimulating, and give you a chance to use thinking skills, such as reasoning, analysis, creativity, and self-evaluation. Many performance tasks also incorporate opportunities for research, technology, feedback, or collaboration. Performance tasks make up a large portion of the final grade for each unit.

Unit 1: Two Performance Tasks (60 points total)

Activity 21: Writing Skills & Oral Presentation (40 points)

This assignment has two parts. In the first part, you will reflect on your writing assignments from the unit. You will respond to questions verbally and in writing. In addition to this, your narrative essay will be graded based on the rubric provided. You will participate in a teacher conference and will receive feedback and suggestions to revise your essay.

Activity 26: Learning Evidence Chart (20 points)

You will reflect on the entire unit and determine what you have learned, where you learned it, what you still want to know. You will be encouraged to make statements about what you learned. All of this information will be recorded on the chart.

Unit 2: Three Performance Tasks (65 points total)

Activity 5: Making a Connection (20 points)

You will complete a two-page writing activity in which you must "make a connection" to the story, "My English." Assignment directions and rubric are included.

Activity 18: Thought Question (15 points)

You will respond to a question related to the novel *The House on Mango Street* on the topic of identity. Directions with details and rubric are included.

Activity 25: Reading Analysis & Comprehension Reflection (30 points)

You are reflecting about the reading in the unit. Your responses are written and verbal. You will participate in a teacher conference and will receive feedback and suggestions to revise your essay. Directions and rubric are provided.

Unit 3: Three Performance Tasks (55 points total)

Activity 12: Task Journal and Group Checklist (15 points)

You will set goals for the task and log individual or group progress depending on what option you are choosing. This can be graded as an individual or group assignment.

Activity 14: Analytical Essay (30 Points)

You are writing an essay in response to Activity 11 and the knowledge gained from your individual or group work. Directions and rubric are provided.

Common Core ELA Student Manual-Grade 9

Activity 15: Self & Peer Edit (10 points)

Your essay from Lesson 14 will be evaluated here. Ten points will be awarded for this activity: 5 points for the completion of the rubric, and 5 points for the paragraph.

Unit 4: One Performance Task (30 points total)

Activity 25: Writing Skills and Oral Presentation (30 points)

You will answer reflective questions about your writing progress using assignments from your portfolio as evidence. Teachers will evaluate the evidence and your responses using the same point value system that the peer editor used. Directions and rubric are provided.

Unit 5: Two Performance Tasks (50 points total)

Activity 19: Planning a Speech (10 points)

You will be recording a speech and saving it as an MP3, WAV, or MOV file. Directions and rubric are provided.

Activity 24: Final Draft (40 points)

You will choose a writing assignment from the writing portfolio to present as the final draft. Directions and rubric are provided.

Common Core ELA Student Manual-Grade 9

Performance Tasks for English 9B

Most of the skills you will learn in this course cannot be tested through multiple-choice, matching, or short-answer questions found on end-of-unit tests, so it would be unfair and inaccurate to grade you on just the unit tests. For this reason, each unit includes one or more performance tasks, where you can show what you have learned through engaging, multi-step projects and activities. Performance tasks are relevant to real life, mentally stimulating, and give you a chance to use thinking skills, such as reasoning, analysis, creativity, and self-evaluation. Many performance tasks also incorporate opportunities for research, technology, feedback, or collaboration. Performance tasks make up 50% of the final grade for each unit.

Unit 6: Three Performance Tasks (50 points total)

Activity 7: Computers in the Workplace (15 points)

After reading Richard Brautigan's poem "All Watched Over by machines of Loving Grace," you will research how computers have changed the workplace. You will give examples of jobs that exist because of computers and jobs that have been replaced by computers. You will imagine what it would be like to live in Brautigan's computer-controlled world, and evaluate what such a life would be like.

Activity 17: Graphic Organizer: The Bells (20 points)

After reading Edgar Allan Poe's poem "The Bells," you will analyze how Poe is able to use words to explain how the different types of bells sound, and to express the moods each bell creates. You will complete a one-page graphic organizer to record your responses.

Activity 18: Talking Back to a Poem (15 points)

You will choose one of the poems from this lesson, either "The Bells," by Edgar Allan Poe, "Slam, Dunk, and Hook," by Yusef Komunyakaa, or "Jabberwocky," by Lewis Carroll. In a one-page graphic organizer, you will give facts about the poem's speaker, setting, theme, tone, style, sound devices, and author's purpose.

Unit 7: Three Performance Tasks (50 points total)

Activity 12: Internet Research: Seven Ages of Man (15 points)

You will read Shakespeare's poem "The Seven Ages of Man." After reading, you will visit the Folger Shakespeare Library website to research the stained glass window they have there. Then, you will complete one graphic organizer relating the stained glass window to the poem and a second graphic organizer relating familiar songs to the poem.

Activity 22: First Draft: Compare-and-Contrast Essay (20 points)

You will practice your writing skills by creating a compare-and-contrast essay. The topic of the essay is to compare and contrast poetry with prose (stories). You will decide to either describe the differences between poetry and prose, or to persuade the reader to share your opinion. If you describe, your essay will help readers understand the basic similarities and differences between poems and stories. If you persuade, your essay will lead readers to accept your opinion that poems are better than stories, or vice versa. You will present your essay orally to your teacher and receive oral and written feedback. The final draft of your essay is due in Unit 8.

Activity 24: Hunger Games Graphic Organizer (15 points)

In a one-page graphic organizer, you will analyze Katniss' and Peeta's skills that will or will not help them in the arena. Then, you will analyze clues that some resistance to President Snow exists in the Capitol.

Common Core ELA Student Manual—Grade 9

Unit 8: Two Performance Tasks (50 points total)

Activity 1: Drama Reading Log (10 points)

You will create and continuously update a reading log of notes on Shakespeare's "Romeo and Juliet." You will keep a list of new vocabulary words and definitions, summarize each scene, ask and answer questions, and record your personal reactions to each scene.

Activity 23: Compare-and-Contrast Essay (40 points)

You will use the final draft checklist to edit and revise the essay you began in Unit 7. The topic of the essay is to compare and contrast poetry with prose (stories). Your essay will either describe the differences between poetry and prose, or persuade the reader to share your opinion. Your final draft will be graded with the rubric in this unit.

Unit 9: Two Performance Tasks (50 points total)

Activity 12: Theme Analysis Pages (20 points)

Throughout the unit you will complete theme analysis pages for each section of *The Odyssey*. For each reading, you will: choose an illustration; summarize key events; explain the theme; find examples of the history, culture and storytelling elements; and identify traits of an epic hero. At the end of the unit, you will select your best two theme analysis pages to give to your teacher.

Activity 22: First Draft: Research Report (30 points)

You will create two sections of a four- part research report on a Greek god or goddess of your choice. You will complete a series of exercises leading to the first draft of an Essay of Facts, including an outline and works cited page. You will also complete a Myth Storyboard to accompany the report.

Unit 10: Two Performance Tasks (50 points total)

Activity 22: Big Questions Essay (10 points)

You will analyze the story *Perseus*, by Edith Hamilton. You will summarize the story; identify theme, historical and cultural context, and storytelling elements; analyze the story according to the three Big Questions of the semester; and give your opinion about the story.

Activity 23: Greek Mythology Research Report (40 points)

This four-part research report on a Greek god or goddess is a culminating activity for Semester B. You will use the final draft checklists to edit and revise the Essay of Facts and the Myth Storyboard you began in Unit 9. You will create an Annotated Portrait of your god or goddess and an Advertisement for Travel brochure for a mythology-related vacation. Your report can be printed and presented on poster board, or it can be digital, using PowerPoint, Acrobat, or other electronic software.

Appendix E: English Learner Reclassification Form

The form below is used by school staff throughout the process of English Learner reclassification.



English Learner Reclassification Form

			6.1311	-currer	TICCIU.	Janicacion i omi				
			Stu	dent Info	rmation	(Assessment)				
Student Name:						Teacher Name:				
Date of Birth:						School: Opportunities for Learning Public Charter School				
Gra de:				Charter/Center:						
Parent/Guardian Name:						Initial EL Identification Date	e:			
Home Phone #:					Primary Language:	Primary Language:				
Home Address:				State ID#:	State ID#:					
City/State/Zip:						Student ID#:				
				Criterion	n #1 (Asse	essment)				
Assessment of	English Language	e Proficiency (Attach copy o	if score report	t	Comparison of Performa	ance in	Readir	ng Skills (Attach copy of sc	ore report
Req: Overall proficiency		nly Advanced) o diate) or higher.		1) with sub sc	ores of 3					
		e of CELDT:					Date of	Star Re	enaissance:	
CELDT Scale Scores:		(Circk	e level below	iγ						
Overall Level	В	EI	E	EA	Α					
Listening	В	El	T	EA	Α	Scaled Reading Scor	Scaled Reading Score			
Speaking	В	EI	10	EA	Α					
Reading	В	EI	Ī.	EA	Α					
Writing	В	EI	10.	EA	Α					
				Criteri	ion #2 (Te	eacher)				
			Lang	guage Ana	alysis Tea	am Evaluation				
Student Also Receive	er Following S	unnorts.	□ sci ci			es 🔲 Tutoring				
Student Also Receive	S TONOTHING S	иррого.					(Circle	level be	elawii	
Demonstrated Oral/W	Vritten Proficienc	y Level (Pleas	e refer to		€.		Circle	Reverse	elowy	
'Skills and Behaviors at Three Proficiency Levels Rubric) Beginner Intermediate Advanced Proficien			Demonsti Proficienc	rated Oral/Written/Reading cy Level	BEG	INT	ADV			
*Must be at least Intermediate to be considered for reclassification Level of Classes Sheltered Regular Advanced *Majority of classes must be at least Regular for reclassification			Jasses:	S	R	A				
			Langua	ge Analys	is Team I	Evaluation Notes:				

	ol Administration Authorization
Redesignation to R-FEP is Recommended for this student:	Yes No No
	Signatures
Parent Notification #1:(Date Mailed)	Parent Notification #2: (Date Mailed)
eacher Signature:	Date:
sssistant Principal Approval Signature:	Date:
Parent Signature:	Date:
Festing Coordinator Approval Signature:	Date:
Follow-up of student's progress after Redesignation (within 12 month Satisfactory Unsatisfactory*	Date:
Feacher Signature:	Assistant Principal Approval:
Follow-up of student's progress after Redesignation (within 24 month	ns)
Satisfactory Unsatisfactory*	Date:
a char Cirnatura	Assistant Principal Approval:
eactier bignature:	
Feacher Signature: If progress is not satisfactory, refer to the ELL Coach team for recom	nmendations.

Appendix F: Professional Learning Communities Guidebook

The guidebook below was created by our professional development team as a resource for our Professional Learning Community leaders. It outlines the basic purposes for holding PLC's as well as provides strategies for beginning and sustaining implementation. The PLC process was vital in our efforts toward preparing our teachers for Common Core.

P L C's

professional learning com·mu·ni·ty [prə-ˈfesh-nəl ˈlər-nin kə-ˈmyü-nə-tē], n. A cooperative group of educators who are united in their commitment to student learning. They share a vision; work and learn collaboratively; visit and review other's work with students; and participate in decision making to create a professional community. The focus is on learning rather than on teaching, working collaboratively and holding yourself accountable for results.

#guidetothebasics4leaders

pro·fes·sion·al learn·ing com·mu·ni·ty [prə-ˈfesh-nəl ˈlər-niŋ kə-ˈmyü-nə-tē], n. A cooperative group of educators who are united in their commitment to student learning. They share a vision;
work and learn collaboratively; visit and review other's work with students; and participate in decision making to create a professional community. The focus is on learning rather than on teaching, working collaboratively and holding yourself accountable for results.

TAKING & SHARING THE LEAD

Leadership in a PLC is not leading in terms of authority but in a way that is to guide and support. For the group to be effective, leaders must emerge from within the group, "taking things over" in a sense from the original promoter or facilitator.

As the first facilitator of the group, watch and listen carefully as to identify the new key players. Teachers/participants will gradually take on ownership and lead discussions, etc. The expectation is that we all learn together and build off the meeting until we have created the PLC we intend/want to be.

THE PLC CULTURE

The PLC, if done well, should feel like a grass roots effort fueled by the passion of the educators. Educators, who feel empowered and whose problem-solving potential has been unlocked. Their passion for the collective work will fuel the tasks at hand and help create the intrinsic dynamic that all the needed answers are in the room!

Leaders meet with each group to give it the initial push and set the tone. This is nuanced with the humility of the leader setting the scene...allowing space for leaders to come forward naturally. The group should not feel leadership-run. You want the teachers feeling comfortable "in the lead" and comfortable to express ideas without supervisory oversight. By using the group's established norms, the participants will build a group that discourages negativity and keeps each other in check.

A group of staff members who are determined to work together, will find a way.

- Richard Dufour

THE FIRST MEETING

- Ideally one hour...this is intentional. (Getting staff on board while respecting their time is key!)
- · Over lunch or with some kind of food
- Use an agenda—prepared ahead of time by leadership

#I Go over what a PLC is. Most participants will know this, but it is nice to reiterate. The PLC is defined at the onset and its purpose should become clear to everyone in the group

Leadership is present to show support while Regional Trainer or the AP leads the group.

As group leaders emerge, it is important to make sure that everything is grounded in positivity...sets the tone for future meetings.

SET NORMS

Establish norms or working agreements for the PLC.

The group members come up with these together. Some examples...

- ♦ We will all engage!
- Step Up/Step Back (if you dominate, step back when it's time; if you let others lead, step up and participate)
- Encourage debate by disagreeing respectfully
- Keep at it until you're in it (keep working the ideas until they strike a cord with you)
- ♦ Listen and work as a team so that everyone's ideas are taken

ASK THE RIGHT ?'s

Guide the key players into answering some very important questions with the group...

- Who are we as a group?
- Who were we? (if there is an old group they identify with)
- Discuss where we are now...what's working? What's not working?...where do we want to go?
- Who do we want to be? (new)

ID THE PURPOSE

Simply put, the PLC is a group that identifies a problem and together comes up with a solution

- What is the problem that we want to solve? (start small, keeping it to I or 2 focuses)
- What is one thing we can do as a committed collective to get us there?
- What is our goal or desired outcome?

Subject Matter Example: As experts in history, how we increase comprehension and achievement in our history courses (this is a general focus that should be narrowed down to a few key strategies for the group to be effective)

Common Core Example: We are going to take a current unit of study and create tools for teaching it a common core way

Student Intervention Example: John is a senior with 30 credits to go. 10 of those are Math and in general, he is losing motivation. He is at high-risk of being withdrawn. How can we intervene?

2ND, 3RD, 4TH...

It is typical for subsequent meetings to be one time a month or every other month. The group decides on the frequency. Come up with a plan/schedule that is realistic and workable.

They can be led or co-led (the goal at this point is for the leader of the group to NOT be one of the administrators) The ideal: the PLC is completely center staff/teacher-led

- Work the methods and techniques that are agreed upon (ex: norms, discussions, round-abouts, models)
- Explore facts and data that apply to the groups focus
- Track your progress...what results is the group having? What impact is being seen?

Begin systematically harnessing the power of collective intelligence...

SAMPLE AGENDA FOR THE FIRST MEETING...



Social Science PLC

Meeting #1 August 19, 2015

PLC: A cooperative group of educators who are united in their commitment to student learning. They share a vision, work and learn collaboratively, visit and review others' work with students, and participate in decision making (Hord, 1997b). "To create a professional learning community, focus on learning rather than on teaching, work collaboratively, and hold yourself accountable for results." (DuFour, 2006)

12:00-12:10 Welcome! Everybody grab lunch!
Introductions...Mixer Activity

12:15-12:20 What is a PLC? Why are we a PLC?

12:20-12:30 Establish Our PLC Norms: Group Brainstorm

12:30-12:50 Asking some Key Questions
Brainstorming to ID our Purpose

12:50-1:00 Talk about our Next Step
Set Date for Next Meeting

ARTICLE TO CONSIDER...

Richard and Rebecca DuFour are experts in the field of professional development and professional learning communities. They identify 3 big ideas when holding a PLC who's desired outcome is student achievement. This is a summary of the attached article (What Is a Professional Learning Community?) The article read in its entirety will motivate you...we promise!

BIG IDEA #1 Ensuring Students Learn (by allowing 3 cruicial questions to drive their work)

- 1) What do we want each student to learn?
- 2) How will we know when each student has learned it?
- 3) How will we respond when a student experiences difficulty in learning?

The PLC's approach must be systematic and schoolwide...then as students experience difficulty, the PLCs response must be

- 1) Timely
- 2) Based on intervention rather than remediation
- 3) Directive

BIG IDEA #2 A Culture of Collaboration (Collaborating for school improvement while removing barriers to success together)

BIG IDEA #3 A Focus on Results (This is how a group judges their own effectiveness)

Even the grandest design eventually translates into hard work. It requires the school staff to focus on learning rather than teaching, work collaboratively on matters related to learning, and hold itself accountable for the kind of results that fuel continual improvement.

- Richard DuFour

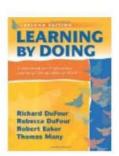
RESOURCES....

For a more in-depth look at Professional Learning Communities:

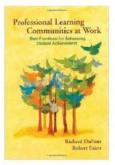
BOOKS:



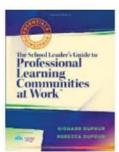
Whatever it Takes: How Professional Learning Communities Respond When Kids Don't Learn



Learning by Doing: A Handbook for PLCs at Work-a practical guide for PLC teams and leadership



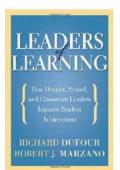
Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement



The School Leader's Guide to Professional Learning Communities at Work-Essentials for Principals



Cultures Built to Last: Systemic PLCs at Work



Leaders of Learning: How District, School, and Classroom Leaders Improve Student Achievement

RESOURCES cont...

ARTICLES:

- Best Practices for Professional Learning Communities

 http://www.educationworld.com/a_admin/best-practices-for-professional-learning-communities.shtml
- Five Dysfunctions of a Professional Learning Community

 http://www.wholechildeducation.org/blog/five-dysfunctions-of-a-professional-learning-community
- ∠ How to Create a Professional Learning Community
 http://www.edutopia.org/professional-learning-communities-collaboration-how-to
- What do Professional Communities Look Like in Schools and Districts http://www.ncpublicschools.org/profdev/resources/proflearn/looklike
- ∠A review of research on the impact of professional learning communities on teaching practice and student learning http://www.sciencedirect.com/science/article/pii/S0742051X07000066

PDF:

Professional Learning Communities

 $https://webserver.colegiobolivar.edu.co/Forum2014/Documents/Magnusson/Shirley_Professional_learning_communities[1].pdf$

Appendix G: Feedback Series Kick-off PD

The postcard below was sent out to all staff as advertisement for the kick-off event of the Feedback Series of trainings that were provided throughout the 2015-2016 school year by our professional development team. The series focused heavily on context, strategies, and space for practice in providing students with useful feedback on their academic progress. These trainings were especially useful and important for our teachers in implementing Common Core curriculum, and were just one of the many professional development opportunities made available to staff in the 2015-2016 LCAP year.



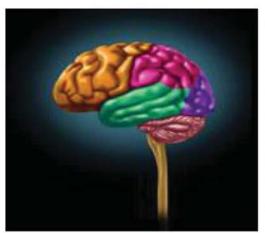


Appendix H: Supporting Students Who Have Experienced Trauma PD

The information below was sent out to all staff as advertisement for the "Supporting Students Who Have Experienced Trauma" professional development opportunity. This training was offered to all school staff in order to define trauma, provide context for students who have been through trauma, and provide strategies for aiding them in their social-emotional and academic progress within this understanding. This specifically contributed to action A3 of our 2015-2016 goal #4.

The Professional Development team brings you...

Supporting Students Who Have Experienced Trauma with Rex Sheridan



This great development opportunity will be led by a licensed Clinical Director from San Pasqual Academy, Rex Sheridan. San Pasqual Academy is a first-in-the-nation residential education campus designed specifically for foster teens. Rex comes to us with over 15 years of experience in the field.

This professional development session will focus on students who have experienced

trauma, and the implications of these experiences on their thinking, behavior, and physical and emotional health over their lifetime. Staff that attends will not only receive knowledge to better understand trauma, but tangible strategies on how support students and promote positive brain development. This supports our approach of a growth-mindset for all students, and will give teachers the necessary resources to make a significant difference in working with their diverse student population.

Two sessions of this one day opportunity will be offered:

- Thursday, April 14th 2016 (60 spaces available)
- Friday, April 15th 2016 (60 spaces available)

Appendix I: Experiential Learning and Extracurricular Offerings

provided to students at our school. These programs were offered in the 2015-2016 school year and will continue to be offered in the The brochure below is given to parents and students as an overview of the experiential learning and extracurricular opportunities 2016-2017 school year as services of our LCAP goals.



FOLLOW YOUR DREAMS

udents take part in workshops that expose them to ours throughout the year and learn what to consider ost-secondary and career counseling is given to hen selecting a school including size, major and inor programs, clubs, location, and campus life. rious application processes such as obtaining nces and applying for financial aid.

Callege Tour is amazing I would have never been able to visit all of these schools on my own.

TRIPS TO ITALY COMING SOON!



RAVEL TO CUBA



IISIT WASHINGTON DC













MWW.EMSOFL.COM



to find out how OFL can inspire you to achieve your dreams.



BUILD CHARACTER

coos, animal shelters, senior citizen homes, and conservation organizations. Students build character with activities that positively impact their community OFL partners with local community non-profits like ncluding fundraising, volunteering, donating, and reating or coordinating service programs

PLAN YOUR FUTURE

CREW is a 15 month program designed to prepare and guide students to achieve their dream of attending college, Junior and senior participants workshops, field trips, community service events attend college readiness classes, team-building and compete to earn college scholarships.





PRIDE IN YOUR SCHOOL OFL students have the opportunity to join countless groups, events, and activities. From cheerleading to school talent shows, OFL has no shortage of good times and school spirit













nature and their fellow ranchers.





Rocky Mountain Pathways Ranch is

BECOME A LEADER

-Pathways Teache leave for the contoinet knowing each ather The Pothways program has been a huge and they come back as best Friends. This Ehelr dreams and to not let anything leep sweess for our students. The students program motivates students to achieve them from reaching their gods. care. Students tend to the ranch chickens, llamas, and horses, and ride or hike the surrounding trails while bonding with located in Allenspark, Colorado, on the edge of Rocky Mountain National Park. Students focus on teamwork and leadership as they take over all ranch operations, including land and animal









Exhibit F: Student and Parent Handbook

2016-2017 Student Handbook William S. Hart



This handbook is intended to provide students and parents with a guide to the academic and program requirements at Opportunities for Learning Public Charter School (OFLPCS). 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 OFLPCS 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 Student Advisors and Resource Specialists

State Mandatory Assessments such as:

CAASPP (CST/SBAC) March-June*
 State Mandated PE Testing February-March*

Turning in all necessary paperwork/forms each semester a student wishes to remain enrolled, such as:

- Student Agreement Form
- Student Emergency Release Cards

Attending the orientation does not constitute enrollment at OFLPCS. 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.

2016 - 2017



Student Handbook WILLIAM S. HART

2016-2017 School Year

Dear Student,

Welcome to Opportunities for Learning Public Charter Schools (OFLPCS)! The faculty, staff, and administration look 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.

Opportunities for Learning 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 Student Advisor.

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

Sincerely,

Julie Johnson and Valerie Brennan
Principals
William S. Hart Charter

Jesus Franco Assistant Superintendent of Instruction Laura Sloan
Assistant Superintendent
of Educational Programs



Opportunities For Learning Public Charter Schools

EMS

Center Locations

Canyon Country

18523 Soledad Canyon Rd. Canyon Country, CA 91351 Phone: (661) 424-1337

LANCASTER 2

2701 West Avenue, Ste. LLancaster, CA 93536Phone: (661) 722-2711

PALMDALE 2

533 E. Palmdale Blvd., Ste. H Palmdale, CA 93550 Phone: (661) 265-7451

Santa Clarita

27616 Newhall Ranch Rd.Valencia, CA 91355Phone: (661) 607-0153

LANCASTER I

1160 Commerce Center Dr. Lancaster, CA 93534 Phone: (661) 951-3646

Palmdale i

2505 E. Palmdale Blvd., Ste. H Palmdale, CA 93550 Phone: (661) 265-1957

RIDGECREST

900 N. Norma St. Ridgecrest, CA 93555 Phone: (760) 375-7799

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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 Opportunities for Learning. 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 Opportunities for Learning website at **www.EMSOFL.org.** On the website you will find information about OFLPCS programs and schedules, as well as links to a wide array of educational resources.

History of the Program

OPPORTUNITIES FOR LEARNING PUBLIC CHARTER SCHOOLS (OFLPCS) is a nonprofit, public benefit corporation specializing in developing and implementing programs that expand educational opportunities for public school children. OFLPCS has provided such programs to school districts since 1987 and is one of the nation's oldest providers of outsourced educational programs to public schools. OFLPCS has worked with numerous school districts, including the nation's largest, and has served more than 50,000 students. OFLPCS's programs are patterned after the success of its Victor Valley charter school, the first start-up charter school in California to receive accreditation from the Western Association of Schools and Colleges (WASC). The Burbank, San Gabriel, San Juan, San Bernardino and Hermosa Beach charter schools have also received WASC accreditation.

Opportunities for Learning Mission Statement

Our schools create 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

OFLPCS 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. OFLPCS combines individualized learning plans with self-esteem and leadership development, as well as a rigorous college-preparatory curriculum to ensure that all students, regardless of their school experiences in the past, can graduate high school with a solid post-secondary plan. 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. OFLPCS provides students with the opportunity to: (a) learn at home and in the learning center in small groups and 1-on-1 with qualified tutors and instructors, (b) complete courses in core and elective subjects, and (c) receive career and academic counseling.

OFLPCS 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** OFLPCS operates year round. No long vacations to interrupt the learning process.
- 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 OFLPCS is committed to offering students a "launchpad" rather than destination environment. Instead of focusing on high school graduation as the final destination for students, Student Advisors and teachers help guide students to create individualized learning plans with a comprehensive post-secondary plan, whether 2- or 4-year college admission, vocational training or career planning.

Opportunities for Learning does not discriminate against any person on the basis of gender, race, color, religion, disability, and/or any other status protected by law, 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 Opportunities for Learning 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, Opportunities for Learning 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 postsecondary goals.
- carrying out the plan to achieve postsecondary goals.

Staff will measure progress by:

 analyzing utilization 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:

- A-G completion rate, internal benchmark assessments, 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

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 cocurricular 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.



General Enrollment Information

To enroll at OFLPCS, the family should contact their local center. Potential students will participate in an assessment test to determine their current reading level. It is OFLPCS's goal to set students up for success. If a potential student has significant struggles with reading, the student should not enroll in independent study.

Once it is determined that guided independent study is appropriate for the student, an orientation will be scheduled. 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.

Age of Enrollment*

OFLPCS cannot enroll students who are 20 years of age or older. OFLPCS will continue to serve students 20 years of age or older that are currently enrolled in the program, have been continuously enrolled since the age of 19, and are making satisfactory progress (4 credits per month). If on or after the 20th birthday, the student fails to make satisfactory progress in any given month, discontinues enrollment for whatever reason, or turns 23 years of age, the student's enrollment will be terminated with no option to return.

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

Enrollment with Disabilities

California Ed Code section 51745(C) PROVIDES THAT NO EXCEPTIONAL NEEDS STUDENT MAY PARTICIPATE IN INDEPENDENT STUDY "UNLESS HIS OR HER IEP SPECIFICALLY PROVIDES FOR THAT PARTICIPATION."

As part of the enrollment process, the student should provide an IEP to the center coordinator which states that he/she may participate in independent study. The center staff will forward the documents to the Special Education Department for review. The school psychologist will notify the center coordinator to schedule the orientation meeting with the general and special education teachers. Students who elect to enroll will be provided a 30-day administrative placement form and the services listed in the referring IEP document will be offered to the family during that placement. A 30-Day Administrative Placement review IEP will be held no later than 30 days after enrollment to review services and progress towards goals. Students not meeting the terms of the Master Agreement may be referred back to their traditional school for placement.

Expired and/or terminated IEP documents will be handled on a case-by-case basis by the Director of Special Education and/ or Program Specialists.

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 the Navy, Air Force, Marines or Army, we recommend that you consult with your local recruiting office to determine educational requirements for enlistment. Opportunities for Learning Public Charter Schools is an alternative educational program in which academic progress is determined by the student's work rather than the student's 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. OFLPCS 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 OFLPCS 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 one-hour 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 SGI 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. Students are required to call their teacher prior to the absence. Lack of transportation is not an excused absence. It is the students' responsibility to work out transportation. OFLPCS has 24-hour voice mail for messages. Students may call collect if necessary.

OFLPCS's policy is to define truancy as failure to report to regular appointments and/or failure to complete the minimum assignments. Students failing to complete 100% of their assignments and/or verify attendance of at least 75% of their

appointments will be considered truant and may be considered to have voluntarily withdrawn in accordance with the terms of the Master Agreement. Any student who has been truant for two consecutive months will be considered to have voluntarily withdrawn from the OFLPCS program.

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. OFLPCS teachers welcome the opportunity to speak with parents/guardians at any time regarding attendance and academic progress. OFLPCS 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

OFLPCS 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) accreditation, Association of Christian Schools International (ACSI) accreditations, or other nationally recognized credentialing agencies. Credits from unaccredited schools will be evauluated on an individual basis.

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

WITHDRAWAL CREDITS

Opportunities for Learning 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 OFLPCS. The student has until the end of the SAME semester of their enrollment with OFLPCS to complete all withdrawal credits (e.g. if the student enrolls with OFLPCS in the fall semester, they have until the end of the fall 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.

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 OFLPCS 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 OFLPCS. We do not have any control whether or not they choose to accept the grade replacement credits from OFLPCS.

EARNING CREDITS AT OFLPCS

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. OFLPCS 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 OFLPCS 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	В	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	С	2.00
70-72	C-	1.70

Not meeting the Requirements

Note: Grades of D or F are not given at OFLPCS. 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

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)	120-169
Grade 12 (Senior)	170-220

^{*} 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 Opportunities for Learning 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 OFLPCS. The grade level placement of any incoming student shall be at the sole discretion of OFLPCS leadership staff.

Pupil Grade Level Promotion and Retention Policy

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

OFLPCS 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 OFLPCS has prescribed for that grade level. The grade level promotion or retention of any OFLPCS student shall be at the sole discretion of OFLPCS leadership staff.

Standardized Testing

The state of California mandates that all students in grades 7-11 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 OFLPCS are required to participate in these standardized tests.

SMARTER BALANCED OPERATIONAL TEST

A test that assesses students in both English-Language Arts/LiteracyandMathematics.Mayincludeothercontentareasaswell.

Who Takes It?	When?
3rd – 8th, & 11th grades are required	April - May

PFT

A test which measures the level of student physical fitness through a series of circuit exercises.

Who Takes It?	When?
7th, 9th graders	TBD

CELDT

A required test given to students whose primary language is other than English.

Who Takes It?	When?
Any student classified as an	September-October Annual
English Language Learner.	Assessment

PSAT

A standardized test that provides firsthand practice for the SAT.

Who Takes It?	When?
Talk with your Student Advisor	October 16th

AP Exam

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

Who Takes It?	When?
Talk with your Student Advisor	May 5th – 16th Contact your individual center for testing days and times, as well as the test preparation schedule.

STAR RENAISSANCE

Upon enrollment in Opportunities for Learning 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. The testing windows take place in (1) October, (2) February, and (3) May. Opportunities for Learning 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

Opportunities for Learning 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 Opportunities for Learning.

Opportunities for Learning offers Extracurricular Activities such as, but not limited to, field trips, Prom, Senior Social and/ or 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.

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 4, 2016
Labor Day	September 5, 2016
Veteran's Day	November 11, 2016
Thanksgiving	November 24-25, 2016
Winter Recess	Dec. 20, 2016-Jan. 2, 2017
MLK Day	January 16, 2017
President's Day	February 13, 2017
Washington's Birthday	February 20, 2017
Spring Recess	March 20-21, 2017
Memorial Day	May 29, 2017

Disclosure of Information

Opportunities for Learning does not provide information to the general public regarding its students unless legally required to do so. Opportunities for Learning is required to disclose names, addresses, and telephone numbers of Opportunities for Learning students to military recruiters upon request, subject to a parent's/guardian's request that Opportunities for Learning 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 Opportunities for Learning with a Selective Service Disclosure Opt Out Form, which is available through a teacher or Student Advisor.

In addition, Opportunities for Learning 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 Opportunities for Learning with a Parental Disclosure Opt Out Form, which is available through a teacher or Student Advisor.

Student Holidays (2016-2017)



Academic Honesty

Opportunities for Learning 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 due process hearing
- Suspension
- Expulsion

IST OFFENSE:

Immediate re-assignment of the unit and unit test (where the infraction occurred), and a grade no higher than a C for the course

2ND OFFENSE:

A due process hearing

3RD OFFENSE:

Any student who engages in this behavior will be considered to have voluntarily withdrawn from the program, and/or may be subject to suspension or expulsion

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.

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 ask the student to leave the center and return with appropriate dress, contact the student's family, and/or request a parent/guardian-teacher conference to discuss the matter. Continued violations may result in suspension.

Harassment

It is the policy of OFLPCS 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, 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 and board of managers. 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 also be subject to civil and criminal liability for any such unlawful behavior.

OFLPCS will take measures against harassment both in and near the center. This includes any act that takes place on or immediately adjacent to school grounds, at any school-sponsored activity, on school-provided transportation, during use of the district 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. The teacher or school administrator will document the events, contact the appropriate parties, and appropriate steps will be taken.

Student Personal Belongings

Administrators of OFLPCS have the discretion to search student's personal belongings if a reasonable suspicion warrants the act. Searches may be due, but not limited to, to the following reasons:

- Suspicion of student in possession of a weapon
- Suspicion of student in possession of drugs

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 Opportunities for Learning Computer Network ("OFLPCS Computer Network"). By using the OFLPCS 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 OFLPCS Computer Network, will be appropriate and used only for educational

purposes, consistent with the acceptable standards of the school and community.

Opportunities for Learning Public Charter Schools 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 OFLPCS Computer Network; or (b) any aspect or feature of the OFLPCS 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 OFLPCS 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.

Opportunities for Learning Public Charter Schools 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, Opportunities for Learning Public Charter Schools supports and respects each family's right to decide whether or not to apply for Opportunities for Learning Public Charter Schools' network access.

The student and his/her parent(s) or guardian(s) must understand that student access to Opportunities for Learning Public Charter Schools 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, Opportunities for Learning Public Charter Schools 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 Opportunities for Learning Public Charter Schools Computer Network

RULES AND REGULATIONS:

- 1. My use of the OFLPCS Computer Network must be consistent with OFLPCS's primary educational goals.
- I will not use the OFLPCS Computer Network for illegal purposes of any kind.
- 3. I will not use the OFLPCS Computer Network to transmit threatening, obscene, or harassing materials. OFLPCS will not be held responsible if I participate

in such activities.

- 4. I will not use the OFLPCS 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 OFLPCS.
- I am to assume that information or resources available via the OFLPCS 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 OFLPCS 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 OFLPCS Computer Network personnel.

By using the OFLPCS Computer Network, I agree to defend, indemnify, and hold harmless OFLPCS from and against all claims and expenses, including attorneys' fees, arising out of the use of the OFLPCS Computer Network by me or by anyone having access to the OFLPCS 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 student's internet usage privileges. I have read, understand and agree with the Opportunities for Learning Public Charter Schools Internet Rules & Regulations. I will ensure that my student fulfills his/her obligations under this Consent and Waiver and the Rules and Regulations and acknowledge responsibility for any of my student's conduct in variance with this Consent and Waiver and the Rules and Regulations. I understand that this access is designed for educational purposes. I also recognize that it is impossible for OFLPCS to restrict access to controversial materials and I will not hold them responsible for materials acquired.



Goal Statement

The purpose of this Honor Policy is to communicate the meaning and importance of academic integrity to all members of Opportunities for Learning Public Charter Schools and to identify, sanction, and educate those who fail to live up to these standards. Pressures such as time constraints, lack of interest or parental expectations do not justify cheating or plagiarism.

This Honor Policy defines the expected standards of conduct in academic affairs. The Honor Policy is also published on our school website: http://www.EMSOFL.com

Summary

- Definitions
- Responsibilities of Students and Staff
- Honor Pledge
- Procedures in Case of Alleged Violation
- Consequences

Definitions

Terms Supporting this Honor Policy²

- Honesty: Tell the truth, present your work accurately and give credit for all sources
- **Integrity**: Act in accordance with personal high moral principles, cooperate with efforts to maintain high moral principles, encourage high moral principles in
- Respect: Consider each academic project as a chance to earn trust, support a community that values learning and learners, demonstrate self-respect
- Responsibility: Be willing to own what you do as demonstrated by your best effort, embrace and advance the common good of our community, have the courage to do what is right
- Paraphrasing: A restatement of a text in the writer's own words and requiring citation of the original author's idea(s)
- **Referencing/Citing**³: Providing a source of information (as a book, magazine, journal) to which a reader is directed for supporting information, specific text that refers a reader to another source of information, or gives credit for a quote, idea or the results of a study

Definitions of Academic Dishonesty 456

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

^{1.} This Honor Policy is an adapted synthesis of policies from the websites or handbooks of twelve high schools that include: ten public, one private, and two private-religious schools. This synthesis was compiled for SEE byMichael Pirhalla (2008).

^{2.} Langley High School, Mc Lean, VA – Public – http://www.fcps.edu/LangleyHS/2014-2015/honor%20code%202014-2015.html
3. Radnor High School, Radnor, PA – Public – http://www.rtsd.org/cms/lib9/PA01000218/Centricity/Domain/202/honor_code_v2_published2008.pdf

^{4.} Merriam-Webster Online - http://www.m-w.com/

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 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, prepare an assignment, or assist in the test or assignment without approval

To Lie or Commit a Fraud: ^{7 8 9} 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.

- 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: 10 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:¹¹ 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.

Responsibilties 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

^{5.} American Heritage Dictionary, 3rd Ed.

^{6.} W.T. Woodson H.S. Honor Code, Fairfax, VA – Public – http://ethicsed.org/programs/integrityworks/pdf/WoodsonVA.pdf

^{7.} Montgomery Blair High School, Silver Spring, MD – Public – http://silverchips.mbhs.edu/inside.php?sid=438

^{8.} Webster's New World Dictionary, 3rd Ed.

 $^{9.\} Radnor\ High\ School,\ Radnor,\ PA-Public-http://www.rtsd.org/cms/lib9/PA01000218/Centricity/Domain/202/honor_code_v2_published2008.pdf$

 $^{10. \} Staples \ High \ School, \ Westport, \ CT-Public - http://ethicsed.org/programs/integrity-works/pdf/Staples CT.pdf$

 $^{11.\} Council\ Rock\ High\ School,\ Council\ Rock,\ PA-Public-http://www.crsd.org/5039511188345/site/default.asparenteed and the properties of the properti$

- 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 any violations of the Honor Policy that are serious enough to have incurred discipline in that teacher's class, 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.

Honor Pledge¹²

The Honor Pledge will be provided to each student and affirmed by a dated signature of the student and a parent or guardian at the start of each school year in the Student Handbook.

I pledge to maintain a high level of respect and integrity as a student representing Opportunities for Learning Public Charter Schools. I understand and will uphold the Honor Policy in letter and spirit to help our school advance authentic learning. I will not lie, cheat, plagiarize, or be complicit with those who do. I will encourage fellow students who commit honor offenses to acknowledge such offenses to their teacher or the Honor Council. I make this pledge in the spirit of honor and trust.

Procedures in Case of Alleged Violation 13

- An ad hoc Honor Council composed of Assistant Principals and the Principal shall conduct the hearing
- An Assistant Principal welcomes all participants to hearing that may include reporting individual(s) and student(s) in question and their teacher(s)
- The Assistant Principal states that the contents of the meeting are confidential
- The Assistant Principal explains the case to all present
- All but the Honor Council are excused from hearing room and then individually return to present additional observations and respond to questions from the Council
- The student in question is invited to give his or her statement in the presence of their teacher and followup questions from the Honor Council

- The student in question is dismissed so that the Honor Council can review the case. The student's teacher is invited to give a statement regarding the character of the student,
- The Honor Council discusses the case and votes on three possible recommendations to forward to the Director of Instruction: (1) No Violation and the resulting records are destroyed, (2) Negligent: there is some negligent behavior by the student in question, but not sufficient evidence of intent to violate the Honor Policy or the violation is minor, the recommendation is a warning and completion of an Honor Policy assignment, (3) Violation with recommendation for consequences forwarded to the Director of Instruction
- The Leads and Principal should work for consensus agreement; however, a violation, negligent, or no violation vote can be reached if two-thirds of the Honor Council agree
- After the Honor Council reaches its agreement, the student in question and their teacher are invited back into the hearing room to learn of the recommendation (no violation, negligent, violation) that will be forwarded to the Director of Instruction (the student will not be told recommended consequences until the Director of Instruction approves)
- After the Director of Instruction's review and approval, the Assistant Principal and teacher meet with the student in question to provide a written finding and any consequences for the case. A copy of this finding dated on the meeting date and signed by the student will be placed in his/her student file
- All records from the hearing and follow-up meeting are securely and confidentially stored within the student's file

Consequences

FINDING OF NEGLIGENCE

The Honor Council will assign a reflective activity to be completed in writing where the student will show understanding of how greater attention and adherence to the Honor Policy could have avoided the negligent act.

Possible Consequences Recommended for Honor Code Violations

Offense		
First	Redo activity/assignment with a maximum grade of 70%, written reflection assignment for teacher	
Second	Redo entire unit with a maximum grade of 70%, written reflection assignment for Assistant Principal	
Third	Redo entire unit with a maximum grade of 70%, complete additional assignment, write a 2-page typed paper about the importance of doing one's own work	

 $^{12.\} Adapted\ from\ Mainland\ Regional\ High\ School,\ Linwood,\ NJ-Public-http://www.mainlandregional.net/school%20information/honor%20code.html$

^{13.} Gould, D. B. L. & J. J. Roberts, (2007) A handbook for developing and sustaining honor systems. Council for Spiritual and Ethical Education. Portland, OR.



Student Discipline Policy

DUE PROCESS STATEMENT

OFLPCS 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 OFLPCS policy, regulation, or law.

In all cases OFLPCS disciplinary policies shall afford students due process. To this end, the Charter Board shall develop rules and regulations governing the procedures by which students may be suspended or expelled. OFLPCS's Chief Operating Officer or designee shall notify staff, students and parents/guardians about the Charter School 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. OFLPCS 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 Charter Board.

Suspension and Expulsion Policy and Procedure

This 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 noncharter 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 the 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 to 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 the 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 ("IDEIA") 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.

DEFINITION OF EXPULSION

Expulsions shall be defined as permanent dismissals from OFLPCS, without re-enrollment privileges, and must be approved by the Charter Board or their authorized designee.

DEFINITION OF SUSPENSION

Suspensions shall be defined as a temporary leave of absence from OFLPCS that may occur at the discretion of the individual OFLPCS teacher, the Assistant Principal at a learning center, the Principal or by the Charter Board.

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 Suspension Offenses

- 1. <u>Discretionary Suspension</u> 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 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
 - g) Stole or attempted to steal school property or private property
 - 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) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties
 - l) Knowingly received stolen school property or private property
 - m) 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

- n) 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
- o) 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
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- q) 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
- r) Made terroristic threats against school officials and/ or school property. 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 the circumstances under 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, or the personal property of the person threatened or his or her immediate family
- s) 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
- t) 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
- u) Intentionally harassed, threatened or intimidated 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 student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive
- 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
 - 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 and transmission originated on or off the schoolsite, 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, or image
- ii. A post on a social network Internet website including, but not limited to:
- (a) Posting to or creating a burn page. A "burn page" means an Internet website created for the purpose of having one or more of the effects as listed in subparagraph (1)
- (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1). "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. Notwithstanding subparagraphs (1) and (2), 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
- w) 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)
- x) 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 when it is determined the pupil committe any of the following acts:
 - 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 students had obtained written permission to possess

the item from a certificated school employee, with the Principal or designee's concurrence

C. Enumerated Expellable Offenses

- 1. <u>Discretionary Expellable</u> Offenses: Students may be recommended for expulsion when it is determined the pupil committed any of the following acts:
 - 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
 - g) Stole or attempted to steal school property or private property
 - 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) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties
 - Knowingly received stolen school property or private property
 - m) 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
- n) 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
- o) 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
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- q) 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
- r) Made terroristic threats against school officials and/ or school property. 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 the circumstances under 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, or the personal property of the person threatened or his or her immediate family
- s) 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
- t) 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
- u) Intentionally harassed, threatened or intimidated 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 student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive
- 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
 - Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health
 - 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 and transmission originated on or off the schoolsite, 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, or image
- ii. A post on a social network Internet website 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)
- (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1). A "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. Notwithstanding subparagraphs (1) and (2), 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
- w) 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)
- x) 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. <u>Non-Discretionary Expellable</u> 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

students 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 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.

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.

D. 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. This conference shall be held within two 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 guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. 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.

E. Authority to Expel

A student may be expelled either by the Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of an Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a member of the Charter School Board of Directors. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

F. Expulsion Procedure

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, the Family Education Rights and Privacy Act) unless the pupil makes a written request for a public hearing at least three (3) days prior to the 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 the following:

- 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's/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
- The opportunity for the student 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

G. 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.
- The Charter School must also provide the victim a room separate from the hearing room for the complaining witness's 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 crossexamination 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 person 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's presence is both desired by the witness and will be helpful to the Charter School. The person 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's prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances 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/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

H. 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.

I. 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 hearsay. Sworn declarations may be admitted as testimony 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 of Directors, which will make a final determination regarding the expulsion. The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

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

J. Written Notice to Expel

The Principal or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Director'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's/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.

K. 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.

L. No Right to Appeal

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

M. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County 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.

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors 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.

O. 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 Board of Directors or the Administrative Panel following a meeting with the Principal or designee and the pupil and 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 Administrative Panel or Board of Directors following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

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

- Notification of District and/or SELPA
 The Charter School shall immediately notify the District and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student who the Charter School or District 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, 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 alterative 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/guardians 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/guardian, 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.
- c. return the child to the placement from which the child was removed, unless the parent/guardian 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/guardian, 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 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/guardian 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/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

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) 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 USC 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.
- c. inflicts serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.
- 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 IDEIA 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 IDEIA-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/guardians; 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/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

STUDENTS WITH DISABILITIES

A student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act or Section 504 of the federal Rehabilitation Act of 1973 is subject to the same grounds for suspension and expulsion which apply to regular education students. All the procedural safeguards established by Charter School policies and regulations and IDEIA shall be observed in considering the suspension or expulsion of students with disabilities. In the case of a suspension or an expulsion of a student identified as having special education needs, the Charter School shall comply with federal and state law.



Opportunities for Learning Public Charter Schools 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 Superintendent will annually provide written notification of OFLPCS's uniform complaint procedures to students, employees, parents/guardians, and other interested parties. Copies of all three policy documents, the "Uniform Complaint Policy and Procedures", the "Uniform Complaint Procedure Form for Education Code 35186 Complaints" and the "Annual Notification of The Uniform Complaint Procedures" are available in this handbook, at each learning center, and/or online at www.EMSOFL.com.

Pursuant to the complaint policy, students and parents/ guardians should follow the "chain of command" within the company 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 hierarchy of the company in regards to student issues is as follows:

- Independent Study Teacher
- Assistant Principal
- Principal
- Abel Cabrera, Director of Instruction
- Jesus Franco, Assistant Superintendent of Instruction

Please contact your local center to reach the Independent Study Teacher, the Assistant Principal, or the Principal.

In addition to the "Uniform Complaint Policy and Procedures", OFLPCS understands there may be times when parents/guardians might feel uncomfortable discussing certain school-related concerns with school employees. As a result, OFLPCS 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 the

Director of Human Resources for OFLPCS. Based on the information provided by the parents/guardians, a complete and comprehensive review of the matter will be conducted. The information will be held in confidence to the maximum extent possible. Parents/guardians may choose to give their names or not, however, if they don't, there may be limitations to OFLPCS'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 $^{\circ}$ number is: 800-990-8384.



Uniform Complaint Procedure Form For Education Code Section 35186 Complaints Scope

Opportunities for Learning Public Charter School's ("Charter School") policy is to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

- 1. Complaints of discrimination against any protected group including actual or perceived discrimination on the basis of age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, 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 Charter School program or activity
- 2. Complaints of violations of state or federal law and regulations governing the following programs including, but not limited to: special education, Title II, Section 504 of the Rehabilitation Act, consolidated categorical aid, No Child Left Behind, migrant education, career and technical education training programs, child care and development programs, and child nutrition programs

The Charter School acknowledges and respects every individual's rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the complainant confidential, as appropriate and except to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any complainant in the complaint process, including, but not limited to, a complainant's filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance Officers

The Board of Managers designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

John C. Hall, Superintendent Attn: Legal Department; legal@ EMSOFL.com Uniform Complaint Form Opportunities for Learning Public Charter Schools 320 N. Halstead Street, Suite 220 Pasadena, CA 91107

The Superintendent or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Superintendent or designee.

Notifications

The Superintendent or designee shall annually provide written notification of the Charter School's uniform complaint procedures to students, employees, parents/guardians, the Board of Managers, appropriate private officials or representatives, and other interested parties.

The Superintendent or designee shall make available copies of the Charter School's uniform complaint procedures free of charge.

The notice shall:

- 1. identify the person(s), position(s), or unit(s) responsible for receiving complaints.
- 2. advise the complainant of any civil law remedies that may be available to him/her under state or federal discrimination laws, if applicable.
- advise the complainant of the appeal process pursuant to Education Code 262.3, including the complainant's right to take the complaint directly to the California Department of Education (CDE) or to pursue remedies before civil courts or other public agencies.
- 4. Include statements that:
 - the Charter School is primarily responsible for compliance with state and federal laws and regulations.
 - b. the complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline.
 - c. an unlawful discrimination complaint must be filed not later than six months from the date the alleged discrimination occurs, or six months from the date the complainant first obtains knowledge of the facts of the alleged discrimination.
 - d. the complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within 15 days of receiving the Charter School's decision.
 - e. the appeal to the CDE must include a copy of the complaint filed with the Charter School and a copy of the Charter School's decision.

Procedures

The following procedures shall be used to address all complaints which allege that the Charter School has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

STEP 1: FILING OF COMPLAINT

- Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the Charter School.
- A complaint alleging unlawful discrimination or harassment shall be initiated no later than six months from the date when the alleged discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination.
- The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.
- If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, Charter School staff shall assist him/her in the filing of the complaint.

STEP 2: MEDIATION

- Within three days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.
- Before initiating the mediation of a discrimination complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.
- If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.
- The use of mediation shall not extend the Charter 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

- The compliance officer is encouraged to hold an investigative meeting within five days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.
- The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.
- A complainant's refusal to provide the Charter School's
 investigator with documents or other evidence
 related to the allegations in the complaint, or his/
 her failure or refusal to cooperate in the investigation
 or his/her engagement in any other obstruction of
 the investigation, may result in the dismissal of the
 complaint because of a lack of evidence to support the
 allegation.
- The Charter School's refusal to provide the investigator
 with access to records and/or other information
 related to the allegation in the complaint, or its
 failure or refusal to cooperate in the investigation
 or its engagement in any other obstruction of the
 investigation, 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: RESPONSE

OPTION 1:

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below, within 60 days of the Charter School's receipt of the complaint.

OPTION 2:

Within 30 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the Board.

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.

If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 days of the Charter School's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant.

STEP 5: FINAL WRITTEN DECISION

The Charter School's decision shall be in writing and sent to the complainant. The Charter School's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

- 1. the findings of fact based on evidence gathered.
- 2. the conclusion(s) of law.
- 3. the disposition of the complaint.
- 4. the rationale for such disposition.
- 5. corrective actions, if any are warranted.
- 6. a notice of the complainant's right to appeal the Charter School's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.
- 7. for discrimination complaints arising under state law, a notice that the complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
- 8. for discrimination complaints arising under federal law, such complaints may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education

If dissatisfied with the Charter School's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the Charter School's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally-filed complaint and a copy of the Charter School's decision.

Upon notification by the CDE that the complainant has appealed the Charter School's decision, the Superintendent or designee shall forward the following documents to the CDE:

- 1. A copy of the original complaint
- 2. A copy of the decision
- 3. A summary of the nature and extent of the investigation conducted by the Charter School, if not covered by the decision

- 4. A copy of the investigation file, including, but not limited to, all notes, interviews, and documents submitted by all parties and gathered by the investigator
- 5. A report of any action taken to resolve the complaint
- 6. A copy of the Charter School's complaint procedures
- 7. Other relevant information requested by the CDE. The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 5 CCR 4650 exists, including cases in which the Charter School has not taken action within 60 days of the date the complaint was filed with the Charter School

CIVIL LAW REMEDIES

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. 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 discrimination complaints arising under state law, however, a complainant must wait until 60 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 Charter School has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

Trained OFLPCS HOTLINE staff will listen objectively, ask questions and gather information. Within two school days of the call, a confidential report will be given to the Chief Executive Officer or designee(s) for OFLPCS. Based on the information provided by the parents/guardians, a complete and comprehensive review of the matter will be conducted. The information will be held in confidence to the maximum extent possible. Parents/guardians may choose to give their names or not, however, if they do not, there may be limitations to OFLPCS'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 5:00 PM (Pacific Time). The toll-free OFLPCS HOTLINE number is: 866-OFL-HOTL (866-639-4685).

Uniform Complaint Procedure Form For Education Code Section 35186 Complaints

Education Code (EC) Section 35186 created a procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, and teacher vacancy or misassignment. EC Section 49013 expanded this procedure to a complaint regarding a "pupil fee" that is required for participation in an educational activity offered by a California public school, as defined in EC Section 49010. EC Sections 48853, 49069.5, 51225.1, and 51225.2 expanded this procedure to complaints concerning students in foster care or students who are homeless. EC Section 222 expanded this procedure to a complaint regarding reasonable accommodations for lactating students. EC Section 52334 expanded this procedure to complaints concerning adult education programs. Complaints need not be filed using this form. The complaint and response are public documents as provided by statute. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the following contact information.

Response requested: Yes No
Name (Optional):
Mailing Address (Optional):
Phone Number Day (Optional):
Evening (Optional):

Issue of complaint (please check all that apply)

- 1. Textbooks and Instructional Materials
 - ☐ A pupil, including an English learner, does not have standardsaligned textbooks or instructional materials or state-adopted or district-adopted textbooks or other required instructional materials to use in class.
 - ☐ A pupil does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each pupil.
 - ☐ Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.
- 2. Facility Conditions
 - ☐ A condition poses an urgent or emergency threat to the health or safety of students or staff, including: gas leaks, nonfunctioning heating, ventilation, fire sprinklers or airconditioning systems, electrical power failure, major sewer line stoppage, major pest or vermin infestation, broken windows or exterior doors or gates that will not lock and that pose a security risk, abatement of hazardous materials previously undiscovered that pose an immediate threat to pupil or staff, structural damage creating a hazardous or uninhabitable condition, and any other emergency conditions the school district determines appropriate.
 - A school restroom has not been maintained or cleaned regularly, is not fully operational and has not been stocked at all times with toilet paper, soap, and paper towels or functional hand drivers.
 - ☐ The school has not kept all restrooms open during school hours when pupils are not in classes, and has not kept a sufficient number of restrooms open during school hours when pupils are in classes.
- 3. Teacher Vacancy or Misassignment
 - ☐ Teacher vacancy A semester begins and a teacher vacancy

- exists. (A teacher vacancy is a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.)
- ☐ Teacher misassignment A teacher is assigned to teach a class for which the teacher lacks subject matter competency.
- ☐ Teacher lacking credentials Å teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20-percent English learner pupils in the class. This subparagraph does not relieve a school district from complying with state or federal law regarding teachers of English learners.
- 4. Fees Charged for Registration or Participation
 - ☐ A fee was charged as a condition for registration for school or
 - ☐ A fee was charged as a condition for participation in a class or extracurricular activity (whether or not the activity or class is compulsory, elective, or for course credit).
 - ☐ A fee was charged for supplies, materials, or equipment needed to participate in educational activities.
- Security Deposits or Other Payments for Materials or Equipment

 □ A security deposit or other payment was required to obtain
 materials or equipment, including, but not limited to, a lock,
 locker, book, class apparatus, musical instrument, uniform,
 etc.
- 6. Required Purchases for Educational Activities
 - A purchase was required to obtain materials, supplies, equipment, or uniforms associated with an educational activity.
- 7. Miscellaneous/Other Fees or Charges
- The school is violating the requirements of Article 5.5 (commencing with Section 49010) of Ch. 6 of Part 27 of Div. 4 of Title 2 of the California Education Code, regarding the prohibition of pupil fees for participation in educational activities.
- 8. Students in Foster Care & Students who are Homeless
 - ☐ The school is not following requirements to ensure that educational decisions are made for foster students or students or who are homeless to ensure that the student is placed in the least restrictive educational programs and the decisions are based on the best interests of the student, or is violating Section 48853 of Ch. 5.5 of Part 27 of Div. 4 of Title 2 of the California Education Code in some other way.
 - ☐ The school has not designated an educational liaison to ensure and facilitate proper educational placement and enrollment of foster children and assist foster children in transferring schools or districts, or the educational liaison is not properly carrying out his or her duties, or is violating Section 48853.5 of Ch. 5.5 of Part 27 of Div. 4 of Title 2 of the California Education Code in some other way.
 - ☐ The school is not ensuring the proper and timely transfer between schools of students in foster care, including compilation and transfer of education records, or is violating Section 49069.5 of Article 4 of Ch. 6.5 of Part 27 of Div. 4 of Title 2 of the California Education Code in some other way.
 - ☐ The school is not ensuring that students in foster care or students who are homeless who have transferred to the school are reasonably able to complete graduation requirements of the school, including being given an exemption from the requirements or being given the option to complete a fifth year of high school to complete the requirements, or is violating Section 51225.1 of Article 3 of Ch. 2 of Part 28 of Div. 4 of Title 2 of the California Education Code in some other way.
 - ☐ The school is not properly accepting coursework completed by a student in foster care or student who is homeless or is requiring the student to retake courses that the student has already completed, or is violating Section 51225.2 of Article 3 of Ch. 2 of Part 28 of Div. 4 of Title 2 of the California Education Code in some other way.
- 9. Reasonable Accomodations

The school is not providing reasonable accommodations for
lactating students, including: access to a private and secure
room for breastfeeding, permission to bring a breast pump
or other equipment onto campus, access to power source for
a breast pump or other equipment, access to a place to store
breast milk safely, reasonable time to express breast milk or
breast feed without incurring an academic penalty, and an
opportunity to make up any work missed due to use of any
accommodations, or is violating Section 222 Article 4 of Ch. 2
of Part 1 of Div. 1 of Title 1 of the California Education Code
in some other way.

10. Adult Education Programs

☐ The school is violating federal or state laws or regulations governing adult education programs established under Section 52501 of Article 1 of Ch. 10 of Part 28 of Div. 4 of Title 2 of the California Education Code, including requirements that the institution be accredited, physically located in the state, and only admit students meeting certain requirements.

Date of Problem:
Location of Problem (School or Center Name and Address):
Course or Grade Level and Teacher Name:
Please describe the issue of your complaint in as much detail as possible, including, if applicable, (1) the class or extracurricular activity involved; (2) the details regarding how the requirement to pay a fee, deposit, or need to purchase materials, supplies, equipment or a uniform was communicated; (3) the item required for purchase; (4) the fee or deposit required; and (5) the total cost, if any; and/or (6) any other relevant facts pertaining to your complaint. You may attach additional pages if necessary to fully describe the situation.

Please file or mail this complaint at the following location:

Attn: Jesus Franco, designee

Uniform Complaint Form

Opportunities For Learning Public Charter Schools

320 N. Halstead Street, Suite 220

Pasadena, CA 91107

* You may also file this complaint at your local learning center.



Identify Your Dream

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:

Preview the unit or chapter

11. 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.

READ THE QUESTIONS

12. 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.

READ THE UNIT OR CHAPTER

13. 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."

Use the question to answer the question

14. 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.

Ask for help

15. 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.

When you have finished working for a study session, review

16. 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.

When you start your next study session, review

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



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. OFLPCS Content Standards may be obtained by request.

Regional Occupational Program (ROP)

ROP classes allow students to gain and apply job specific training in a career field. This is accomplished through providing rigorous and relevant career specific learning opportunities that empower students with the knowledge to make informed career choices and provide them the skills necessary to succeed in their chosen professions. This program can enable a student to successfully continue technical training at an advanced level, pursue higher education opportunities and enhance existing skills and knowledge. To enroll, students must be at least 16 years old. For more information, please contact your Student Advisor.

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 nonprofit 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.

Standardized Testing

Opportunities for Learning must administer any state mandated tests as applicable AND have parents/guardians agree to have their student participate with state mandated testing. In the coming school year, the Charter School will administer the California STAR testing program for the purpose of demonstrating programmatic success as well as individual assessment. Scores will be included in the student's file or portfolio and will be utilized by the teacher when consulting with families about educational plans and curriculum selection.

State mandated testing will occur in the spring and will be administered by OFLPCS teachers and staff. Thus, testing will occur with familiar faces and in smaller test settings. Every attempt will be made to break down the testing periods into manageable times.

Additionally, upon enrollment in Opportunities for Learning 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. The testing windows take place in (1) October, (2) February, and (3) May. Opportunities for Learning 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 Education Testing

Opportunities for Learning 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 between February 1 and June 30 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

- 18. 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.
- 19. 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.
- 20. 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 necessary for graduation at least two weeks prior to graduation day to participate in the ceremonies. Please see your teacher or Student Advisor for further information.

Opportunities for Learning Middle School Planning Guides (7-8)

Grade 7			
LANGUAGE ARTS 7A	LANGUAGE ARTS 7B		
MATH 7A	MATH 7B		
LIFE SCIENCE 7A	LIFE SCIENCE 7B		
PHYSICAL EDUCATION	PHYSICAL EDUCATION		
WORLD HIST./ GEOG. 7A	WORLD HIST./ GEOG. 7B		
ELECTIVE	ELECTIVE		

Grade 8			
LANGUAGE ARTS 8A	LANGUAGE ARTS 8B		
MATH 8A	MATH 8B		
PHYSICAL SCIENCE 8A	PHYSICAL SCIENCE 8B		
PHYSICAL EDUCATION	PHYSICAL EDUCATION		
U.S. HISTORY 8A	U.S. HISTORY 8B		
ELECTIVE	ELECTIVE		

Opportunities for Learning High School Planning Guides (9-12)

Grade 9			
ENGLISH 9A	ENGLISH 9B		
ALGEBRA/MATH YEAR 1	ALGEBRA/MATH YEAR 1		
BIOLOGICAL SCIENCE A	BIOLOGICAL SCIENCE B		
PHYSICAL EDUCATION	PHYSICAL EDUCATION		
HEALTH	PRACTICAL ARTS		
ELECTIVE	ELECTIVE		

Grade 10			
ENGLISH 10A	ENGLISH 10B		
GEOMETRY/MATH	GEOMETRY/MATH		
YEAR 2	YEAR 2		
WORLD HISTORY A	WORLD HISTORY B		
PHYSICAL SCIENCE	PHYSICAL SCIENCE		
A	B		
PHYSICAL	PHYSICAL		
EDUCATION	EDUCATION		
FINE ARTS/	FINE ARTS/		
FOREIGN LANG.	FOREIGN LANG.		

Grade 11			
ENGLISH 11A	ENGLISH 11B		
ALGEBRA 2A/ ELECTI VE	ALGEBRA 2B/ ELECTI VE		
U.S. HISTORY A	U.S. HISTORY B		
ELECTIVE	ELECTIVE		
ELECTIVE	ELECTIVE		

Grade 12			
ENGLISH 12A		ENGLISH 12B	
GOVERNMENT		ECONOMICS	
ELECTIVE		ELECTIVE	
ELECTIVE		ELECTIVE	
ELECTIVE		ELECTIVE	

Opportunities for Learning 2016-2017 Graduation Requirements

ENGLISH	40 Credits All English courses must use core material.
MATHEMATICS	30 Credits The equivalent of first year Algebra must be completed for graduation.
SCIENCE	20 Credits Biological Science – 10 Physical Science – 10
PHYSICIAL EDUCATION	20 Credits
SOCIAL SCIENCE	30 Credits World History – 10 U.S. History – 10 Government – 5 Economics – 5
FINE ARTS/FOREIGN LANGUAGE	10 Credits
ELECTIVES	70 Credits
TOTAL	220 Credits
COMMUNITY SERVICE	10 Hours This is to be completed in grades 9-12 while enrolled at OFLPCS. Students must submit verified hours on a letterhead from an approved service agency.

Graduation Competencies and Requirements

• Students must complete all new graduation requirements of the current school year per State or District requirements.



Student Advisors

Student Advisors (SA) 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 SA 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 SA once each semester to receive resources regarding academic choices, opportunities, and programs. Eleventh and twelfth grade students should meet with their SA 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 SA directly via email or phone.

SOME REASONS YOU SHOULD MEET WITH YOUR STUDENT ADVISOR:

- Post-secondary plans
- 4-year university or community college
- Transfer planning
- Vocational/trade school
- Work/apprenticeships
- Financial aid /FAFSA
- Scholarship/grants/BOG waiver
- Questions/concerns with progress toward graduation
- Problem solving
- Time management and goal setting
- Concurrent college enrollment
- Community service resources
- Every student needs 10 hours of community service to receive a high school diploma with OFLPCS

Contact the Student Advisor who serves your center or area.

Student Advisor	Centers Served	
Morgan Guenther-Sartwell	Lancaster I,	
mguenther@EMSOFL.com	Lancaster 2	
Alberta Twogood	Palmdale I,	
atwogood@EMSOFL.com	Palmdale 2, Ridgecrest	
Gretchen Lindgreen	c cl ·	
glindgreen@EMSOFL.com	Santa Clarita	

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.	
Foreign Lang. Year 1		Foreign Lang. Year 1	
VPA		VPA	
Elective		Elective	

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	
Elective		Elective	

Grade 12			
English 12A CP		English 12B CP	
U.S. Government CP		Economics	
Elective		Elective	
Elective		Elective	
Elective		Elective	

A-G Subject Requirements

(a) History/Social Science 2 years 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.	
(b) English 4 years required	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.	
(c) Mathematics 3 years required	Includes the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.	
(d) Laboratory Science 2 years required	Two years of laboratory science providing fundamental knowledge in at least two of these three foundational subjects: biology, chemistry and physics.	
(e) Foreign Language 2 years required	Two years of the same language other than English.	
(f) Visual/Performing Arts 1 year required	A single year-long approved arts course from a single VPA discipline: dance, drama/theater, music or visual art.	
(g) College Prep Electives 1 year required	One year (two semesters), in addition to those required in 'a-f' above, chosen from all subject areas.	

A-G Approved Course List

(a) History/ Social Science	•AP U.S. Government & Politics (Apex) •AP U.S. History (Apex) •U.S. Government CP	•U.S. Government and Politics Core (Apex) •U.S. History since the Civil War (Apex) •World History CP	•World History since/Renaissance (Apex)
(b) English	American Literature CP AP Eng Language & Composition (Apex) AP Eng Literature & Composition (Apex) CSU Expository Reading/Writing A/B	 English 9 CC (Apex) English 10 CC (Apex) English 11 CC (Apex) English 12 CC (Apex) 	•English 9 CP (CCSS) •English 10 CP (CCSS) •English 11 CP (CCSS) •English 12 CP (CCSS)
(c) Mathematics	 Algebra 1 CC (Apex) Algebra 1AI; 1A2 Algebra 1BI; 1B2 Algebra 2 CP Algebra 2 CC (Apex) AP Calculus AB (Apex) 	 AP Statistics (Apex) Common Core Algebra 1 Common Core Algebra 2 Common Core Geometry Geometry CC (Apex) Integrated Math 1 	Mathematics I Common Core (Apex) Mathematics II Common Core (Apex) Mathematics III Common Core (Apex) Precalculus (Apex) Probability and Statistics (Apex)
(d) Laboratory Science	Biology CP Chemistry Core (Apex)	• Physical Science CP • Physics Core (Apex)	• Physics A/B • Sustainable Agriculture (UCCI)
(e) Foreign Language	•AP Spanish Language and Culture (Apex) •French I (Apex) •French 2 (Apex)	•Spanish I (Apex)* •Spanish 2 (Apex)* •Spanish 3 (Apex)	•Spanish I A/B CP •Spanish 2 A/B CP
(f) Visual/ Performing Arts	•Film Analysis	Music Appreciation	•Visual Arts A/B
(g) College Prep Electives	• AP Macroeconomics • AP Microeconomics • AP Psychology (Apex) • Art Appreciation (Apex)	 Creative Writing (Apex) Criminal Justice CP Economics CP Multicultural Studies (Apex) 	 Psychology A/B CP Science Fiction CP Sociology (Apex) U.S. & Global Economics (Apex)

^{*} Denotes courses available only in selected centers. Course list subject to change. Check with your learning center for class availability.

Examination Requirements

University of California

• Requires SAT or ACT (including writing)

California State University

• Requires the SAT or ACT

Scholarship 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 Student Advisor for the enrollment process.

- 1. Open admission 18 years of age or older
- 2. High School diploma or pass the California High School Proficiency Exam (if under 18)

WEBSITE:

www.ccco.edu

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 OFLPCS Teacher and/or Student Advisor 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 Student Advisor on a concurrent enrollment form. Students who are not in good academic standing will not receive concurrent enrollment approval. The Teacher and/or Student Advisor have final determination regarding the appropriateness of concurrent enrollment for a given student and approval will be granted at their discretion.

NCAA Eligibility Requirements

For student-athletes considering enrolling into a Division

I or Division II college, the NCAA has determined a set of requirements that must be met prior to enrollment.

CORE COURSES

- NCAA Division I requires 16 core courses.
- NCAA Division II requires 14 or 16 core courses.

Division I: 16 Core-Course

Years	Subject
4	Years of English
3	Years of mathematics (Algebra 1 or higher)
2	Years of natural/physical science (1 year of lab if offered by high school)
1	Year of additional English, mathematics or natural/ physical science
2	Years of social science
4	Years of additional courses (from any area above, foreign language or nondoctrinal religion/philosophy)

Division II: Core-Course

14 Core-Course (enrollment prior to August 1, 2013) 16 Core-Course (enrollment on/or after August 1, 2013)

Years	Subject
3	Years of English
2	Years of mathematics (Algebra 1 or higher)
2	Years of natural/physical science (1 year of lab if offered by high school)
2	Years of additional English, mathematics or natural/ physical science
2	Years of social science
3	Years of additional courses (from any area above, foreign language or nondoctrinal religion/philosophy)

Test Scores

- Division I has a sliding scale for test scores and gradepoint average.
- Division II has a minimum SAT score requirement of 820 or an ACT sum score of 68.
- The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a sum of the four sections on the ACT: English, mathematics, reading and science.
- All SAT and ACT scores must be reported directly to the NCAA Eligibility Center by the testing agency. Test scores that appear on transcripts will not be used. When registering for the SAT or ACT, use the Eligibility Center code of 9999 to make sure the score is reported to the Eligibility Center.

NCAA GRADE POINT AVERAGE

- Only core courses are used in the calculation of the grade point average.
- The Division II grade point average requirement is a minimum of 2.000.

OTHER IMPORTANT INFORMATION

- Division II has no sliding scale. The minimum core grade point average is 2.000. The minimum SAT score is 820 (verbal and math sections only) and the minimum ACT sum score is 68.
- 14 core courses are currently required for Division II, 16 core courses if enrolling prior to August 1, 2013.
- 16 core courses are required for Division I.
- The SAT combined score is based on the verbal and math sections only. The writing section will not be used.
- SAT and ACT scores must be reported directly to the Eligibility Center from the testing agency. Scores on transcripts will not be used.
- Students enrolling at an NCAA Division I or II institution for the first time need to also complete the amateurism questionnaire through the Eligibility Center Web site. Students need to request final amateurism certification prior to enrollment.
- Not all online courses are NCAA approved. Follow up with the Student Advisor to check on the eligibility of online courses.

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 Student Advisor 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 interest 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 Student Advisor about taking the PSAT in October. The PSAT is a preliminary test that will prepare you for the SAT Reasoning Test.
- ✓ If you plan on taking the ACT, talk to your Teacher and Student Advisor 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 Student Advisor about test dates offered by your school.
- ✓ You need to register several weeks in advance for the PLAN and PSAT, so consult your Student Advisor 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 Student Advisor 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 indentify your interests and to develop skills.

February

✓ It is never too early to start researching colleges and universities. Visit your Student Advisor 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 counselor about which tests to take.
- ✓ See your Student Advisor 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 guidance 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 Student Advisor 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 Student Advisor 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 Student Advisor about procedures to follow when filling out your college application.

February

- ✓ Meet with your Student Advisor 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.

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 Student Advisor, 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 Student Advisor to be sure your list includes colleges appropriate to your academic and personal record. Review your transcript and co-curricular records with your Student Advisors 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 Student Advisor, 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 thankyou 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

- ✓ 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 Student Advisor to make sure you 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.

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.
- ✓ If you need financial aid, obtain a FAFSA (Free Application for Federal Student Aid) form from your Student Advisor. 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.

- ✓ 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.
- ✓ Consult your Student Advisor 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.
- ✓ 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 Student Advisor 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 Student Advisor or contact the college's financial aid office.
- ✓ Return your signed Cal Grant GPA Verification Form to your Student Advisor.

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 your final year in high school, but don't catch senioritis!

March

- ✓ File your FASFA 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 Student Advisor, 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 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, willingnes, 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.*

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.

*Must complete at least 11 A-G classes before the beginning of 12th grade.

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.

Websites:

- University of California: www.universityofcalifornia.edu
- Association of Independent California Colleges and Universities: www.aiccu.edu
- CSU Mentor: www.csumentor.edu

University of California

Northern Campuses			
UC Berkeley http://berkeleycollege.edu/home.htm			
UC Merced http://www.ucmerced.edu/			
UC Davis http://www.daviscollege.edu/			
UC San Francisco http://www.ucsf.edu/	01/20 27.67 01/26		
UC Santa Cruz http://www.ucsc.edu/	回忆 设建设 回读经		
Central Campuses			
UC Santa Barbara http://www.ucsb.edu/			
Southern Campuses:			
UC Los Angeles http://www.ucla.edu/	□ 秋 □ 20 * * * * * * * * * * * * * * * * * * *		
UC Irvine http://uci.edu/	回鉄田 760分配 □ 667		
UC Riverside http://www.ucr.edu/			
UC San Diego http://www.sandiego.edu/			

Cal State University

Northern Campuses	
California Martime Academy	
https://www.csum.edu/	■X944
CSU Chico	
http://www.csuchico.edu/	
CSU East Bay	
http://www20.csueastbay.edu/	
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http://www.humboldt.edu/	©&#5</td></tr><tr><td>CSU Sacramento</td><td></td></tr><tr><td>http://www.csus.edu/</td><td></td></tr><tr><td>CSU San Francisco State</td><td></td></tr><tr><td>http://www.sfsu.edu/future/</td><td></td></tr><tr><td>San Jose State</td><td>□\£□ \X4.</td></tr><tr><td>http://www.sjsu.edu/</td><td></td></tr><tr><td>Sonoma State</td><td>0 X 10 X 22</td></tr><tr><td>http://www.sonoma.edu/</td><td></td></tr></tbody></table>

Central Campuses	
CSU Fresno	
http://www.fresnostate.edu/	
CSU Monterey Bay	
http://csumb.edu/	E71504
Polytechnic St San Luis Obispo	
http://www.calpoly.edu/	Estate:
Southern Campuses:	
CSU Stanislaus	
http://www.csustan.edu/	□ 4 .±
CSU Bakersfield	
http://www.csub.edu/	
CSU Channel Islands	
http://www.csuci.edu/	ELCAME.
CSU Dominguez Hills	
http://csudh.edu/	
CSU Fullerton	
http://fullerton.edu/	
CSU Northridge	□ (# □ 2015
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CSU Long Beach	
http://csulb.edu/	
CSU Los Angeles	□ 松□ は200
http://www.calstatela.edu/	
Polytechnic Univ. – Pomona	□ 3 %(□ 33%(3 8%
http://www.csupomona.edu/	
CSU San Bernardino	
http://www.csusb.edu/	
San Diego State	□ (%) □ 35 (3 5)
http://www.sdsu.edu/	
CSU San Marcos	日漢日 20後数
http://www.csusm.edu/	

SCHOOL CODE William S. Hart 051506

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.edufund.org
- 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

• http://collegenavigator.ed.gov

College Savings Plans

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

Dream Act

- www.dreamact.info/
- www.ideasla.org

FAFSA on the Web

• www.fafsa.gov

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.hispanicfund.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/Programs/ScholarshipsandInternships

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/lsa

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.college.gov
- www.finaid.org

Information for Students and Their Families

- www.students.gov
- www.edfund.org/Students

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
- www.edfund.org/TaxBenefits

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.studentjobs.gov
- 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

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).



English • Language Arts

Note that students may be required to attend a small group instruction language arts class while taking any of the following classes. Students following a complete UC pathway may be eligible for admittance into a UC or CSU university.

ENGLISH 9 A/B CP (CCSS)

Grade 9

HS1077, HS1078 Credits: 10

Graduation Requirement: English

UC/CSU Approved

Textbook: Prentice Hall Literature (Pearson). Novel: (A) *The House on Mango Street* by Sandra Cisneros, (B) *The Hunger Games* by Suzanne Collins. This course will expose students to both fictional stories and nonfiction articles. This course will enhance students' ability to comprehend and analyze the content of the reading assignments. It will expose students to authors' intent and literature concepts. Each lesson will develop and increase students' fluency and vocabulary. An aspect of grammar will be introduced and students will implement this knowledge in their own writing. A fictional novel will accompany this course that will utilize the students' imagination and creativity. At the end of each unit, students will have an opportunity to incorporate what they have learned in their writing.

ENGLISH 10 A/B CP (CCSS)

Grade 10

HS1081, HS1082 Credits: 10

Graduation Requirement: English

UC/CSU Approved

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 11 A/B CP (CCSS)

Grade 11

HS1085, HS1086 Credits: 10

Graduation Requirement: English

UC/CSU Approved

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 12 A/B CP (CCSS)

Grade 12

HS1089, HS1090

Credits: 10

Graduation Requirement: English

UC/CSU Approved

Students taking English 12 A/B CP will be engaged in a rigorous course,

aligned to Common Core standards, that is designed to create collegeand 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.

AMERICAN LITERATURE CP

Grade 9-12

HS10AL

Credits: 5

Graduation Requirement: English

UC/CSU Approved

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

Grade 9-12

HS1023

Credits: 5

Graduation Requirement: English

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 CP

Grade 9-12

HS1091, HS1092

Credits: 10

Graduation Requirement: English

UC/CSU Approved

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.

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Foreign Language

Note that students may be required to attend a small group instruction language arts class while taking any of the following classes. Students following a complete UC pathway may be eligible for admittance into a UC or CSU university.

SPANISH I A/B CP

Grade 9-12

Grade 9-12

*Check for OFYPCS/OFLPCS A-G

HS6016, HS6017 Credits: 10

Graduation Requirement: Foreign Language or Elective

UC/CSU Approved

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 2 A/B CP

HS6049, HS6050 Credits: 10

Graduation Requirement: Foreign Language UC/CSU Approved

or Elective

Spanish 2 is designed to review and build a

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.

Mathematics

Note that students may be required to attend a small group instruction mathematics class while taking any of the following classes. Students following a complete UC pathway may be eligible for admittance into a UC or CSU university.

ALGEBRA I A/B CP (CCSS)

Grade 9-12

HS2040, HS2041

Credits: 10

Graduation Requirement: Mathematics

UC/CSU Approved

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 2 A/B CP (CCSS)

Grade 9-12

HS2501, HS2502

Credits: 10

Graduation Requirement: Mathematics UC/CSU Approved

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 IA1 CP, IA2 CP, IB1 CP, IB2 CP

Grade 9-12

(2-year course)

HS2IA1, HS2IA2; HS2IB1, HS2IB2

Credits: 20

Graduation Requirement: Mathematics

UC/CSU Approved

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.

GEOMETRY A/B CP (CCSS)

Grade 9-12

HS2038, HS2039

Credits: 10

Graduation Requirement: Mathematics

UC/CSU Approved

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.

BASIC MATH A/B

Grade 9-12

HS2001, HS2002

Credits: 10

Graduation Requirement: Mathematics

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.

INTEGRATED MATH I A/B

Grade 9-12

HS2042, HS2043

Credits: 10

Graduation Requirement: Mathematics

UC/CSU Approved

In Integrated Math 1, students will investigate topics from algebra and geometry and help students develop a basic understanding of linear functions and geometric transformations. The first semester will 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 situations. 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.

INTRODUCTION TO ALGEBRA A/B

Grade 9-12

HS2013, HS2014

Credits: 10

Grade 9-12

Graduation Requirement: Mathematics

This course helps to build students' foundational skills for entry into the Algebra course. Students begin 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. The first semester concludes with solutions of decimal problems. The second semester 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. The course concludes with the product rule, power of exponents, and multiplying polynomials.

PRE ALGEBRA A/B

HS2015, HS2016 Credits: 10

Graduation Requirement: Mathematics

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.

BUSINESS MATH Grade 9-12

HS2007 Credits: 5

Graduation Requirement: Mathematics

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.

MATH READINESS A/B/C/D Grade 9-12

HSMM01, HSMM02, HSMM03, HSMM04 Credits: 20

Prerequisite: Teacher approval Graduation Requirement: Elective

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

Grade 9-12

HS2030 Credits: 5

Graduation Requirement: Mathematics

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.

Science

Students following a complete UC pathway may be eligible for admittance into a UC or CSU university.

BIOLOGY A/B Grade 10

HS4020, HS4021 Credits: 10

Graduation Requirement: Life Science UC/CSU Approved

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 CP
 Grade 10

 HS4501, HS4502
 Credits: 10

Graduation Requirement: Life Science UC/CSU Approved

Biology A/B CP 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.

PHYSICS A/B CP Grade 10-12

*Check learning center for availability

HS4018, HS4019 Credits: 10

Graduation Requirement: Physical Science UC/CSU Approved

This class is designed to be a breadth course in algebra-based physics, adhering to key concepts of classical mechanics, energy, matter, waves, optics and electromagnetism. The course will initiate with the students examining the scientific method as well as means of measurement

appropriate to the physics laboratory setting. It will continue with the aforementioned concepts which will be investigated through lecture and investigative laboratory exercises. Mechanics will be divided into the two appropriate disciplines of dynamics and statics. These will serve to introduce the student to Newton's Laws of Motion, vectors, velocity, acceleration, freefall, force, rotation and momentum. The energy aspect will investigate conservation, thermal and matter. The study of waves will serve to integrate energy concepts with sound and light. Optics will introduce the properties of light and its interactions with lenses and mirrors. Electromagnetism will serve to show the relationship that exists between electricity and magnetism and introduce circuitry and electronics.

PHYSICAL SCIENCE A/B

Grade 9-12

HS4005, HS4006

Credits: 10

Graduation Requirement: Physical Science

UC/CSU Approved

In Physical Science A/B, 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 progress with the basics of motion, force, and energy, focusing on measuring motion and the nature of force, as well as different sources of energy. Students will also learn the basics of Earth Science, including Plate Tectonics, land formations and the basic methods of measuring earthquakes. Lastly, students will learn the basics of astronomy, including Earth in the context of the solar system and the sun, as well as the formation of stars and galaxies and the origins of the universe.

PHYSICAL SCIENCE A/B CP

Grade 9-12

HS4026, HS4027

Credits: 10

Graduation Requirement: Physical Science

Upon successful completion of Physical Science A/B CP, 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 and tables 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 I is highly recommended.

Social Science

Students following a complete UC pathway may be eligible for admittance into a UC or CSU university.

WORLD HISTORY A/B CP

Grade 9-12

HS3040, HS3041

Credits: 10

Graduation Requirement: World History

UC/CSU Approved

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.

U.S. HISTORY A/B CP

Grade 9-12

HS3005, HS3006

Credits: 10

Graduation Requirement: U.S. History

UC/CSU Approved

This U.S. History course traces the development of the United States from the ravages of the Civil War to the modern times of terrorism. Students will study such concepts as Reconstruction, Prohibition, the Open Door Policy, urbanization, Normalcy, Terrorism, and Americanization. Students will learn about the Civil War in depth, as well as the Spanish-American War, World War I and II, the Korean War, the Vietnam Conflict, the Cold War, and the first and second wars in Iraq. Students will also learn about events like the Great Depression, the Dust Bowl, the Iran-Contra Affair, 9/11, the Cuban Missile Crisis, and the first and second New Deals. Lastly, students will study each presidency from Abraham Lincoln to George W. Bush and the affect their administrations had on history.

U.S. GOVERNMENT CP

Grade 9-12

HS3032

Credits: 5

Graduation Requirement: U.S. Government

UC/CSU Approved

In this course, students will survey the scope of our government from its fruition, development, actualization, structure, and function to its relevance in our lives today in a democratic society. Students will learn about the foundations and unique characteristics of American democracy through reading fundamental documents such as the Declaration of Independence and the U.S. Constitution. Students will study the different branches of government and how they uphold the principles of separation of powers and checks and balances as influenced by Enlightenment philosophers, as well as how the Framers of the Constitution drafted the document to allow for its adoption and application throughout time. Students will study the creation of the judicial branch and key Supreme Court cases that created new laws to protect our civil rights. Students will study different levels of government from national and state to local governments that provide public services to represent the interests and protect the rights of their constituents. Students will trace the election process and learn how public opinion can influence the government. Students will understand the importance of their active civic participation and construct their own unique service learning project. Lastly, students will compare the American democracy with governments around the world to distinguish similarities and differences and to understand why the U.S. engages in foreign affairs.

ECONOMICS CP

Grade 9-12

HS3008

Credits: 5

Graduation Requirement: Economics

UC/CSU Approved

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.

Visual and Performing Arts

Students following a complete UC pathway may be eligible for admittance into a UC or CSU university.

ART HISTORY A/B CP

Grade 9-12

*Check for center availability

HS6009, HS6010 Credits: 10

Graduation Requirement: VPA or Elective UC/CSU Approved (VPA)

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.

ARTS AND CRAFTS A/B

Grade 9-12

HSAC01, HSAC02

Credits: 10

Graduation Requirement: VPA or Elective

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

Grade 9-12

HS6011

Credits: 5

Graduation Requirement: VPA or Elective

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.

CARTOONING

Grade 9-12

HS6012

Credits: 5

Graduation Requirement: VPA or Elective

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.

FILM ANALYSIS A/B CP

Grade 9-12

HS6037, HS6038

Credits: 10

Graduation Requirement: VPA or Elective

UC/CSU Approved

Film Analysis will offer students the opportunity to become familiar with film history and the diversity of cinema through viewing and analyzing a selection of films from the most important genres. Genre is another word for category and is the term used in film studies to describe the different types of films. Students will explore twenty-one genres spread across ten units. Each film genre focuses on a category of filmmaking spanning different filmmakers, time periods, styles and even subgenres. Some

genres are quite general—like drama—and include a vast array of films and other subgenres; other genres are quite specific—like fantasy—and include a smaller selection of films. Students will emerge from this course with a solid understanding of film history and new insight about the major genres of film.

INTERMEDIATE DRAWING

Grade 9-12

HS60ID

Credits: 5

Graduation Requirement: VPA or Elective

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

Grade 9-12

HS6031

Credits: 5

Graduation Requirement: VPA or Elective

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.

NATURE JOURNALING

Grade 9-12

HS9046

Credits: 5

Graduation Requirement: VPA or Elective

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.

VISUAL ARTS A/B

Grade 9-12

HS6014, HS6015

Credits: 10

Graduation Requirement: VPA or Elective

UC/CSU Approved

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.

Health • Physical Education

HEALTH A/B Grade 9-12

HS7020, HS7021 Credits: 10

Graduation Requirement: Health

In Health A, students will be introduced to the many aspects of health, including the concept of wellness, health risks, personality, mental health, self-esteem, and expression of emotions. Students shall also be exposed to an understanding of stress, responses to stress, and stress management. Students will study family roles and changes in family structures. Students will explore human reproduction, heredity, and human development. HS Health has been updated to include required instruction on HIV/AIDS prevention and affirmative consent. The course now includes medically accurate instruction on the nature of HIV/AIDS and their 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 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 into affirmative consent/"Yes Means Yes". Health A will conclude with lessons in nutrition, malnutrition, diet planning, and making wise food choices. In Health B, students will study the human skeletal, muscular, nervous, respiratory, and cardiovascular systems. Students will also explore the elements of physical fitness and the design of suitable exercise programs. Health B will also cover the use and abuse of prescription and illegal drugs. Students shall explore the body effects of alcohol and issues regarding social pressures to consume alcohol. Also studied will be 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.

PHYSICAL EDUCATION, I, II, III, IV

Grade 9-12

HS5001, HS5012, HS5013, HS5014

Credits: 5 (each course)

Graduation Requirement: Physical Ed.

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.

Career Education - Electives

CAREER AND COLLEGE SKILLS

Grade 9-12

HS8512

Credits: 5

Graduation Requirement: Elective or Career Ed

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

Grade 9-12

HS8019

Credits: 5

Graduation Requirement: Elective

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.

STUDENT ASSISTANT A/B

Grade 9-12

HS9021, HS9022

Credits: 10

Prerequisite: Teacher approval

Graduation Requirement: Elective

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.

English • Language Arts - Electives

Students following a complete UC pathway may be eligible for admittance into a UC or CSU university.

CRITICAL LITERACY

Grade 9-12

HS65CL

Credits: 5

Graduation Requirement: Elective

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 READINESS A/B

Grade 9-12

HS10RA, HS10RB

Credits: 10

Prerequisite: Teacher approval

Graduation Requirement: Elective

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 Opportunities for Learning, 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.

INTRO. TO PLAYS AND THEATER CP

Grade 9-12

HS6039

Credits: 5

Graduation Requirement: Elective

UC/CSU Approved (Elective)

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 you will be learning the techniques involved in writing drama. These include: setting, plot, character development, conflict, props, play structure, dialogue, symbolism, and theme.

JOURNALISM

Grade 9-12

HS1031

Credits: 5

Graduation Requirement: Elective

Through the activities in this unit, students will use the newspaper to develop their language arts skills. Language is the means by which we express our point of view and communicate with others. Writing in particular is a part of this process as it exercises the intellect. Good writing consists of the organization of ideas, the gathering of evidence and the choosing of the most appropriate words to express our thoughts. Language arts require the integration of all the elements of lanugage: listening, speaking, reading, and writing. This process of integrating all the elements can help students develop the type of thinking skills they need to become informed and effective citizens.

LITERACY DEVELOPMENT A/B

Grade 9-12

HS6503, HS6506

Credits: 10

Graduation Requirement: Elective

The Literacy Development A/B class utilizes the Teenbiz3000™ reading program, in addition to an independent reading book at the students' reading level, to provide students with differentiated instruction in reading comprehension and writing. Teenbiz3000™ offers high-interest Associated Press articles modified to the students' comprehension level, and provides exposure to current events in language students can understand. In addition, standardized test-style questions and thought question writing activities provide students preparation and practice for reading, writing, and test-taking at the high school level. Students will read 1/5 of the book for each unit and complete an entire book, completing reading comprehension book activities for each unit and final book project at the conclusion of the course. The goal of the course is to help students increase their reading fluency and comprehension from the start of the class to the end.

MULTICULTURAL LITERATURE

Grade 9-12

HS10ML

Credits: 5

Graduation Requirement: Elective

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 with 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

Grade 9-12

HS1032

Credits: 5

Graduation Requirement: Elective

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

Grade 9-12

HS10PE

Credits: 5

Graduation Requirement: Elective

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

Grade 9-12

HS10RF

Credits: 5

Graduation Requirement: Elective

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.

SCIENCE FICTION CP

Grade 9-12

HS6502

Credits: 5

Graduation Requirement: Elective

UC/CSU Approved

In this Science Fiction CP course, students will explore the history of Science Fiction. Through its collection of well-chosen, classic stories, using the textbook, *Decades of Science Fiction*, students trace the evolution of Science Fiction from the days of H.G. Wells and Jules Verne through the present. *Decades of Science Fiction* provides a historical timeline of each decade, and an introduction of each chapter which summarizes the political, scientific, and literary events which were then prominent. Students will read the novel *The Halloween Tree* by Ray Bradbury and complete a novel assignment based on his works.

Family and Consumer Science Electives

INDEPENDENT LIVING

Grade 9-12

HS80IL

Credits: 5

Grade 9-12

Graduation Requirement: Elective

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.

PARENTING AND CHILD DEVELOPMENT A/B

HS8040, HS8041 Credits: 10

Graduation Requirement: Elective

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.

Health • Physical Education - Electives

FOOD AND NUTRITION

Grade 9-12

HS8021 Credits: 5

Graduation Requirement: Elective

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 ELECTIVE Grade 9-12
HS7011 Credits: 5

Graduation Requirement: Elective

In this course, students will study select aspects of health including the concept of wellness, including health risks, nutrition, diet planning, and wise choices regarding food. Study segments will also be available on personality, mental health, self-esteem, stress, and the mechanisms by which we express emotions. Information on family roles and the changes in family structure will also be available. Further opportunities for study will include human skeletal, muscular, nervous, respiratory, and cardiovascular systems; the immune system and its response to infectious and non-infectious diseases; physical fitness and the design of suitable exercise programs; the use and abuse of perscriptions and illegal drugs; the effects of alcohol and tobacco, and issues regarding the social pressures to consume. Finally, the course also offers lessons about environmental pollution and the healthcare system

PHYSICAL EDUCATION, I, II, III, IV

Grade 9-12

HS5001, HS5012, HS5013, HS5014

Credits: 5 (each course)

Graduation Requirement: Physical Education or Elective

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 ELECTIVE Grade 9-12

HS5011 Credits: 5

Graduation Requirement: Elective

Upon completion of this course, students will have participated in a variety of sports. In addition, students will learn about sports and discuss aspects of sports in current news. This class will familiarize students with activities that might be suitable for lifelong recreation and physical fitness.

PHYSICAL EDUCATION ELECTIVE B

Grade 9-12

HS5015 Credits: 5

Graduation Requirement: Elective

Upon completion of this course, students will have participated in a variety of sports. In addition, students will learn about sports and discuss aspects of sports in current news. This class will familiarize students with activities that might be suitable for lifelong recreation and physical fitness.

Independent Project • General Electives

INDEPENDENT PROJECT 1 A/B, 2 A/B

Grade 9-12

HS9090, HS9091, HS9095, HS9096

Credits: 20

Graduation Requirement: Elective

A student who wishes to complete a special independent project, which cannot be completed in a regularly scheduled course, may apply to enroll in Independent Project. An application with a description of the project and approval of the Instructor, Principal and the Curriculum Department must be completed before enrollment will be permitted. The project must include at least 12 hours of work per unit. Students may earn variable credit but may not earn more than 5 credits per semester course.

INDEPENDENT PROJECT 1A1/1B1 (2.5)

Grade 9-12

HS9092, HS9093

Credits: 5

Graduation Requirement: Elective

A student who wishes to complete a special independent project which cannot be completed in a regularly scheduled course may apply to enroll in Independent Project. An application with a description of the project and approval of the Instructor, Principal and the Curriculum Department must be completed before enrollment will be permitted. The project must include at least 12 hours of work per unit. Students may earn variable credit but may not earn more than 5 credits per semester course.

Life Skills - Electives

BASIC STUDY SKILLS

Grade 9-12

HS1034

Credits: 5

Graduation Requirement: Elective

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.

CHARACTER EDUCATION

Grade 9-12

HS8042

Credits: 5

Graduation Requirement: Elective

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

Grade 9-12

HS80DE

Credits: 5

Graduation Requirement: Elective, Driver's Ed

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.

PEER TUTORING A/B

Grade 9-12

HS5502, HS5503

Credits: 10

Graduation Requirement: Elective

Peer Tutoring is a small group instruction (SGI) course. Students learn the foundations of learning styles as well as teaching, tutoring, and study strategies in Units 1 and 2 before beginning to tutor peers in Units 3-5. The goal of the course is for students to become strong tutors to their peers and to gain mastery of teaching and study skills techniques in order to assist others. Through this course, students will gain lifelong skills in leadership, communication, discipline, mentoring, time management, patience, and responsibility. Peer Tutors will also gain academic skills as they teach others.

Mathematics - Electives

MATH READINESS A/B/C/D

Grade 9-12

HSMM01, HSMM02, HSMM03, HSMM04

Credits: 20

Prerequisite: Teacher approval Gradu

Graduation Requirement: Elective

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.

PRINCIPLES OF MATH

Grade 9-12

HS10PM

Credits: 5

Graduation Requirement: Elective

This course is designed to fine-tune and hone students' skills in math. Students will review concepts and standards they have previously been exposed to, but maybe have not mastered. Over the course of sixty standards-based lessons, students will review concepts such as absolute value, number sense, rational numbers, percents, scientific notation,

systems of inequalities, algebraic expressions, monomials and polynomials, linear equations, and quantitative relationships. Students will also be exposed to some measurement and geometry concepts like converting square and cubic units, planes, geometric figures, surface area and volume, and congruent figures. Lastly, students will explore statistics, data analysis, probability, and mathematical reasoning.

Pathways - Electives

Students following a complete UC pathway may be eligible for admittance into a UC or CSU university.

PATHWAYS: CHARACTER DEVELOPMENT

Grade 9-12

HS8069

Credits: 2.5

Graduation Requirement: Elective

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 problemsolving. 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: COLLEGE TOUR

Grade 9-12

HS8070

Credits: 2.5

Graduation Requirement: Elective

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

Grade 9-12

HS8061

Credits: 2.5

Graduation Requirement: Elective

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

Grade 9-12

HS9047

Credits: 5

Graduation Requirement: Elective

Students will explore Cuban culture, politics and history and compare and contrast the Cuban lifestyle with that of life in the U.S.

PATHWAYS: ROCKY MOUNTAIN RANCH

Grade 9-12

HS8060

Credits: 5

Graduation Requirement: Elective

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 problemsolving. 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: SUSTAINABLE AGRICULTURE

Grade 9-12

(UCCI) *Check learning center for availability

HS9065 Credits: 5

Graduation Requirement: Elective

UC/CSU Approved

The objective of Blackbird Farm Sustainable Agriculture is to facilitate learning on a sustainable living organic farm. The topics covered include: farm to table, seed to table, and say cheese, a unit focusing on dairy animals and the processing of dairy goods. The skills developed include work and post-secondary skills, team building, and problem solving. This is accomplished through participation in work on the farm, academic work, field labs, data collection and analysis, application of lab results and experiential activities. Additionally, students will leave with an understanding of being part of a farming community, personal leadership, and a greater awareness of sustainable agriculture.

PATHWAYS: URBAN HOMESTEADING

Grade 9-12

Credits: 5

Graduation Requirement: Elective

HS9009

The objective of Blackbird Farm Urban Homesteading is to facilitate learning on a sustainable living organic farm. The topics covered include: farm to table, seed to table, and say cheese, a unit focusing on dairy animals and the processing of dairy goods. The skills developed include work and post-secondary skills, team building, and problem solving. This is accomplished through participation in work on the farm, academic work, and experiential activities. Additionally, students will leave with an understanding of being part of a farming community, personal leadership, and a greater awareness of urban homesteading.

PATHWAYS: WASHINGTON DC

Grade 9-12

HS9048

Credits: 2.5

Graduation Requirement: Elective

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.

Science - Electives

EARTH SCIENCE A/B

Grade 9-12

HS4016, HS4017

Credits: 10

Graduation Requirement: Physical Science or Elective

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.

Social Science - Electives

Students following a complete UC pathway may be eligible for admittance into a UC or CSU university.

COMPARATIVE RELIGIONS

Grade 9-12

HS30CR

Credits: 5

Graduation Requirement: Elective

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 CP

Grade 10-12

HS3030

Credits: 5

Prerequisite: Teacher approval **Graduation Requirement:** Elective

UC/CSU Approved

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

Grade 9-12

HS3037

Credits: 10

Graduation Requirement: Elective

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

Grade 9-12

HS8502

Credits: 5

Graduation Requirement: Elective

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.

LATIN AMERICAN HISTORY

Grade 9-12

HS30LH

Credits: 5

Graduation Requirement: Elective

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.

PSYCHOLOGY A/B CP

Grade 9-12

HS3016, HS3017

Credits: 10

Graduation Requirement: Elective

UC/CSU Approved (Elective)

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.

WE THE PEOPLE

Grade 9-12

HS8006

Credits: 5

Graduation Requirement: Elective

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

Grade 9-12

HS3521, HS3522

Credits: 10

Graduation Requirement: Geography or Elective

This course will give students an overview of the geography of the world. It will give them an understanding of 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.

Technology - Electives

COMPUTER LITERACY

Grade 9-12

MICROSOFT OFFICE 2010

HS9039

Credits: 5

Graduation Requirement: Elective

In Computer Literacy, students will gain experience in the first 4 basic areas of computing; word processing, data management using spreadsheets, multimedia presentations, and effective use of the Internet. Students should work through the student activity workbook, reading the referenced sections in their text as they complete the assignments. Next to

the answers, they will see the corresponding page numbers from the text. Assignments and assessments will contain scoring guidelines, but the final point value is at the teacher's discretion. After completing this course, the student should possess sufficient skills to create powerful and effective computer-generated documents, manage and display spreadsheet data, impressive presentations for school or work, and conduct effective and reliable Internet research.



English • Language Arts

Note that students may be required to attend a small group instruction language arts class while taking any of the following classes.

LANGUAGE ARTS 7 A/B

Grade 7

MS1003, MS1004

Credits: 10

Promotion Requirement: Language Arts 7

This course will expose students to both fictional stories and non-fiction articles. This course will enhance students' ability to comprehend and develop inferences towards the content of their reading assignments. It will expose students to authors' intent and literature concepts. Each lesson will develop and increase students' terms and vocabulary. An aspect of grammar will be introduced and students will implement their knowledge in their own writing. A fictional novel will accompany this course that will utilize the students' imagination and creativity. At the end of each unit, students will have an opportunity to incorporate what they have learned in their writing.

LANGUAGE ARTS 8 A/B

Grade 8

MS1005, MS1006

Credits: 10

Promotion Requirement: Language Arts 8

Language Arts 8A focuses on improving students' ability to apply key concepts of literature to their reading assignments in order to gain further insight and knowledge. The skills acquired throughout this course will not only enhance their reading experience and improve writing skills but prepare them for high school level English. Ranging from humorous poems about pigeons to an emotional story about a boy in a coma, students taking this course will be able to explore a grand diversity of literary experiences. They will read the historical fiction novel 11,000 Years Lost throughout the semester and will have the choice of doing an art project or writing an essay for alternative assessments. Language Arts 8B further develops a student's ability to apply key concepts of literature to their reading assignments and enhance their reading an analytical skills. This semester offers a mixture of concepts learned in the previous semester with new concepts that will continue to develop reading, writing and analytical skills. The diverse array of reading will include stories about such notable figures as pilot Amelia Earhart and Chief Joseph of the Nez Perce tribe. Students will also discover how potato chips were invented and how your pet dog could become wild again given the opportunity. In addition to their study of short stories, poems, articles and reader's theater, they will read the novel Turnabout throughout the semester.

ENGLISH 8 A/B (CCSS)

Grade 8

MS108A, MS108B

Credits: 10

Promotion Requirement: Language Arts 8

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.

Mathematics

Note that students may be required to attend a small group instruction math class while taking any of the following classes.

BASIC MATH A/B

Grade 7-8

MS2020, MS2021

Credits: 10

Promotion Requirement: Mathematics

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.

INTRODUCTION TO ALGEBRA A/B

Grade 7-8

MS2012, MS2013

Credits: 10

Promotion Requirement: Mathematics

Introduction to Algebra A helps to build students' foundational skills for entry into the Algebra course. Introduction to 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. Introduction to Algebra A concludes with solutions of decimal problems. Introduction to 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. Introduction to Algebra B concludes with the product rule, power of exponents, and multiplying polynomials.

PRE-ALGEBRA A/B

Grade 7-8

MS2028, MS2029

Credits: 10

Promotion Requirement: Mathematics

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 progress into comprehensive work with percents and measurement systems, which then are related to the various types of graphs. Pre Algebra B concludes with the product rule, power of exponents, and multiplying polynomials.

ALGEBRA I A/B (CCSS)

Grade 7-8

MS2040, MS2041

Credits: 10

Promotion Requirement: Mathematics

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 IA-1/IA-2, IB-1/IB-2

(2-year course)

MS2IA1, MS2IA2, MS2IB1, MS2IB2

PERSONAL FINANCE

Grade 7-8

MS20PF

Credits: 5 **Promotion Requirement:** Mathematics

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

Promotion Requirement: Mathematics

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.

ALGEBRA 2 A/B

Grade 7-8

Grade 7-8

Credits: 20

MS2501, MS2502 Credits: 10

Promotion Requirement: Mathematics

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.

INTRO TO GEOMETRY A/B

Grade 7-8

MS2024, MS2025

Credits: 10

Promotion Requirement: Mathematics

Introduction to Geometry builds upon skills acquired in Pre-Algebra and Algebra and incorporates them into learning about new geometry basics. Students will master the foundation blocks for the structure of geometry and understand how to represent geometric figures. They will first familiarize themselves with the tools of geometry and then go on to understand the importance of reasoning. In this semester, they will consider the difference between parallel and perpendicular lines. They will learn to understand congruent triangles as well as the relationships between triangles. They will also learn about the properties of the different types of quadrilaterals. Intro to Geometry B takes important geometry basics and skills learned in the first semester and applies them to advanced concepts introduced in this semester. Students will learn about proportions, ratio and the idea of scale with polygons. They will become familiar with measuring a circle the its related concepts. They will break out of the 2-D mold and learn how to measure space figures and their nets. They will explore coordinate planes, slopes of lines, transformations, and vectors. Finally, they will complete their Intro to Geometry experience with the mastery of trigonometric ratios and right triangles.

GEOMETRY A/B (CCSS)

Grade 7-8

MS2038, MS2039

Credits: 10

Promotion Requirement: Mathematics

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.

credit card debt). Students will also gain an understanding of the monetary considerations when buying a house or car.

MATH READINESS A/B/C/D

Grade 7-8

MSMM01, MSMM02, MSMM03, MSMM04

Credits: 20

Prerequisite: Teacher approval

Graduation Requirement: Mathematics or Elective

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

LIFE SCIENCE 7 A/B

Grade 7

MS4003, MS4004

Credits: 10

Promotion Requirement: Life Science 7

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.

PHYSICAL SCIENCE 7-8 A/B

Grade 8

MS4005, MS4006

Credits: 10

Promotion Requirement: Physical Science 8

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.

Social Science

WORLD HISTORY 7 A/B

Grade 7

MS3008, MS3009

Credits: 10

Promotion Requirement: World History 7

This course covers the beginnings of the Roman and Byzantine Empires to China's Golden Age, then runs through the Middle Ages and early Renaissance. The students will study the growth of Islam and the great cultures that grew from the Muslim religion, the rise of sub-Saharan civilizations and their interaction with Europe and the Middle East cultures, civilizations that thrived and grew in Mesoamerica, and the development of early Chinese civilizations such as the Khans. Students will learn about the early Meso-America civilizations and the advancements they were able to make. The students will also learn about the way religion impacted all early cultures and how it was used as a weapon against other civilization's enemies. 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, in depth, World War I and II, including communism, totalitarianism, and the Holocaust, and will also 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, analyze the politics of the Middle East and their relationship to current events and examine current global issues, such as terrorism and overpopulation.

U.S. HISTORY 7-8 A/B Grade 7-8

MS3005, MS3006 Credits: 10

Promotion Requirement: US History 8

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 an 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.

Visual and Performing Arts

ARTS & CRAFTS A/B

Grade 7-8

MSAC01, MSAC02 Credits: 10

Promotion Requirement: VPA or Elective

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 Grade 7-8

MS6005 Credits: 5

Promotion Requirement: VPA or Elective

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 Grade 7-8

MS6016 Credits: 5

Promotion Requirement: VPA or Elective

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 Grade 7-8
MS9003 Credits: 5

Promotion Requirement: VPA or Elective

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.

Health • Physical Education

PHYSICAL EDUCATION 7 A/B

Grade 7

MS501A, MS501B

Credits: 10

Promotion Requirement: Physical Education

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

Grade 8

MS502A, MS502B

Credits: 10

Promotion Requirement: Physical Education

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.

Career Education - Electives

CAREER OPPORTUNITIES

Grade 7-8

MS8019

Credits: 5

Promotion Requirement: Elective

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.

STUDENT ASSISTANT 7 A/B

Grade 7-8

MS9023, MS9024

Credits: 5

Promotion Requirement: Elective

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

Grade 7-8

MS9025, MS9026

Credits: 5

Promotion Requirement: Elective

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.

English • Language Arts - Electives

CRITICAL LITERACY

Grade 7-8

MS65CL

Credits: 5

Promotion Requirement: Elective

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 READINESS A/B

Grade 7-8

MS10RA, MS10RB

Credits: 10

Promotion Requirement: Elective

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

Grade 7-8

MS1015

Credits: 5

Promotion Requirement: Elective

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.

IOURNALISM

Grade 7-8

MS1021

Credits: 5

Promotion Requirement: Elective

Through the activities in this unit, students will use the newspaper to develop their language arts skills. Language is the means by which we express our point of view and communicate with others. Writing in particular is a part of this process as it exercises the intellect. Good writing consists of the organization of ideas, the gathering of evidence and the choosing of the most appropriate words to express our thoughts. Language arts require the integration of all the elements of lanugage: listening, speaking, reading and writing. This process of integrating all the elements can help students develop the type of thinking skills they need to become informed and effective citizens.

LITERACY DEVELOPMENT A/B

Grade 7-8

MS6503, MS6504

Credits: 10

Promotion Requirement: Elective

The Literacy Development A/B class utilizes the Teenbiz3000™ reading program in addition to an independent reading book at the students' reading level to provide student with differentiated instruction in reading comprehension and writing. Teenbiz3000™ offers high-interest Associated Press articles modified to the students comprehension level, and provides exposure to current events in language students can understand. In addition, standardized test-style questions and thought question writing activities provide students preparation and practice for reading, writing, and test-taking at the high school level. Students will read 1/5 of the book for each unit and complete an entire book, completing reading comprehension book activities for each unit and final book project at the conclusion of the course. The goal of the course is to help students increase their reading fluency and comprehension from the start of the class to the end.

MULTICULTURAL LITERATURE

Grade 7-8

INDEPENDENT LIVING Grade 7-8 MS8008 Credits: 5

MS1040

Credits: 5

Promotion Requirement: Elective

Promotion Requirement: Elective

The Multicultural Literature 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. Throughout the reading selections, students will be exposed to the various cultures contained with 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 to understand regionalism.

POETRY Grade 7-8 MS1022 Credits: 5

Promotion Requirement: Elective

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 Grade 7-8 MS10RF Credits: 5

Promotion Requirement: Elective

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.

Family and Consumer Science -**Electives**

FOOD AND NUTRITION Grade 7-8 MS8021 Credits: 5

Promotion Requirement: Elective

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.

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.

Health • Physical Education - Electives

HEALTH 7-8 A/B Grade 7-8 MS7010, MS7011 Credits: 10

Promotion Requirement: Health or Elective

In this course, students define the health triangle which includes an analysis of physical, emotional, and social health. Students will also define the elements of communication including refusal skills and conflict resolution. This course allows students to understand the value of setting goals as well as analyze factors that influence self-concept. Also explored are the various methods of stress management. Mild emphasis is placed on the assortment of family structures which exist in our society. Students will also explore the ways and importance of personal hygiene as well as the basics of nutritional needs of the human body. It concludes with the creation and implementation of a pre-planned diet with a menu as well as a discussion about the components of fitness. MS Health has been updated to include required instruction concerning the California Healthy Youth Act and HIV/AIDS prevention education. This course now contains instruction on the nature of HIV/AIDS, methods of transmission, strategies to reduce the risk of HIV infection, and social and public health issues related to HIV/AIDS. The course provides students with medically accurate knowledge and skills necessary to protect his/her sexual and reproductive health from sexually transmitted infections (STIs) and unwanted pregnancy. In addition, MS Health encourages students to develop healthy attitudes about their growth and development, gender roles, and sexual orientation. This course also emphasizes the harmful effects of all drug use including tobacco and alcohol. Students will gain an understanding of the importance of personal safety including the basics of first aid. It concludes with some insight into the methods of preserving our environment.

PHYSICAL EDUCATION ELECTIVE

Grade 7-8

MS5011

Credits: 5

Promotion Requirement: Elective

Upon completion of this course the student will have participated in a variety of sports. In addition, students will learn about sports and discuss aspects of sports in current news. This class will familiarize students with activities that might be suitable for lifelong recreation and physical health.

Independent Project/General Electives

INDEPENDENT PROJECT 1 A/B

Grade 7-8

MS5501, MS5502

Credits: 5

Promotion Requirement: Elective

A student who wishes to complete a special independent project, which cannot be completed in a regularly scheduled course, may apply to enroll in Independent Project. An application with a description of the project and approval of the Instructor, Principal and the Curriculum Department must be completed before enrollment will be permitted. The project must include at least 12 hours of work per unit. Students may earn variable credit but may not earn more than 5 credits per semester course.

Life Skills - Electives

BASIC STUDY SKILLS

Grade 7-8

MS1024

Credits: 5

Promotion Requirement: Elective

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.

CHARACTER EDUCATION

Grade 7-8

MS8042

Credits: 5

Promotion Requirement: Elective

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.

Mathematics - Electives

MATH READINESS A/B/C/D

Grade 7-8

MSMM01, MSMM02, MSMM03, MSMM04

Credits: 20

Prerequisite: Teacher approval

Graduation Requirement: Mathematics or Elective

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.

Pathways - Electives

PATHWAYS: ROCKY MOUNTAIN RANCH

Grade 7-8

MS8060

Credits: 5

Promotion Requirement: Elective

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 problemsolving. 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: URBAN HOMESTEADING

Grade 7-8

MS9010

Credits: 5

Promotion Requirement: Elective

The objective of Blackbird Farm Urban Homesteading is to facilitate learning on a sustainable living organic farm. The topics covered include: farm to table, seed to table, and say cheese, a unit focusing on dairy animals and the processing of dairy goods. The skills developed include work and post-secondary skills, team building, and problem-solving. This is accomplished through participation in work on the farm, academic work, and experiential activities. Additionally, students will leave with an understanding of being part of a farming community, personal leadership, and a greater awareness of urban homesteading.

PATHWAYS: WASHINGTON DC

Grade 7-8

MS9048

Credits: 2.5

Promotion Requirement: Elective

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.

Science - Electives

EARTH SCIENCE A/B

Grade 7-8

MS4016, MS4017

Credits: 10

Promotion Requirement: Elective

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 any students with this portion of the unit.

Social Science - Electives

HISTORY OF THE ANCIENT WORLD

Grade 7-8

MS8502

Credits: 5

Promotion Requirement: Elective

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

Grade 7-8

MS30LH

Credits: 5

Promotion Requirement: Elective

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

Grade 7-8

MS8012

Credits: 5

Promotion Requirement: Elective

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

Grade 7-8

MS3521, MS3522

Credits: 10

Promotion Requirement: Elective

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.

Technology - Electives

COMPUTER LITERACY

Grade 7-8

MS9013

Credits: 5

Promotion Requirement: Elective

Computer Literacy is a computer-based class that will cover the basics of the Microsoft Office Software. Students will learn the basics of Microsoft Word, Excel, and PowerPoint. There will be various labs to complete that will demonstrate the students' mastery of the concepts they have been introduced to. In addition, students will be introduced to Internet browsing, search engine tactics that will utilize your time while searching information on the Internet, and will set up an e-mail account.



Virtual education is the fastest-growing segment of education in the U.S. and is an increasingly important choice for students seeking alternative education. This exciting program will provide an additional level of flexibility for students, increased access to Advanced Placement coursework and advanced classes, and varied styles of instruction. Our program is not structured for 100% online education, but will offer students the opportunity to take one or more online courses in addition to traditional coursework.

OFLPCS offers a wide variety of online courses, many of which are A-G approved. To enroll in an online course, the student and/or parent or guardian should consult with the student's teacher. Since the program is delivered via the Internet, additional paperwork (obtained from the student's teacher) must be signed by both the parent or guardian and the student. Once the paperwork is received, the student is issued a login and password to access the course, along with a secure e-mail account. If a parent's or guardian's e-mail address is provided in the paperwork, he or she will receive weekly progress reports via e-mail regarding the student's progress in the online class.

Students taking online classes are expected to spend a minimum of five (5) hours per week on coursework and complete one (1) unit of online work every two (2) weeks. Students failing to meet these expectations may be considered to have voluntarily withdrawn from the program.

The following courses are currently available to students. Please note, however, that not all courses are available in every region. Please see your student's teacher for courses offered in your area.

English

Students following a complete UC pathway may be eligible for admittance into a UC or CSU university.

ENGLISH 9 COMMON CORE SEM 1/SEM 2

Grade 9

HSES113, HSES114

Credits: 10

Graduation Requirement: English

UC/CSU Approved

English 9 provides an introduction to informational and literary genres and lays a foundation of critical reading and analytical writing skills. Through texts that range from essays, speeches, articles and historical documents to a novel, a play, poetry and short stories, students analyze the use of elements of literature and nonfiction. As they develop their writing skills and respond to claims, students learn to formulate arguments and use textual evidence to support their position. To hone their listening and speaking skills, students engage with a variety of media types through which they analyze and synthesize information, discuss material, create presentations, and share their work.

ENGLISH 10 COMMON CORE SEM 1/SEM 2

Grade 10

HSES115, HSES116

Credits: 10

Graduation Requirement: English

UC/CSU Approved

English 10 builds upon students' foundation of critical reading and analytical writing skills. Through texts that range from investigative journalism, essays, articles and historical documents to a novel, drama, poetry and short stories, students analyze the use of elements of literature and nonfiction. As they develop their writing skills and respond to claims, students learn to refine arguments and organize evidence to support their position. To hone their listening and speaking skills, students engage with a variety of media types through which they analyze and synthesize information, discuss material, create presentations, and share their work.

ENGLISH 11 COMMON CORE SEM 1/SEM 2

HSES119, HSES120 Credits: 10

Graduation Requirement: English

UC/CSU Approved

Grade 11

In English 11, students examine the belief systems, events, and literature that have shaped the United States. Starting with the Declaration of Independence, students explore how the greatest American literature tells the stories of individuals who have struggled for independence and freedom: freedom of self, freedom of thought, freedom of home and country. Students reflect on the role of the individual in Romantic and Transcendentalist literature that considers the relationship between citizens and government, and they question whether the American Dream is still achievable while examining Modernist disillusionment with American idealism. Additionally, reading the words of Frederick Douglass and those of the Civil Rights Act, students look carefully at the experience of African Americans and their struggle to achieve equal rights. Finally, students reflect on how individuals cope with the influence of war, cultural tensions, and technology in the midst of trying to build and secure their own personal identity.

ENGLISH 12 COMMON CORE SEM 1/SEM 2

HSES121, HSES122 Credits: 10

Graduation Requirement: English

UC/CSU Approved

Grade 12

In English 12 Common Core students will investigate the history of British and World Literature. The course offers students an opportunity to explore how humans interact with and influence each other as well as examine the complexities of cultural identity in our global and fast-changing world. Students will probe questions such as: when faced with a human being unlike any you've seen before, do you feel fear, awe, or curiosity? Do you look for what you can give, take, or share? Do you find unfamiliar people and customs magical, mysterious, or monstrous? This course helps develop the depth of understanding and higher order skills required by the Common Core.

AP ENGLISH LANG/COMP SEM 1/SEM 2

Grade 11-12

HSES09, HSES10

Credits: 10

Prerequisites: Teacher's approval and English 9 or English 10

Graduation Requirement: English

UC/CSU Approved

In AP English Language and Composition, students learn to understand and analyze complex styles of writing by reading works from a variety of authors. They'll explore the richness of language, including syntax, imitation, word choice, and tone. They'll also learn about their own composition style and process, starting with exploration, planning, and writing, and continuing through editing, peer review, rewriting, polishing, and applying what they learn to a breadth of academic, personal, and professional contexts. The equivalent of an introductory college-level survey class, this course prepares students for the AP Exam and for further study in communications, creative writing, journalism, literature, and composition.

AP ENGLISH LIT/COMP SEM 1/SEM 2

Grade 11-12

HSES15, HSES16

Credits: 10

Prerequisites: Teacher's approval and English 9 or English 10

Graduation Requirement: English

UC/CSU Approved

AP English Literature and Composition immerses students in novels, plays, poems, and short stories from various periods. Students will read and write daily, using a variety of multimedia and interactive activities, interpretive writing assignments, and class discussions to assess and improve their skills and knowledge. The course places special emphasis on reading comprehension, structural and critical analysis of written works, literary vocabulary, and recognizing and understanding literary devices. The equivalent of an introductory college-level survey class, this course prepares students for the AP exam and for further study in creative writing, communications, journalism, literature, and composition.

Foreign Language

Students following a complete UC pathway may be eligible for admittance into a UC or CSU university.

FRENCH 1 SEM 1/SEM 2

Grade 9-12

HSES74, HSES75

Credits: 10

Graduation Requirement: Foreign Language

UC/CSU Approved

or Elective

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

FRENCH 2 SEM 1/SEM 2

Grade 9-12

HSES76, HSES77

Credits: 10

Prerequisite: French I

UC/CSU Approved

Graduation Requirement: Foreign Language or Elective

French 2 teaches students to communicate more confidently about themselves, as well as about topics beyond their own lives – both in formal and informal address. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms in cooking, geography, and architecture. Instruction in language structure and grammar includes present- and past-tense verb forms and uses, negation, and direct and indirect objects. Students deepen their knowledge of French-speaking regions and cultures by learning about history, literature, culture, and contemporary issues. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

SPANISH 1 SEM 1/SEM 2

Grade 9-12

*Check center for availability HSES50, HSES51

Credits: 10

Graduation Requirement: Foreign Language

UC/CSU Approved

or Elective

Spanish I teaches students to greet people, describe family and friends, talk about hobbies, and communicate about other topics, such as home life, occupations, travel, and medicine. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms to describe school subjects, parts of the body, and people, as well as idiomatic phrases. Instruction in language structure and grammar includes the structures and uses of present-tense verb forms, imperatives, adjective agreement, impersonal constructions, formal and informal address, and reflexive verbs. Students explore words used in different Spanish-speaking regions and learn about the cultures of Spanish-speaking countries and regions within and outside Europe.

SPANISH 2 SEM 1/SEM 2

Grade 9-12

*Check center for availability

HSES52, HSES53

Credits: 10

Prerequisite: Spanish I UC/CSU Approved

Graduation Requirement: Foreign Language or Elective

Building on Spanish I concepts, Spanish 2 students learn to communicate more confidently about themselves, as well as about topics beyond their own lives – both in formal and informal situations. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Students expand their vocabulary in topics such as cooking, ecology, geography, and architecture. Instruction in language structure and grammar includes a review of present-tense verb forms, an introduction to the past tense, the conditional mood, imperatives, impersonal constructions, and reported speech. Students deepen their knowledge of Spanish-speaking regions and cultures by learning about history, literature, culture, and contemporary issues.

SPANISH 3 SEM 1/SEM 2

Grade 9-12

HSES82, HSES83

Credits: 10

Prerequisite: Spanish 2

UC/CSU Approved

Graduation Requirement: Foreign Language or Elective

In Spanish 3, students build upon the skills and knowledge they acquired in Spanish 1 and 2. The course presents new vocabulary and grammatical concepts and ample opportunities to review and expand upon the material they have previously learned. Students will read and listen to authentic materials from newspapers, magazines, and television, with content focused on contemporary and relevant topics such as urbanization and population growth in Latin American countries, global health concerns, jobs of the future, and scientific advancements. Students review the formation and use of regular and irregular verbs in the present and future tenses, as well as the use of reflexive particles and infinitives. They also expand their understanding of noun and adjective agreement, the comparative and superlative degree of adjectives, and the placement and use of direct and indirect objects and pronouns. Students expand their vocabulary through exposure to word roots and families, popular slang, the correct use of words that are often confused for one another, and review of concepts such as proper placement of accents and stress. Presentation of new materials is always followed by several interactive, online exercises, allowing students to master the material as they learn it. Teacher-scored activities help students use their new Spanish skills both orally and in writing. Discussion activities allow students to interact with their peers in the target language.

AP SPANISH LANGUAGE AND CULTURES

Grade 9-12

SEM 1/SEM 2

HSES80, HSES81

Credits: 10

Prerequisite: Spanish 2 or Spanish 3

UC/CSU Approved

Graduation Requirement: Foreign Language or Elective

AP Spanish Language students practice perfecting their Spanish speaking, listening, reading, and writing skills. They study vocabulary, grammar, and cultural aspects of the language, and then apply what they've learned in extensive written and spoken exercises. By the end of the course, students will have an expansive vocabulary and a solid, working knowledge of all verb forms and tenses. The equivalent of a college-level language course, AP Spanish Language prepares students for the AP exam and for further study of Spanish language, culture, or literature.

Mathematics

Students following a complete UC pathway may be eligible for admittance into a UC or CSU university.

MATHEMATICS I COMMON CORE SEM 1/SEM 2

Grade 9-12

HSES154, HSES155

Credits: 10

Graduation Requirement: Math or Elective

UC/CSU Approved

Mathematics I builds students' command of geometric knowledge and linear and exponential relationships. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations. Course topics include relationships between quantities; linear and exponential relationships; reasoning with equations; descriptive statistics; congruence, proof and constructions, and connecting algebra and geometry through coordinates. This course supports all students as they develop computational fluency, deepen conceptual understanding, and apply Common Core's eight mathematical practice skills. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students with tools for analyzing a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios and require that they make sense of multifaceted problems and persevere in solving them. Throughout the course, students are evaluated through diverse assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments. This course is aligned with the Common Core State Standards for Mathematics.

MATHEMATICS II COMMON CORE

Grade 9-12

SEM 1/SEM 2

HSES156, HSES157 Credits: 10

Graduation Requirement: Mathematics UC/CSU Approved

Mathematics II extends students' geometric knowledge and introduces them to quadratic expressions, equations, and functions, exploring the relationship between these and their linear and exponential counterparts. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations. Course topics include extending the number system; quadratic functions and modeling; expressions and equations; applications of probability; similarity, right-triangle trigonometry, and proof; and circles with and without coordinates. This course helps students develop computational fluency, deepen conceptual understanding, and apply Common Core's eight mathematical practice skills. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students with tools for analyzing a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios and require that they make sense of multifaceted problems and persevere in solving them. Throughout the course, students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments. This course is aligned with the Common Core State Standards for Mathematics.

MATHEMATICS III COMMON CORE

Grade 9-12

SEM 1/SEM 2

HSES158, HSES159 Credits: 10

Graduation Requirement: Mathematics UC/CSU Approved

Mathematics III incorporates advanced functions, trigonometry, and probability and statistics as students synthesize their prior knowledge and solve increasingly challenging problems. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations. Course topics include formulating inferences and conclusions from data; polynomial, rational, and radical relationships; trigonometry of general triangles and trigonometric functions; and mathematical modeling. This course supports all students as they simultaneously develop computational

fluency, deepen conceptual understanding, and apply Common Core's eight mathematical practice skills. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students with tools for analyzing a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios and require that they make sense of multifaceted problems and persevere in solving them. Throughout the course, students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments. This course is aligned with the Common Core State Standards for Mathematics.

INTRODUCTORY ALGEBRA SEM 1/SEM 2

Grade 9-12

HSES32, HSES33

Credits: 10

Graduation Requirement: Mathematics or Elective

Introductory Algebra provides a curriculum focused on beginning algebraic concepts that prepare students for success in Algebra I. Through a "Discovery-Confirmation-Practice" based exploration of basic algebraic concepts, students are challenged to work toward a mastery of computational skills, to deepen their conceptual understanding of key ideas and solution strategies, and to extend their knowledge in a variety of problem-solving applications. Course topics include integers; the language of algebra; solving equations with addition, subtraction, multiplication, and division; fractions and decimals; measurement; exponents; solving equations with roots and powers; multi-step equations; and linear equations. Within each Introductory Algebra lesson, students are supplied with a scaffolded note-taking guide, called a "Study Sheet", as well as a post-study "Checkup" activity, providing them the opportunity to hone their computational skills by working through a low-stakes, 10-question problem set before starting a formal assessment. Unit-level Introductory Algebra assessments include a computer-scored test and a scaffolded, teacher-scored test.

ALGEBRA I COMMON CORE SEM 1/SEM 2

Grade 9-12

HSES103, HSES104

Credits: 10

Graduation Requirement: Mathematics

UC/CSU Approved

Algebra I builds students' command of linear, quadratic, and exponential relationships. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations. Course topics include problem-solving with basic equations and formulas; measurement; an introduction to functions and problem solving; linear equations and systems of linear equations; exponents and exponential functions; sequences and functions; descriptive statistics; polynomials and factoring; quadratic equations and functions; and function transformations and inverses.

ALGEBRA 2 COMMON CORE SEM 1/SEM 2

Grade 9-12

HSES107, HSES108

Credits: 10

Graduation Requirement: Mathematics

UC/CSU Approved

Algebra 2 introduces students to advanced functions, with a focus on developing a strong conceptual grasp of the expressions that define them. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations. Course topics include quadratic equations; polynomial functions; rational expressions and equations; radical expressions and equations; exponential and logarithmic functions; trigonometric identities and functions; modeling with functions; probability and inferential statistics; probability distributions; and sample distributions and confidence intervals.

ALGEBRA I-A, ALGEBRA I-B (2-YEAR ALGEBRA)

Grade 9-12

HSES96, HSES97, HSES98, HSES99

Graduation Requirement: Mathematics

Algebra I-A and I-B provide an expanded, two-year course sequence designed for students who are not prepared for the academic challenges of the traditional one-year Algebra I curriculum. Focusing on review of pre-algebra skills and introductory algebra content, Algebra I-A allows students to deepen their understanding of real numbers in their various forms and then extend their knowledge to linear equations in one and two variables. Algebra I-A features ample opportunity for students to hone their computational skills by working through practice problem sets before moving on to formal assessment. Algebra I-B course topics include a review of introductory algebra; measurement; graphing data; linear equations; systems of linear equations; polynomials; factoring of polynomials; factoring of quadratic functions; rational expressions; and radical expressions.

GEOMETRY COMMON CORE SEM 1/SEM 2

Grade 9-12

Credits: 10/10

HSES105, HSES106

Credits: 10

Graduation Requirement: Mathematics

UC/CSU Approved

Geometry builds upon students' command of geometric relationships and formulating mathematical arguments. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations. Course topics include reasoning, proof, and the creation of sound mathematical arguments; points, lines, and angles; triangles and trigonometry; quadrilaterals and other polygons; circles; congruence, similarity, transformations, and constructions; coordinate geometry; three-dimensional solids; and applications of probability.

PRECALCULUS SEM 1/SEM 2

Grade 9-12

HSES26, HSES27

Credits: 10

Graduation Requirement: Mathematics or Elective

UC/CSU Approved

Precalculus is a course that combines reviews of algebra, geometry, and functions into a preparatory course for calculus. The course focuses on the mastery of critical skills and exposure to new skills necessary for success in subsequent math courses. Semester 1 includes linear, quadratic, exponential, logarithmic, radical, polynomial, and rational functions; systems of equations; and conic sections. Semester 2 covers trigonometric ratios and functions; inverse trigonometric functions; applications of trigonometry, including vectors and laws of cosine and sine; polar functions and notation; and arithmetic of complex numbers.

AP CALCULUS AB SEM 1/SEM 2

Grade 9-12

HSES30, HSES31

UC/CSU Approved

Prerequisite: Algebra 2, Statistics or PreCalculus, Teacher Approval

Credits: 10

Graduation Requirement: Mathematics or Elective

In AP Calculus AB, students learn to understand change geometrically and visually (by studying graphs of curves), analytically (by studying and working with mathematical formulas), numerically (by seeing patterns in sets of numbers), and verbally. Instead of simply getting the right answer, students learn to evaluate the soundness of proposed solutions and to apply mathematical reasoning to real-world models. Calculus helps scientists, engineers, and financial analysts understand the complex relationships behind real-world phenomena. The equivalent of an introductory collegelevel calculus course, AP Calculus AB prepares students for the AP Exam and further studies in science, engineering, and mathematics.

PROBABILITY AND STATISTICS

Grade 11-12

HSES92

Credits: 5

Graduation Requirement: Mathematics or Elective

UC/CSU Approved

Probability and Statistics provides a curriculum focused on understanding key data analysis and probabilistic concepts, calculations, and relevance to real-world applications. Through a "Discovery-Confirmation-Practice"based exploration of each concept, students are challenged to work toward a mastery of computational skills, deepen their conceptual understanding of key ideas and solution strategies, and extend their knowledge in a variety of problem-solving applications. This course covers topics such as types of data; common methods used to collect data; and the various representations of data, including histograms, bar graphs, box plots, and scatterplots. Students learn to work with data by analyzing and employing methods of prediction, specifically involving samples and populations, distributions, summary statistics, regression analysis, transformations, simulations, and inference. Ideas involving probability—including sample space, empirical and theoretical probability, expected value, and independent and compound events—are covered as students explore the relationship between probability and data analysis. The connection between geometry and probability is explored through basic geometric probability.

AP STATISTICS SEM 1/SEM 2

Grade 9-12

Credits: 10

HSES28, HSES29

UC/CSU Approved

Prerequisite: Algebra 2 or PreCalculus, Teacher Approval

Graduation Requirement: Mathematics or Elective

AP Statistics gives students hands-on experience collecting, analyzing, graphing, and interpreting real-world data. They will learn to effectively design and analyze research studies by reviewing and evaluating real research examples taken from daily life. The next time they hear the results from another poll or study, they will know whether the results are valid. As the art of drawing conclusions from imperfect data and the science of real world uncertainties, statistics plays an important role in many fields. The equivalent of an introductory college-level course, AP Statistics prepares students for the AP exam and for further study in science, sociology, medicine, engineering, political science, geography, and business.

LIBERAL ARTS MATH SEM 1/SEM 2

Grade 9-12

HSES235, HSES236

Credits: 10

Graduation Requirement: Mathematics

Liberal Arts Math addresses the need for an elective course that focuses on reinforcing, deepening, and extending a student's mathematical understanding. Liberal Arts Math starts with a review of problemsolving skills before moving on to a variety of key algebraic, geometric, and statistical concepts. Throughout the course, students hone their computational skills and extend their knowledge through problem solving and real-world applications. Course topics include problem solving; real numbers and operations; functions and graphing; systems of linear equations; polynomials and factoring; geometric concepts such as coordinate geometry and properties of geometric shapes; and descriptive statistics. Within each Liberal Arts Math lesson, students are supplied with a scaffold note-taking guide, called a Study Sheet, and are given ample opportunity to practice computations in low-stakes Checkup activities before moving on to formal assessment. Additionally, students will have the opportunity to formulate and justify conclusions as they extend and apply concepts through printable exercises and "in-your-own-words" interactive activities. To assist students for whom language presents a barrier to learning or who are not reading at grade level, Liberal Arts Math includes audio resources in English.

MATHEMATICS OF PERSONAL FINANCE

Grade 9-12

SEM 1/SEM 2

HSES84, HSES85

Credits: 10

Graduation Requirement: Mathematics or Elective

Mathematics of Personal Finance focuses on real-world financial literacy, personal finance, and business subjects. Students apply what they learned in Algebra I and Geometry to topics including personal income, taxes, checking and savings accounts, credit, loans and payments, car leasing and purchasing, home mortgages, stocks, insurance, and retirement planning.

Science

Students following a complete UC pathway may be eligible for admittance into a UC or CSU university.

BIOLOGY LIT ADV SEM 1/SEM 2

Grade 9-11

HSES46, HSES47

Credits: 10

Graduation Requirement: Life Science

Biology Literacy Advantage focuses on the mastery of basic biological concepts and models while building scientific inquiry skills and exploring the connections between living things and their environment. The course begins with an introduction to the nature of science and biology, including the major themes of structure and function, matter and energy flow, systems, and the interconnectedness of life. Students then apply those themes to the structure and function of the cell, cellular metabolism, and biogeochemical cycles. Building on this foundation, students explore the connections and interactions between living things by studying genetics, ecosystems and natural selection, and evolution. The course ends with an applied look at human biology.

CHEMISTRY CORE SEM 1/SEM 2 (+ LAB)

Grade 9-12

*Check learning center for availability

HSES129, HSES130

Credits: 10

Graduation Requirement: Physical Science

UC/CSU Approved

Chemistry offers a curriculum that emphasizes students' understanding of fundamental chemistry concepts while helping them acquire tools to be conversant in a society highly influenced by science and technology. Topics include the nature of science, the importance of chemistry to society, atomic structure, bonding in matter, chemical reactions, redox reactions, electrochemistry, phases of matter, equilibrium and kinetics, acids and bases, thermodynamics, quantum mechanics, nuclear reactions, organic chemistry, and alternative energy.

EARTH SCIENCE SEM 1/SEM 2

Grade 9-12

HSES40, HSES41

Credits: 10

Graduation Requirement: Science or Elective

Earth Science offers a focused curriculum that explores Earth's composition, structure, processes, and history; its atmosphere, freshwater, and oceans; and its environment in space. Topics include an exploration of the major cycles that affect every aspect of life, including weather, climate, air movement, tectonics, volcanic eruptions, rocks, minerals, geologic history, Earth's environment, sustainability, and energy resources.

PHYSICS CORE SEM 1/SEM 2 (+ LAB)

Grade 9-12

*Check center for availability

HSES131, HSES132 Credits: 10

Graduation Requirement: Physical Science

UC/CSU Approved

Physics emphasizes students' understanding of fundamental physics concepts while helping them acquire tools to be conversant in a society highly influenced by science and technology. The course provides students with opportunities to learn and practice critical scientific skills within the context of relevant scientific questions. Topics include the nature of science, math for physics, energy, kinematics, force and motion, momentum, gravitation, chemistry for physics, thermodynamics, electricity, magnetism, waves, nuclear physics, quantum physics, and cosmology.

Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts. Lab activities reinforce critical thinking, writing and communication skills and help students develop a deeper understanding of the nature of science.

Social Science

Students following a complete UC pathway may be eligible for admittance into a UC or CSU university.

WORLD HISTORY SINCE THE RENAISSANCE

Grade 10

SEM 1/SEM 2

HSES141, HSES142

Credits: 10

Graduation Requirement: World History

UC/CSU Approved

World History since the Renaissance covers the development of civilizations around the world from the Renaissance to the present. The course covers major themes in world history, including the development and influence of human-geographic relationships, political and social structures, economic systems, major religions and belief systems, the effects of science and technology, the vital role of the arts, and the importance of trade and cultural exchange. Topics covered in this course include the Reformation and its legacy, the Scientific Revolution, European exploration, the Enlightenment, political revolutions, the rise of nation-states, the industrial era, the spread of imperialism, and the issues and conflicts of the 20th and 21st centuries.

U.S. HISTORY SINCE THE CIVIL WAR

Grade 11

SEM 1/SEM 2

HSES143, HSES144

Credits: 10

Graduation Requirement: U.S. History

UC/CSU Approved

This course traces the nation's history from the end of the Civil War to the present. It describes the emergence of the United States as an industrial nation, highlighting social policy as well as its role in modern world affairs. Students evaluate the attempts to bind the nation together during Reconstruction while also exploring the growth of an industrial economy. Moving into the 20th and 21st centuries, students probe the economic and diplomatic interactions between the United States and other world players while investigating how the world wars, the Cold War, and the "information revolution" affected the lives of ordinary Americans. Woven through this chronological sequence is a strong focus on the changing conditions of women, African Americans, and other minority groups.

AP U.S. HISTORY SEM 1/SEM 2

Grade 11 Credits: 10

HSES138, HSES139

Prerequisite: Teacher approval

UC/CSU Approved

Graduation Requirement: U.S. History

AP U.S. History is equivalent to an introductory college-level course in that students use historical analysis such as primary sources, research, and writing to investigate the development of American economics, politics, and culture. Students learn to connect specific people, places, events, and ideas to the larger trends of U.S. history by way of examining historical themes and applying historical thinking skills. AP U.S. History prepares students for the AP exam in addition to further study in history, political science, economics, sociology, and law.

U.S. GOVERNMENT & POLITICS LIT ADV

Grade 11

HSES72

Credits: 5

Graduation Requirement: U.S. Gov./Civics

UC/CSU Approved

U.S. Government and Politics offers a purposeful curriculum that uses the

perspective of political institutions to explore the history, organization, and functions of American government. Students explore the political culture of the United States and gain insight into the challenges faced by presidents, Congress, citizens, and political activists. Coverage focuses on the roles of political parties, interest groups, the media, and the Supreme Court. Special attention is paid to the relationship between individual Americans and their governing bodies. Building social studies skills is a particular goal of the course. Toward that end, annotated readings of primary documents support comprehension and teach students how to read closely and make real-life connections. Writing assignments develop skills through clear step-by-step instruction. Extensive scaffolding aids below-proficient readers in understanding academic social studies content. Accessible text provides the adaptive scaffolding struggling readers need to find success with challenging content such as primary source documents. Strategic scaffolding, including explicit comprehension and vocabulary strategies, helps students simultaneously develop their literacy skills.

U.S. AND GLOBAL ECONOMICS

Grade 12

HSES73

Credits: 5

Graduation Requirement: Economics

UC/CSU Approved

U.S. and Global Economics offers a tightly focused and scaffolded curriculum that provides an introduction to key economic principles. The course covers fundamental properties of economics, including an examination of markets from both historical and current perspectives, the basics of supply and demand, theories of early economic philosophers such as Adam Smith and David Ricardo, theories of value, the concept of money and how it evolved, the role of banks, investment houses, and the Federal Reserve, Keynesian economics, the productivity, wages, investment, and growth involved in capitalism, unemployment, inflations, and the national debt, and a survey of markets in areas such as China, Europe, and the Middle East. U.S. and Global Economics is designed to fall in the fourth year of social studies instruction. Students perfect their analytic writing through a scaffolded series of analytic assignments and written lesson tests. They also apply basic mathematics to economic concepts. Students read selections from annotated primary documents and apply those readings to the course content.

U.S. GOVERNMENT AND POLITICS CORE

Grade 12

HSES64

Credits: 5

Graduation Requirement: U.S. Gov./Civics **UC/CSU** Approved

U.S. Government and Politics offers a tightly focused and scaffolded curriculum that uses the perspective of political institutions to explore the history, organization, and functions of the U.S. government. Beginning with basic theories of government, moving to the Declaration of Independence, and continuing to the present day, the course explores the relationship between individual Americans and the governing bodies. It covers the political culture of the country and gains insight into the challenges faced by presidents, congressional representatives, and other political activists. It also covers the roles of political parties, interest groups, the media, and the Supreme Court. U.S. Government and Politics is designed to fall in the fourth year of social studies instruction. Students perfect their analytic writing through a scaffolded series of analytic assignments and written lesson tests. Students read annotated primary documents and apply those documents to the course content.

AP U.S. GOVERNMENT AND POLITICS

Grade 12

HSES65

Credits: 5

Prerequisite: US History and Teacher approval

UC/CSU Approved

Graduation Requirement: U.S. Government/Civics

AP U.S. Government and Politics studies the operations and structure of the U.S. government and the behavior of the electorate and politicians. Students will gain the analytic perspective necessary to critically evaluate

political data, hypotheses, concepts, opinions, and processes. Along the way, they'll learn how to gather data about political behavior and develop their own theoretical analysis of American politics. They'll also build the skills they need to examine general propositions about government and politics, and to analyze the specific relationships between political, social, and economic institutions. The equivalent of an introductory college-level course, AP U.S. Government and Politics prepares students for the AP exam and for further study in political science, law, education, business, and history.

AP MACROECONOMICS SEM 1

Grade 11

HSES161

Credits: 5

Graduation Requirement: Economics

UC/CSU Approved

AP Macroeconomics students learn why and how the world economy can change from month to month, how to identify trends in our economy, and how to use those trends to develop performance measures and predictors of economic growth or decline. They'll also examine how individuals, institutions, and influences affect people, and how those factors can impact everyone's life through employment rates, government spending, inflation, taxes, and production. The equivalent of a 100-level college-level class, this course prepares students for the AP exam and for further study in business, political science and history. This course has been authorized by the College Board to use the AP designation. AP is a registered trademark of the College Board.

AP MICROECONOMICS

Grade 12

HSES162

Credits: 5

Graduation Requirement: Economics

UC/CSU Approved

AP Microeconomics studies the behavior of individuals and businesses as they exchange goods and services in the marketplace. Students will learn why the same product costs different amounts at different stores, in different cities, at different times. They'll also learn to spot patterns in economic behavior and how to use those patterns to explain buyer and seller behavior under various conditions. Microeconomics studies the economic way of thinking, understanding the nature and function of markets, the role of scarcity and competition, the influence of factors such as interest rates on business decisions, and the role of government in promoting a healthy economy. The equivalent of a 100-level college course, AP Microeconomics prepares students for the AP exam and for further study in business, history, and political science. This course has been authorized by the College Board to use the AP designation. AP is a registered trademark of the College Board.

Electives

Students following a complete UC pathway may be eligible for admittance into a UC or CSU university.

ART APPRECIATION

Grade 9-12

HSES100

Credits: 5

Graduation Requirement: Elective

UC/CSU Approved

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

BUSINESS APPLICATIONS

Grade 9-12

HSES238

Credits: 5

Graduation Requirement: Elective

Business Applications prepares students to succeed in the workplace. Students begin by establishing an awareness of the roles essential to an organization's success, and then work to develop an understanding of professional communications and leadership skills. In doing so, students gain proficiency with word processing, email, and presentation management software. This course allows students to explore careers in business while learning skills applicable to any professional setting. Through a series of hands-on activities, students will create, analyze, and critique reports, letters, project plans, presentations, and other professional communications. Regular engagement in active learning ensures students can continually refine the skills necessary to prepare them for work. In addition, students will evaluate the qualifications required for specific careers so they can identify opportunities that are of interest to them. Business Applications is an introductory level Career and Technical Education course applicable to programs of study in business, management, and administration; information technology; and other career clusters. This course is aligned with state and national standards. Students who successfully complete the course can go on to obtain the Microsoft® Office Specialist: Microsoft® Office Word certification. Microsoft is a registered trademark of Microsoft Corporation in the United States and/or other

CAREER AND COLLEGE PREPARATION I

Grade 9-12

HSES90

Credits: 5

Graduation Requirement: Elective

High school students have many questions about the college application process, what it takes to be a successful college student, and how to begin thinking about their careers. In College and Career Preparation I, students obtain a deeper understanding of what it means to be ready for college. Students are informed about the importance of high school performance in college admissions and how to prepare for college testing. They know the types of schools and degrees they may choose to pursue after high school and gain wide exposure to the financial resources available that make college attainable. Career readiness is also a focus. Students connect the link between interests, college majors, and future careers by analyzing career clusters. Students come away from this course understanding how smart preparation and skill development in high school can lead into expansive career opportunities after they have completed their education and are ready for the working world. Students who complete College and Career Preparation I have the basic skills and foundation of knowledge to progress into College and Career Preparation II, the capstone course that provides hands-on information about the transition from high school to college and career.

CAREER AND COLLEGE PREPARATION II

Grade 9-12

HSES91

Credits: 5

Graduation Requirement: Elective

High school students have many questions about the college application process, what it takes to be a successful college student, and how to begin thinking about their careers. College and Career Preparation II builds on the lessons and skills in College and Career Preparation I. The course provides a step-by-step guide to choosing a college. It walks students through the process of filling out an application, including opportunities to practice, and takes an in-depth look at the various college-admission tests and assessments, as well financial aid options. College and Career Preparation II also instructs students in interviewing techniques and provides career guidance. Students explore valuable opportunities such as job shadowing and internships when preparing for a career. Students who

complete this course obtain a deeper understanding of college and career readiness through informative, interactive critical thinking and analysis activities while sharpening the time management, organization, and learning skills that they learned in College and Career Preparation I. College and Career Preparation II prepares students with the knowledge and skills to be successful in college and beyond.

CREATIVE WRITING

Grade 7-8

HSES117

Credits: 5

Grade 9-12

Graduation Requirement: Elective

UC/CSU Approved

Creative Writing is an English elective course that focuses on the exploration of short fiction and poetry. Students draft, revise, and polish fiction and poetry through writing exercises, developing familiarity with literary terms and facility with the writing process as they study elements of creative writing. Elements of fiction writing explored in this course include attention to specific detail, observation, character development, setting, plot, and point of view. In the poetry units, students learn about the use of sensory details and imagery, figurative language, and sound devices including rhyme, rhythm and alliteration. They also explore poetic forms ranging from found poems and slam poetry to traditional sonnets and villanelles. In addition, students will engage in critical reading activities designed to emphasize the writing craft of a diverse group of authors. Students study short stories by authors such as Bharati Mukherjee and Edgar Allan Poe, learning how to create believable characters and develop setting and plot. Likewise, students read poetry by canonical greats such as W. B. Yeats and Emily Dickinson as well as contemporary writers such as Pablo Neruda, Sherman Alexie, and Alice Notley. Studying the writing technique of a range of authors provides students with models and inspiration as they develop their own voices and refine their understanding of the literary craft.

ENGLISH FOUNDATIONS I SEM 1/SEM 2

HSES56, HSES57 Credits: 10

Graduation Requirement: Elective

English Foundations I supports adolescent literacy development at the critical stage between decoding and making meaning from text. Through intensive reading and writing skills instruction, deep practice sets, consistent formative feedback, graduated reading levels, and helpful strategy tips, the course leads students to improved comprehension and text handling. Semester 1 provides instruction in basic reading skills and vocabulary building. The student learns what a successful reader does to attack words and sentences and make meaning from them. Semester 2 provides instruction in basic writing skills, introduces academic tools, and demonstrates effective study skills. The student learns step-by-step processes for building effective paragraphs and learns how to use academic tools such as reference books and outlines. To provide additional support, the course uses text features and visual clues to draw students' attention to important information. The use of text features is also designed to help students internalize strategies for comprehending informational text. Characters appear throughout the instruction to offer tips and fix-up strategies in an authentic, first-person, think-aloud format. Their inclusion makes transparent the reading processes that go on inside the mind of a successful reader. This extra metacognitive support serves to bolster student confidence and provide a model of process and perseverance. Numerous practice opportunities are provided in the form of assessments that move from no stakes to low stakes to high stakes throughout a unit. This practice is centered on authentic and age-appropriate passages that are written in a topical framework and use controlled syntax and vocabulary. The difficulty of these passages gradually increases from a 3rd to 5th grade reading level over the duration of the course. Additional support is offered through significant formative feedback in practice and assessment.

ENGLISH FOUNDATIONS II SEM 1/ SEM 2

HSES58, HSES59

Grade 9-12 Credits: 10

Graduation Requirement: Elective

English Foundations II offers a year of skill building and strategy development in reading and writing. Semester one is a reading program designed to help struggling readers develop mastery in the areas of reading comprehension, vocabulary building, study skills, and media literacy. Semester two is a writing program which builds confidence in composition fundamentals by focusing on the areas of composing, grammar, style, and media literacy. Both semesters are structured around ten mini-units which offer interactive instruction and guided practice in each of the four learning strands. Students read for a variety of purposes and write for a variety of audiences. The workshops stress high interest, engaging use of technology, relevant topics, and robustly scaffolded practice. Students learn to use different types of graphic organizers as they develop and internalize reading and writing process strategies. They build confidence as they develop skills and experience success on numerous low stakes assessments that encourage growth and reinforce learning.

HEALTH EXTENDED

HSES160 Credits: 5

Graduation Requirement: Health or Elective

Health is a valuable, skills-based health education course designed for general education in grades 9 through 12. Health helps students develop knowledge, attitudes, and essential skills in a variety of health-related subjects, including mental and emotional health, social health, nutrition, physical fitness, substance use and abuse, disease prevention and treatment, and injury prevention and safety. Through use of accessible information, realistic interactivities, and project-based learning, students apply the skills they need to stay healthy. These skills include identifying and accessing valid health information, practicing self-management, identifying internal and external influences, communicating effectively, making healthy decisions, setting goals, and advocating. Students who complete Health build the skills they need to protect, enhance, and promote their own health and the health of others. The content is based on the National Health Standards (SHAPE) and is aligned to state standards.

INFORMATION TECHNOLOGY APPLICATIONS Grade 9-12 HSES239 Credits: 5

Graduation Requirement: Elective

Information Technology Applications prepares students to work in the field of Information Technology. Students will be able to demonstrate digital literacy through basic study of computer hardware, operating systems, networking, the Internet, web publishing, spreadsheets and database software. Through a series of hand-on activities, students will learn what to expect in the field of Information Technology and begin exploring career options in the field. Information Technology Applications is an introductory level Career and Technical Education course applicable to programs of study in information technology as well as other career clusters. This course is aligned with state and national standards. Students who successfully complete the course will be prepared to pursue the Microsoft* Office Specialist certifications in Microsoft Word, Microsoft Excel and Microsoft Access, as well as IC3 certification. Microsoft is a registered trademark of Microsoft Corporation in the United States and/ or other countries.

INTRODUCTION TO HEALTH SCIENCE Grade 9-12

HSES240 Credits: 5

Graduation Requirement: Elective

Introduction to Health Science provides the foundational knowledge and skills students need for careers in health care. Students begin by exploring the services, structure, and professions of the health care system. The remainder of the course focuses on day-to-day skills and expectations for health professionals, which include promoting wellness, maintaining a safe environment, creating medical records, and practicing good

communication, collaboration, and leadership. Using real-life scenarios and application-driven activities, students learn the responsibilities and challenges of being health care professionals. In addition to building their understanding of technical concepts and skills, students evaluate the qualifications required for specific careers and develop personal career plans to pursue work in the health care industry. Introduction to Health Science is an introductory-level Career and Technical Education course for programs of study in health sciences. This course is aligned with state and national standards.

INTERMEDIATE HEALTH SCIENCE

Grade 9-12

HSES241

Grade 9-12

Credits: 5

Graduation Requirement: Elective

Intermediate Health Science extends the foundations of the Introduction to Health Science course and covers basic medical science, terminology, procedures, and regulations. This course will help guide students toward choosing a specific career path in health services, including career paths in emergency medicine, nutrition, and alternative medicine. Using real-life scenarios and application-driven activities, students will extend their knowledge of oral and written communication in health science. Students will have an overview of physiology and medical measurements. Students will also synthesize learning from the Introduction to Health Science course by engaging in analysis of real-life scenarios and deepen their knowledge of various career options. In addition, students will expand their understanding of health and safety systems, how to address emergency situations, and deal with infection control issues. Intermediate Health Science is an intermediate-level Career and Technical Education course for programs of study in health sciences. This course is aligned with state and national standards.

KEYBOARDING SEM 1/SEM 2

Grade 9-12

HSES109, HSES110

Credits: 10

Graduation Requirement: Elective

Keyboarding is an elective course that focuses on teaching critical keyboarding skills to meet Common Core Standards as well as provides tools to practice online collaboration in a safe environment. Students will visually learn proper finger placement and keyboarding techniques in addition to learning to type. Keyboarding creates a fun learning environment for all students learning to type by utilizing "Secret Agent" themed games using various settings such as multiplayer games, exhilarating missions, and quests.

LITERACY ADVANCEMENT SEM 1/SEM 2

Grade 9-12

HSES274, HSES275

Credits: 10

Graduation Requirement: Elective

Literacy Advancement is a class that utilizes the TeenBiz3000™ 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.

MEDIA LITERACY

Grade 9-12

HSES87

Credits: 5

Graduation Requirement: Elective

Media Literacy teaches students how to build the critical thinking, writing, and reading skills required in a media-rich and increasingly techno-centric world. In a world saturated with media messages, digital environments,

and social networking, concepts of literacy must expand to include all forms of media. Today's students need to be able to read, comprehend, analyze, and respond to non-traditional media at the same skill level they engage with traditional print sources. A major topic in Media Literacy is non-traditional media reading skills, including how to approach, analyze, and respond to advertisements, blogs, websites, social media, news media, and wikis. Students also engage in a variety of writing activities in non-traditional media genres, such as blogging and podcast scripting. Students consider 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.

MATH FOUNDATIONS I SEM 1/SEM 2

Grade 9-12

HSES38, HSES39

Credits: 10

Graduation Requirement: Elective

Math Foundations I offers a structured remediation solution based on the NCTM Curricular Focal Points and is designed to expedite student progress through 3rd- to 5th-grade skills. The course is appropriate for use as remediation for students in grades 6 to 12. When used in combination, Math Foundations I and Math Foundations II (covering grades 6 to 8) effectively remediate computational skills and conceptual understanding needed to undertake high school-level math courses with confidence. Math Foundations I empowers students to progress at their optimum pace through over 80 semester hours of interactive instruction and assessment spanning 3rd- to 5th-grade math skills. Carefully paced, guided instruction is accompanied by interactive practice that is engaging and accessible. Formative assessments help students to understand areas of weakness and improve performance, while summative assessments chart progress and skill development. Early in the course, students develop general strategies to hone their problem-solving skills. Subsequent units provide a problem-solving strand that asks students to practice applying specific math skills to a variety of real-world contexts.

MATH FOUNDATIONS II SEM 1/SEM 2

Grade 9-12

HSES42, HSES43

Credits: 10

Graduation Requirement: Elective

Based on the NCTM Curricular Focal Points, Math Foundations II is designed to expedite student progress through 6th- to 8th-grade skills. The course is appropriate for use as remediation at the high school level or as a bridge-to-high-school or as middle school curriculum. The program simultaneously builds the computational skills and the conceptual understanding needed to undertake high school—level math courses with confidence. The course's carefully paced guided instruction is accompanied by interactive practice that is engaging and accessible. Formative assessments help students to understand areas of weakness and improve performance, while summative assessments chart progress and skill development. Early in the course, students develop general strategies to hone their problem-solving skills. Subsequent units provide a problem-solving strand that asks students to practice applying specific math skills to a variety of real-world contexts.

MULTICULTURAL STUDIES

Grade 9-12

HSES17

Credits: 5

Graduation Requirement: Elective

UC/CSU Approved

Multicultural Studies is a one-semester elective history and sociology course that examines the United States as a multicultural nation. The course emphasizes the perspectives of minority groups while allowing students from all backgrounds to better understand and appreciate how race, culture and ethnicity, and identity contribute to their experiences. Major topics in the course include identity, immigration, assimilation and distinctiveness, power and oppression, struggles for rights, regionalism, culture and the media, and the formation of new cultures. In online

discussions and polls, students reflect critically on their own experiences as well as those of others. Interactive multimedia activities include personal and historical accounts to which students can respond using methods of inquiry from history, sociology, and psychology. Written assignments and journals provide opportunities for students to practice and develop skills for thinking and communicating about race, culture, ethnicity, and identity.

MUSIC APPRECIATION SEM 1/SEM 2

Grade 9-12

HSES88, HSES89

Credits: 10

Graduation Requirement: Elective

UC/CSU Approved

Music Appreciation is a streamlined course that introduces students to the history, theory, and genres of music, from the most primitive surviving examples, through the classical to the most contemporary in the world at large. The course is offered in a two-semester format. The first semester covers primitive musical forms, classical music, and American jazz. The second semester presents the rich modern traditions, including gospel, folk, soul, blues, Latin rhythms, rock and roll, and hip-hop. The course explores the interface of music and social movements and examines how the emergent global society and the Internet is bringing musical forms together in new ways from all around the world.

PHYSICAL EDUCATION

Grade 9-12

HSES48

Credits: 5

Graduation Requirement: Physical Education or Elective

Physical Education combines the best of online instruction with actual student participation in weekly cardiovascular, aerobic, and muscle toning activities. The course promotes a keen understanding of the value of physical fitness and aims to motivate students to participate in physical activities throughout their lives. Specific areas of study include: cardiovascular exercise and care, safe exercising, building muscle strength and endurance, injury prevention, fitness skills and FITT benchmarks, goal setting, nutrition and diet (vitamins and minerals, food labels, evaluation product claims), and stress management. The course requires routine participation in adult-supervised physical activities. Successful completion of this course will require parent/legal guardian sign-off on student-selected physical activities and on weekly participation reports to verify the student is meeting his or her requirements and responsibilities.

PSYCHOLOGY

Grade 10-12

HSES70

Credits: 5

Graduation Requirement: Elective

Psychology provides a solid overview of the field's major domains: methods, biopsychology, cognitive and developmental psychology, and variations in individual and group behavior. By focusing on significant scientific research and on the questions that are most important to psychologists, students see psychology as an evolving science. Each topic clusters around challenge questions, such as "What is happiness?" Students answer these questions before, during, and after they interact with direct instruction. Students learn about all the domains the American Psychological Association (APA) emphasizes: methods, biopsychology, cognitive and developmental psychology, and variations in individual and group behavior. This course has been authorized by the College Board to use the AP designation. AP is a registered trademark of the College Board.

AP PSYCHOLOGY

Grade 10-12

HSES237

Credits: 5

Graduation Requirement: Elective

UC/CSU Approved

AP Psychology provides an overview of current psychological research methods and theories. Students will explore the therapies used by professional counselors and clinical psychologists and examine the reasons for normal human reactions: how people learn and think, the process of human development and human aggression, altruism, intimacy, and

self-reflection. They will study core psychological concepts, such as the brain and sense functions, and learn to gauge human reactions, gather information, and form meaningful syntheses. Along the way, students will also investigate relevant concepts like study skills and information retention. The equivalent of an introductory college-level survey course, AP Psychology prepares students for the AP exam and for further studies in psychology or life sciences. This course has been authorized by the College Board to use the AP designation. AP is a registered trademark of the College Board.

SOCIOLOGY

Grade 10-12

HSES71

Credits: 5 Promot

Graduation Requirement: Elective

UC/CSU Approved

Sociology examines why people think and behave as they do in relationships, groups, institutions, and societies. Major course topics include individual and group identity, social structures and institutions, social change, social stratification, social dynamics in recent and current events, the effects of social change on individuals, and the research methods used by social scientists. In online discussions and polls, students reflect critically on their own experiences and ideas, as well as on the ideas of sociologists. Interactive multimedia activities include personal and historical accounts to which students can respond, using methods of inquiry from sociology. Written assignments provide opportunities to practice and develop skills in thinking and communicating about human relationships, individual and group identity, and all other major course topics.

UCLA RESIDENCY

Grade 9-12

HS9062

Credits: 2.5

Graduation Requirement: Elective

The UCLA Residency program provides the students an opportunity to better understand the importance of physical activity in promoting a healthy lifestyle. Students will learn skills necessary for life after high school. Current technologies will be utilized to teach students basic videography skills. Daily speakers provide students with the opportunity to learn from others.

UCLA RESIDENCY A/B SEM 1/SEM 2

Grade 9-12

HS9058, HS9059, HS9060, HS9061

Credits: 20

Graduation Requirement: Elective

The UCLA Residency program provides the students an opportunity to better understand the importance of physical activity in promoting a healthy lifestyle. Students will learn skills necessary for life after high school. Current technologies will be utilized to teach students basic videography skills. Daily speakers provide students with the opportunity to learn from others.

Middle School Online Courses

INTRODUCTORY ALGEBRA SEM 1/SEM 2

Grade 7-8

MSES32, MSES33

Credits: 10

Promotion Requirement: Mathematics

Introductory Algebra provides a curriculum focused on beginning algebraic concepts that prepare students for success in Algebra I. Through a "Discovery-Confirmation-Practice" based exploration of basic algebraic concepts, students are challenged to work toward a mastery of computational skills, to deepen their conceptual understanding of key ideas and solution strategies, and to extend their knowledge in a variety of problem-solving applications. Course topics include integers; the language of algebra; solving equations with addition, subtraction, multiplication, and division; fractions and decimals; measurement; exponents; solving

equations with roots and powers; multi-step equations; and linear equations. Within each Introductory Algebra lesson, students are supplied with a scaffolded note-taking guide, called a "Study Sheet," as well as a post-study "Checkup" activity, providing them the opportunity to hone their computational skills by working through a low-stakes, 10-question problem set before starting a formal assessment. Unit-level Introductory Algebra assessments include a computer-scored test and a scaffolded, teacher-scored test.

ALGEBRA 1 COMMON CORE SEM 1/SEM 2

Grade 7-8

MSES103, MSES104

Credits: 10

Promotion Requirement: Mathematics

Algebra I builds students' command of linear, quadratic, and exponential relationships. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations. Course topics include problem-solving with basic equations and formulas; measurement; an introduction to functions and problem solving; linear equations and systems of linear equations; exponents and exponential functions; sequences and functions; descriptive statistics; polynomials and factoring; quadratic equations and functions; and function transformations and inverses.

ALGEBRA I-A, ALGEBRA I-B (2-YEAR ALGEBRA)

Grade 7-8

MSES96, MSES97, MSES98, MSES99

Credits: 10/10

Promotion Requirement: Mathematics

Algebra I-A and I-B provide an expanded, two-year course sequence designed for students who are not prepared for the academic challenges of the traditional one-year Algebra I curriculum. Focusing on review of pre-algebra skills and introductory algebra content, Algebra I-A allows students to deepen their understanding of real numbers in their various forms and then extend their knowledge to linear equations in one and two variables. Algebra I-A features ample opportunity for students to hone their computational skills by working through practice problem sets before moving on to formal assessment. Algebra I-B course topics include a review of introductory algebra; measurement; graphing data; linear equations; systems of linear equations; polynomials; factoring of polynomials; factoring of quadratic functions; rational expressions; and radical expressions.

GEOMETRY COMMON CORE SEM 1/SEM 2

Grade 7-8

MSES105, MSES106

Credits: 10

Promotion Requirement: Mathematics

Geometry builds upon students' command of geometric relationships and formulating mathematical arguments. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations. Course topics include reasoning, proof, and the creation of sound mathematical arguments; points, lines, and angles; triangles and trigonometry; quadrilaterals and other polygons; circles; congruence, similarity, transformations, and constructions; coordinate geometry; three-dimensional solids; and applications of probability.

KEYBOARDING SEM 1/SEM 2

Grade 7-8

MSES109, MSES110

Credits: 10

Promotion Requirement: Elective

Keyboarding is an elective course that focuses on teaching critical keyboarding skills to meet Common Core Standards as well as provides tools to practice online collaboration in a safe environment. Students will visually learn proper finger placement and keyboarding techniques in addition to learning to type. Keyboarding creates a fun learning environment for all students learning to type by utilizing "Secret Agent" themed games using various settings such as multiplayer games, exhilarating missions, and quests.

LITERACY ADVANCEMENT SEM 1/SEM 2

MSES274, MSES275 Credits: 10

Promotion Requirement: Elective

Literacy Advancement is a class that utilizes the TeenBiz3000™ 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.

MATHEMATICS I COMMON CORE

Grade 7-8

Grade 7-8

MSES154

Credits: 5

Promotion Requirement: Elective

Mathematics I builds students' command of geometric knowledge and linear and exponential relationships. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations. Course topics include relationships between quantities; linear and exponential relationships; reasoning with equations; descriptive statistics; congruence, proof, and constructions; and connecting algebra and geometry through coordinates. This course supports all students as they develop computational fluency, deepen conceptual understanding, and apply Common Core's eight mathematical practice skills. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students with tools for analyzing a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios and require that they make sense of multifaceted problems and persevere in solving them. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments. This course is aligned with the Common Core State Standards for Mathematics.

MATH FOUNDATIONS I SEM 1/SEM 2

MSES38, MSES39 Credits: 10

Promotion Requirement: Elective

Math Foundations I offers a structured remediation solution based on the NCTM Curricular Focal Points and is designed to expedite student progress through 3rd- to 5th-grade skills. The course is appropriate for use as remediation for students in grades 6 to 12. When used in combination, Math Foundations I and Math Foundations II (covering grades 6 to 8) effectively remediate computational skills and conceptual understanding needed to undertake high school-level math courses with confidence. Math Foundations I empowers students to progress at their optimum pace through over 80 semester hours of interactive instruction and assessment spanning 3rd- to 5th-grade math skills. Carefully paced, guided instruction is accompanied by interactive practice that is engaging and accessible. Formative assessments help students to understand areas of weakness and improve performance, while summative assessments chart progress and skill development. Early in the course, students develop general strategies to hone their problem-solving skills. Subsequent units provide a problemsolving strand that asks students to practice applying specific math skills to a variety of real-world contexts.

MATH FOUNDATIONS 2 SEM 1/SEM 2

 $\textbf{Grade}\ 7\text{-}8$

Grade 7-8

MSES42, MSES43

Credits: 10

Promotion Requirement: Elective

Based on the NCTM Curricular Focal Points, Math Foundations 2 is designed to expedite student progress through 6th- to 8th-grade skills. The course is appropriate for use as remediation at the high school level or as a bridge-to-high-school or as middle school curriculum. The program simultaneously builds the computational skills and the conceptual understanding needed to undertake high school–level math courses with confidence. The course's carefully paced guided instruction is accompanied by interactive practice that is engaging and accessible. Formative assessments help students to understand areas of weakness and improve performance, while summative assessments chart progress and skill development. Early in the course, students develop general strategies to hone their problem-solving skills. Subsequent units provide a problem-solving strand that asks students to practice applying specific math skills to a variety of real-world contexts.



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:
Rape & Sexual Assault Hotline: California Youth Crisis Line (24 hours)
•
California Youth Crisis Line (24 hours)
California Youth Crisis Line (24 hours) • (800) 843-5200
California Youth Crisis Line (24 hours) • (800) 843-5200 Suicide Prevention Crisis Line (24 hours)
California Youth Crisis Line (24 hours) • (800) 843-5200 Suicide Prevention Crisis Line (24 hours) • (310) 639-1253
California Youth Crisis Line (24 hours) • (800) 843-5200 Suicide Prevention Crisis Line (24 hours) • (310) 639-1253 HIV & STD Testing (free & confidential)
California Youth Crisis Line (24 hours) • (800) 843-5200 Suicide Prevention Crisis Line (24 hours) • (310) 639-1253 HIV & STD Testing (free & confidential) • (800) TEST-580
California Youth Crisis Line (24 hours) • (800) 843-5200 Suicide Prevention Crisis Line (24 hours) • (310) 639-1253 HIV & STD Testing (free & confidential) • (800) TEST-580 CA HIV & AID Hotline
California Youth Crisis Line (24 hours) • (800) 843-5200 Suicide Prevention Crisis Line (24 hours) • (310) 639-1253 HIV & STD Testing (free & confidential) • (800) TEST-580 CA HIV & AID Hotline • (800) 367-2347
California Youth Crisis Line (24 hours) • (800) 843-5200 Suicide Prevention Crisis Line (24 hours) • (310) 639-1253 HIV & STD Testing (free & confidential) • (800) TEST-580 CA HIV & AID Hotline • (800) 367-2347 National Runaway Switchboard
California Youth Crisis Line (24 hours) • (800) 843-5200 Suicide Prevention Crisis Line (24 hours) • (310) 639-1253 HIV & STD Testing (free & confidential) • (800) TEST-580 CA HIV & AID Hotline • (800) 367-2347 National Runaway Switchboard • (800) 621-4000
California Youth Crisis Line (24 hours) • (800) 843-5200 Suicide Prevention Crisis Line (24 hours) • (310) 639-1253 HIV & STD Testing (free & confidential) • (800) TEST-580 CA HIV & AID Hotline • (800) 367-2347 National Runaway Switchboard • (800) 621-4000 Teen Dating Abuse Hotline

Student Safety Procedures

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
 - * In any situation, remain calm and follow the directions of the center staff.

ITEM: OFLWSHHB1617 2016-2017 Opportunities for Learning WSH Student Handbook

0FLWSHHB1617

WHSE: 001

Exhibit G: Individualized Learning Plan



Student Individualized Learning Plan (ILP)

The purpose of this ILP is to facilitate a student coaching conversation that outlines the student's goals and regular progress toward those goals. Additionally, this conversation will aid in providing students with a connection to academic, program, and extracurricular supports and resources in order to graduate from high school prepared for success in their chosen college and career.

Student Name:	School ID:	Charte	r:	Learning Center:		School year:	Date of review:		
		•		•					
Student Academic Profile									
				Earned	Needed	1			
		Credits	5		1,00000				
		Comm							
		Service	Hours						
Estimated graduation I plan to complete	month and year:	th in order	to reach t	this graduat	ion data				
Specialized credit-con					AB 1806 1	Nama Othani			
Specialized credit-con	inpletion englority (ci	icie aii app		sessments	AD 1000 1	None Other:			
			2 %	35C35IIICIICI	Met				
			So	core(s)	Standard	? Goal			
	Smarter Balance	d - ELA							
	Smarter Balance	d - Math							
			Testin	ng Window					
	Ren STAR - ELA		<u>1</u>	<u>2</u> <u>3</u>					
			Testin	ng Window					
	Ren STAR - Ma	th*	<u>1</u>	<u>2</u> <u>3</u>					
	CST Science		'	<u>'</u>					
	CELDT								
*For incoming 9th gracourse:	ders: based on the ide	ntified sco	ores on ma	ath assessme	ents, this studer	nt will be placed in th	e following math		
Post-secondary Plans	S								
What are your plans for (check all that you are program of interest if	interested in and nam	ne your sch	nool or						
Community	College/Transfer								
4-Year University					nat careers/maj	ors are you interested	l in?		
Trade/Vocati	ional School				•				
U.S. Armed	Forces								
Other					-				



Student Learning Plan Support Opportunities	
Suggested areas of intervention (check all that apply & identify supporting resordance/unit progression aligned resource(s): Behavior aligned resource(s): Math aligned resource(s): ELA aligned resource(s): Science aligned resource(s): Social-science aligned resource(s):	
Interested extra-curricular opportunities (groups/sports/camps/trips/events):	
•	
·	
Additional Support Resources	
 CA Department of Social Services - http://www.cdss.ca.gov/cdssweb/ WIC Food & Nutrition Services - (888) 942-9675 CalFresh Program - (877) 847-3663 CA Food Banks - http://www.calrecycle.ca.gov/reuse/Links/Food.htm CalWORKs Child Care Program - http://www.cdss.ca.gov/calworks/ CA Employment Development Department - http://www.edd.ca.gov/ 	Child Care - http://www.cdss.ca.gov/cdssweb/PG78.htm Foster Youth Information - http://www.fosteryouthhelp.ca.gov/ California Youth Crisis Line – (800) 843-5200 (24 hours) Others:
Action Plan	
Based on my personal, academic, and post-secondary goals, I (student) will do Based on the student's personal, academic, and post-secondary goals, I (OFL s adequately progresses:	
Based on the above factors and conversations, this student's selected planning	guide will be:
A detailed overview of the selected planning guide was reviewed (circle one):	Yes No
Student signature*:	Date:
Parent signature:	Date:
Student Advisor signature*:	Date:
Designated Administrator signature*:	Date:
*signatures required for full form completion	
For reference Student subgroup identification (check all that apply): Foster youth ELL FRMP	

Homeless

Exhibit H: Student Master Agreement



MASTER AGREEMENT

Please complete this form in black in	nk, and DO N	OT use w	hiteout						
Student's Legal Name:								For School Use (e Level:	Only
							Grad	e Level:	
Address:				Age:			Date	of Birth:	
City:				Zip Code:			Phon	e #:	
School of Enrollment:				Parent/Lega	l Guardian	ı's name:	2 nd Pl	hone #:	
Opportunities for Learnin	g Charter S	School		D :			- T - 1'		
Duration of Agreement:			Beginning Date:			Ending Date:			
REPORTING:									
Student is required to report to t				nner of Report	_		_		
Time:	Day(s):		Pla	ce:					
COURSE TITLES AND CREDIT				SES IN WHICH	STUDEN	T IS ENRO	LLED:		
Subjects/Courses	Credits	Subject	s/Courses		Credits	Subjects/C	Courses	S	Credits
Please refer to the Course Contract credit goals. One or more subjects/									
cream goals. One of more subjects/	courses may	oc aducu i	o me agreemer	it if teacher and	stauciit sigi	i a Course C	omiact	for the new course(o).
Please initial to acknowledge re	eading this	page:	Student _		Pare	nt		Teacher: _	

OBJECTIVES, METHODS OF STUDY, METHODS OF EVALUATION, AND RESOURCES:

The student will complete all courses during the semester as they are outlined in the charter school program/course descriptions. All course objectives will be consistent with the expected school wide learning results and state content standards. It is the goal of Opportunities for Learning that all students will communicate effectively; will sufficiently understand and function in the world around them; will appreciate the history of mankind and its diversity and comprehend the political process; will apply mathematical principles and operations to solve problems; will apply scientific concepts and skills to explain their world and find solutions to its problems; and will realize their own special interests, talents and abilities.

The method of study requires the student to meet with his/her instructor at the agreed upon appointment times while working independently a minimum of 240 minutes each day that the school is open. Student may also be required to attend classes or programs, which meet at times other than the designated appointment times, including but not limited to small group instruction, sessions with student advisors and resource specialists, State Mandatory Assessments, and anything appropriate to the student's educational needs. Schoolwork during intersession enrollment periods will be assigned, as needed, for up to a maximum of 8 hours per day.

Student's course work will be evaluated by one or more of the following criteria: 1) Presentation of evidence showing assignment completion; 2) Written tests; 3) Demonstration of skills; 4) Oral Presentation; 5) Mandatory State Assessment (STAR TEST); 6) California High School Exit Exam (if needed) 7) Other

The Course Description and Assignment Guide, Course Contracts, White Board, Planning Guide, Regular Work Assignment, Report of Credits Earned and Student Handbook are considered as part of this agreement and may contain additional descriptions of the major objectives and specific assignments, credits, materials and resources provided for each course of study.

CHARTER POLICY:

According to the charter school policy for grades 7 through 12, the student and parent/guardian/caregiver agree to the following:

- 1. Student will meet with the instructor at the designated "Reporting" time, day, and place on this Agreement and on the Regular Work Assignment. Any changes agreed upon by student, parent and teacher will be recorded on the Regular Work Assignment.
- 2. Student will complete and verify that student completed assigned work on each day the school is open. Unless otherwise notified, those days are Monday through Friday. Parent/guardian/caregiver will ensure that student does school work on these days.
- 3. Student will complete and submit all assigned work for each school month. No more than 20 school days may pass between the assignment date and the date completed unless an exception is made in accordance with school policy. Student and parent/guardian/caregiver understand that:
 - a. An evaluation will be made to determine whether it is in the student's best interest to continue enrollment in Independent Study if student fails to complete 100% of the minimum work assignments required for one school month, verify 75% of attendance for one school month, *or* misses four instructor appointments without a valid reason.
 - b. While completing the one credit per week meets the minimum work requirement to maintain enrollment in the charter school, completing more than one credit per week as recommended by the assigned teacher or Student Advisor may be necessary in order for student to make up deficient credits if student wants to return to resident school or graduate with their class.
- 4. Student will be on time for appointments and call to reschedule with instructor any missed appointments.
- 5. Students will take an academic assessment prior to entering.
- 6. Student will take the state mandated assessment tests.
- 7. Student will NOT be enrolled in another public school or private school that charges tuition while enrolled in the charter school. Because charter schools are publicly funded schools, student and/or parent/guardian/caregiver understand that dual enrollment in a charter school and another public school or a private school that charges tuition is against the law. It is understood that any student attending two schools simultaneously runs the risk of losing all credits earned at both schools. The only exceptions to this law would be concurrent enrollment in an ROP program, community college or adult school.
- 8. Student must follow the behavior expectations and the internet rules and regulations outlined in the Student Handbook.
- 9. If a student has an Individualized Education Plan (IEP), that the IEP should specifically provide for participation in Independent Study, in accordance with California Education Code Section 51745(c). However, Opportunities for Learning will not use the lack of such provision to bar the enrollment of any student.
- 10. Student must, in order to visit any other school campus, request and receive permission from that school.
- 11. Student recognizes that lack of transportation to the school site is not an acceptable reason for missing meetings with instructor or not completing assigned work.
- 12. Student must complete at least 10 verified hours of community service during student's junior (11th) or senior (12th) year.
- 13. Student shall be subject to expulsion if it is determined that, while at the school site or a school sponsored activity, student possessed, sold or otherwise furnished any firearm, explosive or other dangerous objects.

VOLUNTARY STATEMENT:

Student and parent/guardian/caregiver understand that Independent Study is an optional educational alternative that student voluntarily selects and that a classroom option is always available at a public school through the student's district of residence. It is also understood that a student's violation of the charter policies above will be considered a voluntary withdrawal from Independent Study.

EQUITABLE PROVISION OF RESOURCES AND SERVICES:

Student is entitled to textbooks and supplies, supervision by his/her teacher and all the services and resources received by other children enrolled in his/her grade in regular school. Parent/guardian/caregiver is liable for the cost of replacement or repair of damaged, destroyed or lost books and other school property checked out to student.

Parent/guardian/caregiver has the right to appeal any decision about student's placement, program or transfer according to the charter school policy.

Please initial to acknowledge reading this page:	Student		Parent		Teacher:
--	---------	--	--------	--	----------

SIGNATURES AND DATES:

We have read the terms of this agreement and hereby agree to all conditions set forth. For continued enrollment, a new agreement form must be signed each school year. This agreement shall be in effect from the date signed below through 06/30/16. If the agreement is signed prior to 07/01/15, it shall not be in effect until 07/01/15.

Student Signature	Date	Supervising Teacher Signature	Date
Parent/Guardian Signature (if under 18)	Date	Other Assisting Person Signature	Date
Other Assisting Person Signature	Date	Other Assisting Person Signature	Date
Other Assisting Person Signature	Date	Other Assisting Person Signature	Date
Other Assisting Person Signature	Date	Other Assisting Person Signature	Date
Other Assisting Person Signature	Date	Other Assisting Person Signature	Date
Other Assisting Person Signature	Date	Other Assisting Person Signature	Date
Other Assisting Person Signature	Date	Other Assisting Person Signature	Date
Other Assisting Person Signature	Date	Other Assisting Person Signature	Date
Other Assisting Person Signature	Date	Other Assisting Person Signature	Date
Other Assisting Person Signature	Date	Other Assisting Person Signature	Date
Other Assisting Person Signature	Date	Other Assisting Person Signature	Date
Other Assisting Person Signature	Date	Other Assisting Person Signature	Date
Other Assisting Person Signature	Date	Other Assisting Person Signature	Date
Other Assisting Person Signature	Date	Other Assisting Person Signature	Date
Other Assisting Person Signature	Date	Other Assisting Person Signature	Date

Exhibit I: English Language Development Master Plan

OPPORTUNITIES FOR LEARNING PUBLIC CHARTER SCHOOLS ENGLISH LANGUAGE DEVELOPMENT MASTER PLAN



Opportunities For Learning
Public Charter Schools

Mission Statement

Opportunities For Learning Public Charter Schools are exemplary models of successful blended learning programs. Our staff empowers, inspires, and connects with our students to help them achieve their goals, positively change their lives, and make their dreams a reality. Our schools are a supportive environment where all stakeholders are successful.

Message from the Presidents

"Every member of the Opportunities For Learning community is committed to helping each student succeed in school and in life. We wholeheartedly believe that student success comes from valuing every student and providing individualized support while they work toward their goals and dreams. Opportunities For Learning values its diverse student population, and this master plan will help us to ensure that students with varying language backgrounds and needs receive the attention, tools, and support they need to be successful."

John and Joan Hall

About Opportunities for Learning

At Opportunities For Learning (OFL), our effectiveness stems from a focus on building close relationships with our students and creating a safe learning environment that allows them to thrive. The following are hallmarks of our program:

Student Commitment: Students attend our schools by choice – they want to be with us. All students sign a contract stating their commitment to earn a high school diploma by voluntarily adhering to our enrollment requirements: attendance, work production, test performance, and graduation.

Guided Individualized Instruction: Our students receive personalized attention from qualified teachers who care about them and their success. We encourage our students to work hard on challenging tasks and help them focus on the idea that their struggle is an opportunity for growth, and emphasize growth mind-set interventions (Paunesku et al., 2015) that focus on the process of learning and not the end result as the reward. This process gives our students a sense of purpose and re-energizes their desire to learn, resulting in accomplishing meaningful academic and personal goals.

Small Group Instruction: Students can take advantage of tutorials and small group instruction with a highly-qualified credentialed teacher when a direct instruction format is most appropriate.

Flexible and Self-Paced: Students work independently and at a pace tailored to each individual's ability and learning level, as teachers keep them on track to graduate in an appropriate time period.

Open Enrollment: In our year-round program, students can enroll at any time and have access to their teachers and school 240 days a year.

Continuous Learning: Our schools are open 12 months a year. This means more time spent learning with minimal interruptions. This allows students an opportunity to have greater access to qualified teachers, more time to catch up on credits or work at an accelerated pace, and a safe space for them throughout the year.

Subject Matter Focused: In many cases, students focus on just one or two subjects at a time, helping students be in control and focused, and encouraging them to gain self-confidence.

Accountability: Our students are monitored and assessed on a regular basis to ensure progress in meeting required Common Core State Standards. All students are required to participate in all state-mandated testing.

English Language Development Master Plan

According to the California Department of Education (2015), in the 2013-2014 school calendar year, an approximate 1.413 million English Learners (ELs) studied in California public schools. Of the English Learner data collected in California, 95% of the languages spoken in California were, in descending order: Spanish, Vietnamese, Filipino, Cantonese, Mandarin, Arabic, Hmong, Korean, Punjabi, and Russian. ELs are students who are unable to communicate fluently or learn effectively in English. These students may come from non-English speaking homes and backgrounds, and typically require specialized or modified instruction in both their English language and in their academic courses. Additionally, there is a subgroup of students whose native language is English, but who may need additional support in acquiring academic English literacy (Okoye-Johnson, 2011). In this document, they will be referred to as Standard English Learners (SELs).

Opportunities For Learning strives to provide quality and equitable opportunities for academic achievement to all of its students, including those who exhibit less than reasonable fluency in academic English literacy. The English Language Development Master Plan (ELDMP) is a practical guide for all staff to use as they provide equitable services to every EL and SEL at OFL. It is to be reviewed every three years for possible modifications.

In order to ensure full implementation of the ELDMP, OFL requires mutual accountability of teaching staff and leadership for ongoing assistance in helping each school develop and implement practices that are consistent with the most current ELDMP, and to monitor its implementation.

The OFL Master Plan for ELs and SELs has been developed in accordance with current research and state and federal law for the purpose of accomplishing the following goals:

- To guarantee the delivery of quality instructional programs for all ELs and SELs throughout our schools
- To ensure that our instructional program meets the needs of our EL and SEL population
- To provide procedural information on the identification and assessment, placement, and reclassification of students who have been identified as having less than reasonable fluency in English
- To provide on-going professional development and best-teaching practices that respect, affirm, and build upon the language and culture of each child
- To define how our EL programs are evaluated annually for efficacy

OFL has developed a broad and innovative range of program options and supports for our ELs and SELs to guarantee them equal access to a quality instruction. Additionally, our instructional efforts are structured with the intent of providing appropriate English Language Development (ELD) to move students toward proficiency in academic English while providing them scaffolded access to core curriculum.

We recognize that our students' race, ethnicity, linguistic background, or socioeconomic status can provide a rich source of background knowledge and foundational strengths from which to tap into as they build mastery of their English academic literacy. Therefore, building on these founts of knowledge is something we support, respect, and wish to build upon.

In addition to helping our ELs and SELs acquire academic literacy, we are preparing them to navigate college and the job market, enhance their citizenship, and become global citizens in the 21st Century. In order to help our students' innovative ideas flourish, our students have opportunities to explore, experiment, imagine, learn, and discover through the various learning opportunities we offer to enhance their intrinsic motivation and passion and give them purpose.

According to Wagner (2008, 2012), in order to be prepared for the 21st Century, students need to possess the following survival skills:

- critical thinking and problem-solving
- collaboration and leadership
- agility and adaptability
- initiative and entrepreneurialism
- effective oral and written communication
- the ability to access and analyze information
- the ability to be able to have and use curiosity and imagination
- play
- passion
- purpose

We understand the obligation to prepare all of our students for the 21st Century. Therefore, we have interpreted and incorporated these survival skills into the curriculum as exemplified in the following table, so that all of our students can be prepared for their academic lives and the careers of the future.

21st Century Skills

Learning and Innovation Skills

Critical thinking and problem-solving

• reasoning, systems thinking, making judgments and decisions, solving problems

Communication and collaboration

• articulating ideas, listening, collaborating productively

Creativity and innovation

• creative thinking, learning from mistakes, implementing innovations

Digital Literacy Skills

Information literacy

 accessing, using, managing, and evaluating information; understanding ethical issues about using this information

Media literacy

analyzing media's messages, purposes, and potential to influence beliefs and behaviors;
 creating media products

Information and communication technology literacy

• using technology as a tool to research, organize, evaluate, and communicate

Career and Life Skills

Flexibility and adaptability

- adapting to changing roles and responsibilities; dealing with praise/criticism Initiative and self-direction
 - managing goals and time; working independently; being self-directed

Social and cross-cultural skills

• interacting effectively in diverse teams; being open-minded

Productivity and accountability

- managing projects and time; multitasking; collaborating effectively Leadership and responsibility
 - guiding and inspiring others; demonstrating integrity; acting responsibly

Acknowledgements

We acknowledge the dedicated effort and collaboration of teachers, site and regional administrators, and support staff. We especially want to thank the dedicated individuals for their time and insight into the development of the ELDMP.

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Lauren Cullen	Angelina Millare	Merari Weber
Rosalyn Fleischer	Sally Park	Jackie Wilding

OFL Education Advisory Board members are esteemed retired superintendents of schools, business leaders, and leaders in the community. They meet regularly to offer input and counsel with respect to our continuing relationship in our mutual effort to address the needs of at-risk youth, setting them on the road to success.

Dr. Al Andrews

Former Superintendent,

Victor Valley Union High School District

Ms. Karen Burstein

Human Resource Educator, Author

Ms. Leslie Crunelle

Former Assistant Superintendent,

San Gabriel USD and William S. Hart USD

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Senior Minister First AME Church, Retired

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Introduction

Committed to providing students with an alternative to one size-fits-all, traditional learning environments, in 1999 Joan and John Hall established Opportunities For Learning (OFL) Public Charter Schools. Each of OFL's charter schools are spread across six regions:

- Opportunities For Learning William S. Hart was started in 1999
- Opportunities For Learning Baldwin Park opened in 2001
- Opportunities For Learning Capistrano opened in August 2002
- Opportunities For Learning Baldwin Park II opened in July 2007
- Opportunities For Learning Fresno opened in 2012
- Opportunities For Learning **Duarte** opened in 2013

Today, Opportunities For Learning has flexible alternative resource centers state-wide that are similar to school libraries or study halls and provide a safe, friendly atmosphere for learning. Students work one-on-one with assigned teachers or in small groups. Schools are fully accredited by the Western Association of Schools and Colleges (WASC).

From its inception, OFL's mission has been to recover students who have dropped out of traditional schools or have fallen behind in credits and are at risk of failing. This highly successful program has established a track record of achievement in strengthening student performance. OFL student test scores and graduation rates consistently rank equal to, or above, those of comparable schools.

Opportunities For Learning staff believe that every child has a choice, a dream and can be a leader. We help students succeed by placing a premium on core values such as personal responsibility, academic performance, and accountability.

Our year-round academic program enables at-risk youth to earn a high school diploma by preparing them to return to their home schools, or by permitting them, through independent study, to complete their credits for graduation.

We fully embrace the Lau v. Nichols (1974) Supreme Court decision that states:

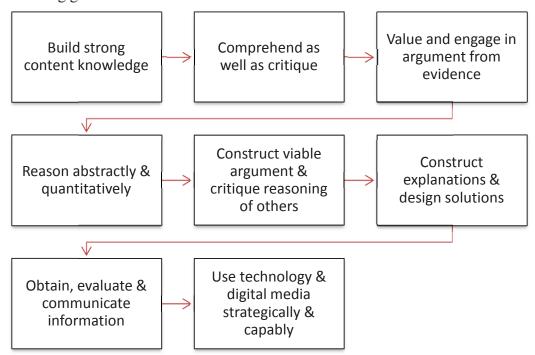
There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education We know that those who do not understand English are certain to find their classroom experiences wholly incomprehensible and in no way meaningful.

In order to ensure that our ELs and SELs' linguistic and academic needs are met, we integrate and give them full access to the entire curriculum in a way that makes instruction comprehensible and meaningful.

Guiding Philosophy

Teachers and students are "reflective practitioners." Teachers continuously examine and reflect upon their teaching practice, applying strategies in ways that meet the unique needs of their student populations. Students actively engage and participate in the curriculum and begin to actively plan and assess their own learning.

Specific learning goals for all in all content areas:



Specific teaching goals for all educators (these goals are not limited to the classroom or independent study teachers, but all stakeholders including but not limited to instructional leaders, instructional coaches, and tutoring staff):

- Afford opportunities for students to engage in metalinguistic and metacognitive processes, and help students to discover how language works in complex texts.
- Scaffold student ability to engage in sophisticated interactions with text to "develop conceptual, academic, and linguistic skills," and to engage in deliberative discourse.
- Help students use language as a tool for reasoning and understanding.

Guiding Theoretical Principles for Educating English Learners

ELs are different from first language learners as it pertains to academic literacy. Therefore, the following research and pedagogical implications for teaching ELs are considered and interwoven into our curriculum.

One of the main goals of our program is to help our students achieve academic literacy. Research finds that academic literacy is multi-dimensional and should be taught by focusing on three dimensions: linguistic, cognitive, and sociocultural/psychological. The linguistic component focuses on the phonological, lexical, grammatical, sociolinguist, and discourse elements of English. There should also be emphasis on the cognitive dimension that focuses on knowledge, higher-order thinking (critical literacy), strategic component (formal/informal), cognitive and metalinguistic awareness (reading, writing, speaking, and listening strategies related to academic contexts), and finally the sociocultural/psychological dimension that focuses on norms, values, beliefs, attitudes, motivations, interests, behaviors, practices, and habits of the language (Scarcella, 2003). These dimensions are considered and incorporated into the curriculum for all students.

When teaching ELs, the following ways to facilitate deep learning of English academic literacy have been found. First, the use of the sociocultural approach promotes the use of cooperative learning, which has been shown to facilitate higher-level learning. By using this approach, English Learners reach higher academic goals with scaffolding (assistance) than without, and thereafter, students can then take that new knowledge into new roles. Gibbons (2009) lists the three characteristics of scaffolding:

- Scaffolding is temporary
- It enables the learner to know how to do something to allow them to accomplish similar tasks alone
- It is future-oriented

Therefore, our curriculum's goal is to incorporate cooperative learning and to scaffold the material being learned more heavily in the beginning, and eventually remove the scaffolds as our students become more autonomous.

Gibbons (2009) further states that:

A high-challenge classroom with low levels of support creates frustration and anxiety, and may lead to learners giving up and ultimately opting out of school. Low challenge and low support is likely to lead to boredom, with similar resistance to school. Low challenge and high support allows learners to work in their "comfort zone," but not a lot of learning will take place, and neither will learners develop autonomy and independence in their learning. (However,) the combination of high challenge and high support allows learners to be stretched to reach their potential and to successfully engage with new learning (p. 17).

Taking into consideration support and appropriate levels of challenge, our curriculum incorporates scaffolding of academic literacy at all levels (Menken, 2013). Within these scaffolds, explicit teaching of vocabulary is included in the writing process from the lowest levels of language proficiency (Reid, 2008) to the highest. High-level interpretative reading use and direct strategy instruction, modeling of use of writing strategies, and creating opportunities for students to practice and apply through coaching as well as getting necessary feedback are integrated into our curriculum as well (Olson, et al., 2012). These scaffolds are again more heavily used in the beginning, with a goal to eventually have our students become independent from them.

Among some effective pedagogical EL themes identified by Peercy (2011) found in our curriculum are the following:

- Teachers keep in mind what their students will be encountering in their higher grade levels pertaining to vocabulary and critical thinking, and pay attention to mainstream content.
- Teachers use well-written authentic text that includes rich vocabulary and sentence constructions that support their students' second language acquisition (SLA), with scaffolded discussions on meaning and vocabulary.
- Teachers don't see the students' first language (L1) as a negative, but as a bridge to learning.
- Teachers teach explicit reading strategies (context clues, scanning, prediction, text-to-self, text-to-text, text-to-world, text types, inference, asking self-questions, visualizing, exposing to various kinds of text → cause/effect, compare/contrast, problem/solution, descriptive, and fiction).
- Teachers are culturally responsive (sociocultural consciousness) whereby they consider both cognitive and socio-cultural factors on literacy acquisition, since vocabulary development may be restricted by students' restricted exposure to the societal language, fewer cultural activities, and resources available (Chen, Geva, & Schwartz, 2012).

The above prepare our students for the demands of mainstream classrooms and are effective for ELs' deep content learning.

The Sheltered Instruction Observation Protocol (SIOP) Model is one that facilitates content comprehensibility for our EL population and which is conducive to the application of the above research findings. Therefore, the SIOP Model is one of the models applied in our instructional programs.

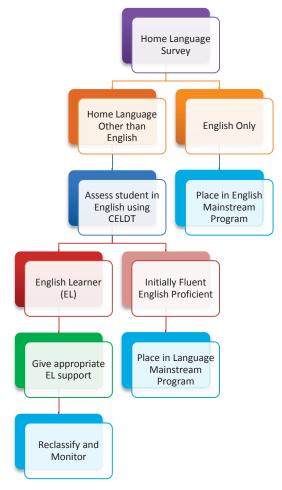
Our aim for all of our students is to reach high-quality intellectual accomplishment that enables them to construct new knowledge. In constructing this knowledge, they are able to express their own ideas with a value that goes beyond school and is relevant, applicable, and real to their own world and their lives beyond school.

Organization of OFL's Master Plan

This Master Plan is presented in five chapters. Chapter One begins with a brief overview of the enrollment process of OFL students and the pathway English Language Learners (ELLs) take after they complete the Home Language Survey. In this chapter, there is an introduction of the Initial Language Assessment that outlines the initial assessment, the EL designations, and the parent notification process of the results, as well as program placement of their child. Thereafter, the process of assessment and placement is outlined. In Chapter Two, this Master Plan further outlines OFL's educational structure and assessment programs. The process of EL student identification and placement into their appropriate EL support program is discussed in this chapter. In addition, the reclassification policy of ELs is defined and the reclassification process at OFL is delineated. Special mention is made of the reclassification of ELs with disabilities, and because language learning is on a continuum, there is a brief discussion of our Long Term ELs and the process in place to help them successfully reclassify. Additionally, because we value our students' culture and diversity, we discuss how we can further assist our Standard English Learners in their academic literacy needs. Chapter Three begins with our EL professionals, their credentials, and the EL development options we offer our instructional staff in conjunction with keeping them abreast of current policies of identification, placement, assessment, and reclassification of our ELs. Chapter Four encompasses our additional interaction with parents/guardians and our community. Lastly, Chapter Five reports our program monitoring, evaluation, accountability, and funding.

CHAPTER ONE: THE ENROLLMENT PROCESS

English Learner Assessment for Initial Identification and Program Placement



Home Language Survey

- I. As part of the enrollment process (Appendix A), the student's parent and/or legal guardian or the student, if over 18, completes the Home Language Survey (Appendix A). An explanation of purpose and use of the Home Language survey is communicated verbally by the Center Coordinator or other staff member in the parents/guardian's preferred language, if a staff member speaking the parent/guardian-preferred language is available.
- II. Information from the Home Language Survey is entered into the student information system by the Assessment Department.
- III. The California English Language Development Test (CELDT) site coordinator administers language assessments to students requiring initial identification.
- IV. Language assessment results are entered into the student information system.

Initial Language Assessment

Initial Assessment

Students are administered the CELDT by a trained OFL CELDT Coordinator within 90 calendar days from the date of enrollment. Once the test is completed, the answer document is submitted to the test vendor for scoring by the assessment department. If proficiency status is needed immediately for placement decisions, the assessment department can provide unofficial local scoring results. The answer document is still submitted to the test vendor for official results. Test scores are considered official only after the test vendor returns the results.

Designations

- a. If a student's overall CELDT results are scored at **beginning**, **early intermediate**, or **intermediate**, the student is identified as an EL. See Appendix B for Domain Performance Level Descriptors for Grades 6-12 listening, speaking, reading, and writing.
- b. If a student's overall CELDT results are scored at **early advanced** or **advanced** and no skill score for any domain (listening/speaking, reading, and writing) is lower than **intermediate**, the student is identified as fluent English proficient (I-FEP).

Parent Notification of Results and Program Placement

- a. Parents/guardians are notified of their child's language assessment results and the recommended educational program. Additionally, they are invited to a meeting to discuss the reclassification process. See Appendix C.
- b. Parents/guardians are given the opportunity, per 5 *California Code of Regulations* §11309(a), to apply for a waiver if they do not want their child to participate in sheltered English immersion instruction. See Appendix C.
- c. Waivers must be filed in person at the school site and must be renewed annually.

Annual assessments continue until the student is re-designated as fluent English proficient.

Student Assessment and Placement

STAR Renaissance (STAR Ren) and Computer Adaptive Test (CAT) assessments in Reading and Math are administered to students upon enrollment at OFL. The goal is to ensure incoming ELs are provided with tools and resources to experience success with Common Core-based independent study coursework and small group instruction (SGI) courses. The process includes identification of proficiency levels in reading, writing, and math. Placement in applicable interventions, with a goal of students attaining designated level of proficiency, is automatically given to students based on their STAR Renaissance performance levels.

Assessment Process:

- The enrollment support team (Center Coordinators (CCs), Temporary on Call Coordinator (TOC CC), or teacher administers STAR Ren assessments in English and Math. The STAR Ren tests are multiple-choice tests.
- Writing assessments can be given during initial assessment. However, they may also be given at other times as long as they occur within the first month of enrollment.
- Upon completion of assessments, performance indicators are generated automatically based on standards and strands in which students did not meet designated proficiency levels.
- STAR REN exams are calibrated to begin at the student's grade level, and then progress in increasing difficulty depending on the student's answer to each question. No two STAR Ren tests are identical, therefore, making it student-centered.

The following is the scoring rubric and the suggested intervention steps from the English STAR Ren test:

English				
Group	Score Range	OFL Mandatory Interventions	Suggested Interventions	Expectations to look for in Reading
Green	7 585+ 8 665+ 9 773+ 10 844+ 11 866+ 12 917+	Student is able to be enrolled in an SGI class or Independent Study course.	Enrollment in an SGI class, possibly a candidate for AP English.	Clearly identifies purpose and sequence of ideas. Chooses evidence along with supporting details. Identifies errors in grammar, punctuation, mechanics, and spelling. Chooses precise language. Chooses effective transitional devices throughout. Understands varied simple and complex sentences.
Yellow	7 301-584 8 301-664 9 301-772 10 301-843 11 301-865 12 301-916	Student should be enrolled in an SGI class (especially if ≤400).	Additional tutoring, if available; center one-on-one intervention.	Limited identification of purpose and sequence. Limited ability to pair evidence with supporting details. Limited understanding of varying sentence structure. Limited knowledge of word choice. Limited ability to correct errors in mechanical conventions.
Red	R: 300 and below	Student is immediately enrolled in a 30-day intervention course until satisfactory completion.	Additional tutoring, if available; center one-on-one intervention; EL support if appropriate.	Unable to determine purpose. Unable to pair evidence with supporting details. Cannot determine organizational pattern. Unable to correct errors in grammar, punctuation, and spelling. Unable to determine sequence of ideas.

STAR Ren can be used at various times in a student's academic plan for the following:

- 1) To remediate.
 - a. To develop an initial Individualized Learning Plan (ILP).

- b. To help transition to grade-level subject matter.
- c. To prepare for SGI Course development.
- 2) To provide ongoing assessment.
- 3) To track student's progress to increase performance.

CHAPTER TWO: OFL'S EDUCATIONAL STRUCTURE AND ASSESSMENT PROGRAMS

Educational Structure

OFL's educational structure is specifically designed to meet the needs of students enrolled in a blended instruction program, which includes instructional strategies supported by instructors in Independent Study (IS), SGI, as well as online, tutors, and EL Support Professionals (ELSPs). Student participation and level of support is determined by CELDT and STAR Ren assessment upon enrollment, and again in the reclassification stage. The blended model involves multiple components: IS, SGI classroom format, Online, and Hybrid instruction.

ELSPs assist in the development of independent study, SGI curriculum and instructional strategies designed to support our unique EL population. This support includes specially designed academic instruction in English (SDAIE) strategies, in speaking, listening, reading, and writing (see Appendix D for a list of some of the various SDAIE strategies used at OFL). These subject area professionals use expertise in second language acquisition (SLA) to improve communications with all stakeholders, ensure the proper administration of CELDT, use of data, and provide professional development to educators to increase effectiveness of instruction, staff/student engagement, and compliance with state EL requirements and ELD standards.

The definition of the ELD standards is the following:

The CA ELD Standards describe the key knowledge, skills, and abilities that students who are learning English as a new language need in order to access, engage with, and achieve in grade-level academic content. The CA ELD Standards, in particular, align with the knowledge, skills, abilities for achieving college and career readiness described in the California Common Core Standards for English Language Arts and Literacy in History/Social Studies, Sciences, and Technical Subjects (CA CCSS for ELA/Literacy). However, the CA ELD Standards do not repeat the CA CCSS for ELA/Literacy, nor do they represent ELA content at lower levels of achievement or rigor. Instead, the CA ELD Standards are designed to provide challenging content in English language development skills. The CA ELD Standards are not intended to replace the CA CCSS for ELA/Literacy. Instead, they amplify the language knowledge skills, and abilities of these standards, which are essential for ELs to succeed in school while they are developing their English. (California Department of Education, 2014, p. 8)

In accordance with the ELD standards, OFL offers a variety of instructional resources/strategies that support the development and acquisition of English language skills and access to core content so that ELs can succeed across all areas of study.

Programs include:

- Independent Study Integration
 - o Student Activity Workbooks
- Classroom Instruction
 - o SGI
 - English Language Arts
 - Mathematics
 - Science
 - Art
 - Social Science
- Online Courses
- Hybrid Learning

Independent Study Integration

Instruction facilitated through the independent study model focuses on student development of the following skills:

- Initiative and self-direction
- Flexibility and adaptability
- Leadership and responsibility
- Productivity and accountability

These skills are in alignment with the goals of ELA/ Literacy and ELD Instruction as stated by the California Department of Education ELA/ELD Framework Support Network, Chapter 2, p. 1:

- Develop in the readiness for College, Career, and Civic Life
- Attain the capacities of literate individuals
- Become broadly literate
- Acquire the skills for living and learning in the 21st Century

OFL students are involved in the planning and implementation of their educational program. Students work independently to complete self-guided assignments and work with independent study teachers as well as small-group instructors to complete a variety of formative and summative tasks and receive feedback (see Appendix E). The students' unique one-on-one relationship with instructors allows students to gain knowledge of content, improve communication skills, reflect and assess process, and build on prior knowledge to improve understanding. Independent study requires students to work at least 4-6 hours per day at home and attend appointments as determined by their instructors. While working at home, students engage independently with ELD strategies as prescribed by the instructor, based on the individualized learning plan. Reading and writing are the primary focus of the independent practice, while speaking and listening are emphasized with student/teacher as well as peer interactions while at the resource center.

Math and English curricula, currently using the cross-curricular Common Core State Standards (CCSS) principles (see Appendix F), provide ELs multiple opportunities to employ critical thinking skills, challenge foundational skills, and progress towards advanced language classification.

Student Activity Workbooks (SAWs)

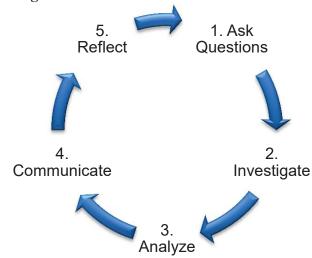
Student's self-guided assignments are completed in student activity workbooks (SAWs). SAWs are given to all students and are available in all subjects. In the developments of the workbooks, curriculum developers ensure that EL/SDAIE strategies are accessible to reach students on all levels (see Appendix D for a list of targeted SDAIE strategies). All SAWs:

- Focus on college and career readiness and learning for life.
- Reflect an understanding of 21st Century Skills, as adopted by California and other states.
- Encourage higher-order thinking skills and depth of knowledge.
- Include scaffolding of foundational skills to close learning gaps.
- Require Internet use for research, skill practice, and exploration.
- Incorporate in-depth vocabulary study.
- Allow frequent teacher conferences and other interactions to promote frequent, focused, and effective teacher feedback.
- Teach narrative, analytical, and expository writing techniques.

Addressing the shifts as stated by the CDE and CCSS, Inquiry-Based teaching and learning have been introduced into SAWs as well. The advantages of Inquiry-Based learning include: versatility, motivation, authenticity, creativity, and rigor (Bruce, 2011).

In using Inquiry-Based Learning (IBL) students apply a method in which students are actively involved in the learning process by focusing on questions, problem solving, and critical thinking activities. This **versatile** process provides opportunities for students to apply knowledge and skills to various aspects of their school and home environments. Application of this method initially occurs individually and expands to cooperative groups. IBL increases student **motivation** through ownership of information. Additionally, student-generated questions encourage active participation in learning and in-depth reflection on current and previously acquired knowledge. The time and freedom in this method allows the **creative** process to flourish as student's curiosity is ignited with their increased contact and discovery of new information. **Rigor** is an additional component of IBL that supports higher-level thinking, problem-solving, and self-correcting, and challenges students at their learning level.

5 Phases of Inquiry-Based Learning



Through IBL, the changes to a traditional teaching and learning structure are significant. The focus is on mastery of the standards and skills, not rote memorization. The teacher is regarded as the facilitator of knowledge and not the sage of knowledge. Students are responsible for culling and gathering resources, as opposed to being textbook-driven. Students are active participants in their learning, and the learning is process- and product-driven, not goal-oriented or assessment-driven, giving ELs and all of our students an opportunity to incorporate their own background knowledge, interests, and voice into their learning.

Instructional Strategies/Practices

In addition to the Independent Study Integration program and SAWs, OFL provides an opportunity for direct instruction. It is important to note that the practices of simultaneous translation and removing ELs from the classroom for a separate "translation" of the instructional lesson during direct instruction are not supported by research evidence and serve to marginalize ELs. These practices are *not permitted* at OFL. The focus of our instructional strategies and practices is on inclusion of our ELs and SELs.

Small Group Instruction (SGI)

The small group instruction (SGI) program works as a mastery-based environment (1-4 point scale), with a strong focus on students being the leaders of their learning. To this end, a large focus of the SGI program is on both formative and summative assessments. Students in the Math and English SGI program are formatively assessed on a regular basis, and summatively assessed once or more per unit. Formative assessments include many of the normal implements of formative assessment, including exit slips, discussions (both teacher to student and student to student), quizzes, and various aspects of regular student work. Formative assessment also takes place from a student perspective. One of the hallmarks of the SGI program is that students are continually made aware of their own learning through the tracking of learning targets, which are directly linked to CCSS. Hattie's (2009) research suggests that the greatest influence on student learning is when students are able to self-report their own learning and their own grades. The

SGI program strives to engender this belief through student trackers that ask students to report their current level of learning and to identify their gaps in learning so that teacher and student can develop an appropriate intervention to recover that gap. Contrary to popular belief, the best feedback is not from teacher to student, but from student to teacher (Hattie, 2007). The small group instructors will often look toward the voice of the students, their specific feedback, to help them formatively assess and drive their instruction. Additionally, students are administered online interim assessments every few units to ascertain a whole class level of learning so the teacher can easily discover deficiency in the standards, therefore allowing them to better plan their future instructional sessions.

EL students are able to participate in SGI classes while being supported with their language literacy needs. One model being used in SGI classes is the SIOP Model (Echeverría, Vogt, & Short, 2013). The six SIOP principles of instruction are to:

- Provide many opportunities for ELs to develop oral language competency through interaction with others.
- Explicitly link EL's background knowledge and experiences to lesson content and past learning.
- Provide explicit and contextualized vocabulary instruction to ELs.
- Provide meaningful, comprehensible, and accessible lessons.
- Stimulate EL's thinking and provide meaningful activities for students to demonstrate learning.
- Assess ELs frequently, before, during, and after lessons, and plan purposefully, based on the assessment data.

The above principles are interwoven into the SGI program to be inclusive of our EL and SEL student population.

The SGI program seeks to be driven by data by continually using standards mastery to close gaps in student learning. This process involves all stakeholders, including parents, students, teachers, and school leaders. A standards-based gradebook and other student mastery trackers are the foundation of this process. Formative applications of data range from standards-based checks for comprehension, to re-teaching days, to using benchmark data for studying for the finals, to evaluation of programs. Again, this process is especially helpful to create interventions necessary for ELs and SELs. Possible interventions include, but are not limited to:

- Student/teacher/parent conference
- Tutoring
- Specialized reading, writing, or math instruction
- Content-based language development support classes
- Primary language support
- Placement in reading, writing, or math support classes
- Achieve 3000

After completion of initial assessments, students are assigned to an EL support team to provide further evaluation, support, and interventions if necessary.

The EL Support Team may consist of the following members:

- Independent Study Teacher
- Small Group Instructor
- Resource Specialist Program Teacher or SES
- Tutor
- Student Advisor/Counselor
- Assistant Principal
- Principal
- The English Learner Support Professional (ELSP) team:
 - o ELD Curriculum Specialist
 - o School-level EL Coaches
 - o Regional EL Coaches
 - o EL Specialists

Online Course Learning

Another instructional model available to students is the option to take online courses through our online vendor Apex Learning. Apex Learning online curriculum offers effective solutions for ELs who may perhaps find academic coursework challenging as they work on developing their English proficiency. Apex Learning online curriculum provides extensive scaffolding to increase comprehension, as well as to allow for differentiation of instruction based on students' learning needs while teaching to the same content standards as all other courses.

Apex's math and English online curriculum both have adaptive and strategic scaffolds built into the online context, which are designed for flexibility to differentiate instruction. Adaptive scaffolds are changes to content or texts that make them more readable, either through vocabulary control or the number of ideas presented on each page. In the online learning environment, students are able to use adaptive scaffolds as needed in order to access learning.

Adaptive scaffolds that can be found in Apex math and English online curriculum are as follows:

- Construction of accessible texts
 - Depth and coherence make the texts more accessible as well as support ELL students' reading. The online text is focused on central issues and ideas, while leaving out information that does not pertain to the key ideas being presented.
 - Controlled syntax
 - Chunked text
 - Short page length with limited scrolling
 - Vocabulary control exposes ELL students to new vocabulary numerous times to learn the vocabulary. In addition, comprehensible reading texts are designed with the usage of high-frequency and monosyllabic words that can be easily decoded to determine academic vocabulary meaning.

- Controlled vocabulary
- Online features that support access to content
 - Text-to-speech voiceovers allow students to listen to text when text is too difficult to read independently.
 - Vocabulary rollovers provide definitions, examples, and pronunciations of unfamiliar vocabulary words, which supports academic language proficiency. Students can roll the cursor over the unfamiliar word that they need defined without losing their place in the text.
 - Links and connections are hypertext links and connections between pages and ideas. Connections allow students to jump back to information previously presented. Links helps build connections between ideas.
 - o Graphic organizers support reading comprehension and content area learning to provide a visual representation to help students organize learning in their minds.
 - Presentation of information through multiple modes is used to support concept and vocabulary building, as well as to provide a richer, deeper explanation of the ideas. Examples are:
 - Text
 - Sounds
 - Visual images
 - Video
 - Voiceovers
 - Media
 - Interactive self-assessments with immediate feedback
 - o Engaging content to motivate students to take part in a particular task or activity
 - Contents shown are related to their own lives
 - Real-world connect to their concerns and interest

Strategic scaffolds support and teach students how to acquire and when to use strategies with the materials as they engage in their own learning. They learn to use these strategies in the immediate context and in future learning situations. Strategic scaffolds include active reading strategies and vocabulary instructions used to increase students' comprehension and learning.

Scaffolds that can be found in Apex math and English online curriculum are as follows:

- Active Reading Strategies
 - Accessing prior knowledge
 - o Making and revising predictions
 - Using text features and visual cues
 - Making inferences
 - Asking questions
 - Making mental images
 - Monitoring (and fixing up)
 - o Summarizing
- Vocabulary Strategies
 - o Academic Vocabulary
 - Compound words and phrases

- Words in context
- Morphemes

Hybrid Learning

Another option students have at OFL is a hybrid model wherein they are enrolled in an Apex course AND assigned an SGI or subject-specific instructor. Just like other online students, hybrid students complete exercises in the Apex Learning environment and on study sheets. However, the primary difference between hybrid and standard Apex students is the pacing.

OFL students who take Apex courses work through the material on their own and at their own pace. Students who take hybrid courses typically follow a syllabus created by the SGI or subject-specific instructor. Apex activities are completed at home as usual, and additional instruction and activities may be completed during class meetings. Though traditional online students receive feedback from their facilitator, hybrid students have the opportunity to receive additional clarification and support through direct instruction. This extra support complements the multimedia rich Apex Learning environment, and allows teachers to address a variety of learning styles and special needs.

Reclassification Policy

ELs are reclassified to fluent English proficient based on the following multiple criteria that are identified in California Education Code § 60810 and recommended by the State Board of Education (SBE). The minimum criteria to be considered for reclassification are:

- English proficiency on the CELDT: Overall level of Early Advanced (level 4) or Advanced (level 5) in each domain score (Listening, Speaking, Reading, and Writing) Intermediate (level 3) or higher
- Score of Basic or higher on District-adopted standards-based ELA assessments or standards-based common final ELA exam (Grades 6-12)
- A study by the school's ELSPs to compare the performance of the student in basic skills against an empirically established range of performance in basic skills, based upon the performance of English proficient students of the same age. This comparison demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English. This analysis may include:
 - Evaluation of student's listening and speaking, reading and writing skills using a proficiency rubric
 - o Authentic student work samples, especially writing samples
 - Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery
- Parent consultation and opinion

Reclassification Process at OFL

Redesignated Fluent English Proficient (RFEP) is the term used when school districts determine ELs have acquired sufficient proficiency in English to perform successfully in core academic

subjects without ELD support. However, despite transitioning without specific ELD support, ELs <u>must</u> be monitored for a minimum of <u>two</u> years, as required by state and federal guidelines, to provide additional assistance if needed.

State law requires that ELs participate annually in the administration of the CELDT to assess progress toward acquiring English proficiency in the language domains of listening, speaking, reading, and writing.

When ELs have demonstrated they are able to participate effectively with English-speaking peers in a mainstream English program and have met the criteria for reclassification, they are reclassified as RFEP. They will retain this classification for the remainder of their educational career.

The CELDT Coordinator has a nine-step checklist (see Appendix G) to validate the eligibility of a student's reclassification to RFEP. The steps are the following:

- Step 1 Test Scores The assessment department sends out a list of eligible students. Students must receive: (a) an overall CELDT score of 4 (early advanced) or 5 (advanced) with sub scores of 3 (intermediate) or higher, or (b) STAR Renaissance reading proficiency score of Basic or higher appropriate to a student's grade level.
- Step 2 Gather and review documents. Complete the RFEP with the language assessment team's notes.
- Step 3 Scan and e-mail documents gathered to the assessment department and wait for approval back from the assessment team.
- Step 4 Receive notification of eligibility from the assessment team.
- Step 5 Send parent first notification letter with notification of student eligibility.
- Step 6 Return parent authorization to the assessment team.
- Step 7 Have a parent meeting if requested as a result of first letter. During the meeting, review the RFEP process and take notes of meeting, and send transcribed parent meeting notes to the assessment team. If not meeting is requested, then move to step 8.
- Step 8 Final review and make final decision. Send parent second notification letter of their child's final eligibility status. Return parent authorization to the assessment team once complete.
- Step 9 Store original documents in student file.

Additionally, the EL Support Team meets to review the following:

- CELDT annual assessment results
- STAR Renaissance Reading test scores
- The performance of a student in terms of written and oral English language fluency according to the provided rubrics based upon observable student interaction with instructional staff, peers, and support staff
- Current grades and academic disposition

In the evaluation process, parents/guardians are notified in their preferred language of the RFEP procedure and updated of their child's progress (see Appendix H). They are asked to complete approval sections of the letters and are invited to set up a meeting if they choose. The school's open-door policy provides flexible opportunities for parents/guardians to meet with members of the EL Support Team. Assistance is provided to parents/guardians if needed in making further decisions about student's academic support and additional support needed at home.

The EL support team is responsible for the assessment and support of ELs. This includes collaboration with the assessment team to ensure a timely administration and evaluation of CELDT, and the effective use of assessment data to develop Individualized Learning Plans to move students effectively and efficiently towards proficiency in academic English and toward high school graduation.

If a student does not meet the criterion for reclassification, the school's EL support team <u>must</u> meet to analyze other student data to help the student reach and maintain grade-level academic proficiency and create an action plan on how to make necessary improvements.

The academic progress of RFEP students must be monitored for a minimum of <u>two</u> years in accordance with existing California regulations and the federal No Child Left Behind (NCLB) Act of 2001 (2002), (see Appendix I). If an RFEP student's performance declines or stalls, interventions are provided to ensure that the student reaches and maintains grade level proficiency. The EL support team will need to meet to decide on next steps. In order to stay on top of these necessary support systems, the RFEP students will be monitored at the end of each reporting period.

Reclassifying ELs with Disabilities

The reclassification criteria apply to EL Special Education students being considered for reclassification; however, the Individual Education Plan (IEP) team is consulted when reclassifying an EL student with disabilities. The IEP is a federally mandated individualized document developed by a team including school staff and parents/guardians to specifically design and address a student's unique educational needs. It includes information about the student's present levels of performance (including strengths and weaknesses), annual goals, and the services and supports that are to be provided in order to meet the goals. In order for a student to reclassify, IEP teams will have an IEP meeting to verify that in addition to meeting the criteria for EL reclassification, students with EL goals in their IEPs have mastered those EL goals and objectives before the students are reclassified.

Long-Term ELs

ELs are expected to meet reclassification criteria within 5 full years. ELs not meeting reclassification criteria at the beginning of their 6th year are considered Long-Term ELs (LTELs). For the purposes of this ELDMP, the following terms have the following meanings according to California Education Code § 313.1:

(a) "Long-term English learner" means an English learner who is enrolled in any of grades 6 to 12, inclusive, has been enrolled in schools in the United States for

- more than six years, has remained at the same English language proficiency level for two or more consecutive years as determined by the English language development test identified or developed pursuant to Section 60810, or any successor test, and scores far below basic or below basic on the English language arts standards-based achievement test administered pursuant to Section 60640, or any successor test.
- (b) "English learner at risk of becoming a long-term English learner" means an English learner who is enrolled in any of grades 5 to 11, inclusive, in schools in the United States for four years, scores at the intermediate level or below on the English language development test identified or developed pursuant to Section 60810, or any successor test, and scores in the fourth year at the below basic or far below basic level on the English language arts standards-based achievement test administered pursuant to Section 60640, or any successor test.

Every measure is taken for students to receive instruction until they meet reclassification criteria. However, language development is more than literacy development, and moving through the language continuum is a different journey for every student. Therefore, multiple assessments are needed to give maximum support to our LTELs. The student's educational history, the amount and quality of ELD instruction the student has received, the number of years in U.S. schools, as well as socio-economic status are considered by the ELSPs in designing an action plan that best suits that student. A team is then assembled consisting of the student, the parent/legal guardian, a counselor, an EL specialist or faculty member to monitor the language status, disaggregated achievement data by number of years in U.S. schools and by English proficiency levels, goals for meeting grade level standards and reclassification. This team meets at least twice a year to discuss next action steps.

Standard English Learners (SELs)

Despite having been born in the United States and growing up speaking English, Standard English Learners (SELs) may have more in common with ELs than with students who use mainstream academic English more proficiently. This lack of academic English knowledge may affect their basic civil rights in the area of politics, economics, and education. However, their particular English varieties have cultural richness that cannot be disregarded, but valued. For this reason, although not identified as ELs, SELs benefit from the same strategies that ELs receive in instruction. To this end, we do not advocate for diminishing these English varieties, but in helping our SELs add to their multicultural tool kit. A few of the explicit strategies that we apply are recommended by Charity Hudley and Mallinson (2011):

- Consciousness-raising of spoken English versus academic written English
- Extended time for processing of questions and thinking through an answer
- Focused academic vocabulary instruction
- Targeted and focused specific language needs focusing on one or two items at a time
- Discussions on specific classroom discourse norms

- Comparing similarities and differences between home and school language registers without demeaning the language students bring to class
- Direct focus of English language variations throughout the United States
- Exposure to a multiple literacy practices via books, movies, and other media and discussion of the variety of languages used
- Development of sensitivity to rhyme patterns

The ultimate goal in having students value their own cultural heritage is to empower them to use their voice and achieve to their highest academic potential.

CHAPTER THREE: ELD SUPPORT STRUCTURE AND PROFESSIONAL DEVELOPMENT

EL Leadership Organizational Support Structure

Director of Curriculum, Accountability, and Assessment (CAAD)
ELD Curriculum Specialist
California English Language Development Test (CELDT) Coordinator
ELD Teaching Support Team:
EL School-Level Coaches
EL Regional Coaches
EL Specialists

Duties and responsibilities of EL Support Professionals (ELSPs):

The Director of CAAD is responsible for the design and implementation of rigorous, standards-aligned and student-friendly curriculum that meets the academic and socio-emotional needs of students. The director is also responsible for the development, evaluation and coordination of the assessment and accountability departments.

The ELD Curriculum Specialist supports the Curriculum Department by working closely with the CAAD Department, ELL coaches, ELSPs, and assistant principals and principals. The ELD Curriculum Specialist develops new curriculum to support students in improving English language skills to ensure accessibility to core curriculum and supports curriculum developers across content areas to ensure effective ELD support is incorporated in all content area curricula.

The CELDT Coordinator is responsible for providing ELD California testing support and data to OFL's leadership, teachers, management, and field personnel. The CELDT Coordinator is responsible for staying informed with California testing mandates for our EL population and training CELDT site examiners and other faculty and staff. Additionally, the CELDT Coordinator provides field support as needed and is responsible for testing security and legal compliance. This person collaborates with local schools to maintain student records and input information into our internal student information system. The CELDT Coordinator is also

responsible for making sure that the Reclassification Policy is being followed, and is responsible for validating the eligibility of our students' reclassification to RFEP as well as for their yearly tracking. In addition, the CELDT Coordinator is responsible for ensuring that all ELD testing tasks are completed in a timely manner and performed accurately throughout the year. As California transitions away from using CELDT, the CELDT Coordinator's title will change to the appropriate examination approved and required by California. As of now, the proposed test is CELDT, but it will be changing to the English Language Proficiency Assessment (ELPAC).

EL School-Level Coaches, EL Regional Coaches, and EL Specialists are responsible for participating in the development, modification, and coordination of ELD curriculum, as well as assisting with work on WASC reports, charter applications, and presentations regarding curriculum and instruction of our current ELD model. In addition, these coaches and specialists are responsible for ensuring that CELDT testing is performed accurately and in a timely manner at the center levels, and for reporting assessment data to the principal and CELDT coordinator. They are also accountable for the daily monitoring of our EL population to ensure they are receiving necessary ELD supports.

The English Language Support Professional (ELSP) team supports and implements the ELD program to ensure that ELs meet proficiency goals, as well as ensuring that region and subgroup academic goals are met.

EL Staffing and EL Professional Development

EL Staffing

OFL actively strives to meet the needs of ELs by recruiting, hiring, and training highly qualified staff that has specialized knowledge required to teach ELs. This requirement is met by completing coursework leading to a teaching credential with appropriate authorization(s), or by passing exams approved by the California Commission on Teacher Credentialing (CCTC) (see Appendix J). OFL requires all teachers, including out-of-classroom teacher positions, to possess an appropriate authorization to teach ELs in order to be eligible to receive an offer of employment or to continue in an existing EL assignment. An EL authorization allows the teacher to provide instruction (ELD and SDAIE) to ELs.

EL Professional Development

Our goal is to provide each region with an EL Regional Coach, as well as an EL Specialist at each resource center to support student assessment, resource acquisition and implementation, professional development, and program development. This includes the writing of EL Curriculum to meet CA ELD standards in tandem with the CA CCSS for ELA/Literacy.

Staff is supported by ELSPs whose responsibility is to develop curriculum and lesson plans that incorporate strategies beneficial to the EL population. The ELSPs also work with all stakeholders, including regional district personnel, to communicate changes of state and federal modifications regarding the improvement of EL instruction. In addition, the ELSPs coordinate and facilitate community-based opportunities for parents/guardians and students to provide

feedback on school programming and utilize resources within the school and the community atlarge.

As an additional support to OFL's instructional model, upon hiring, teachers and support staff receive training specific to independent study. Staff completes 5 module training sessions that include instructional support and strategies to influence academic success of our EL population. These modules include specific strategies to address academic and social/emotional needs of students.

The focus of our professional developments consists of the following:

- Current sound and proven theory and practice of second language acquisition (SLA)
- Active teacher learning and collaboration
- Alignment of standards and objectives
- Data-driven instructional design
- Ongoing Professional Learning Communities (PLCs)

In our PLCs, teachers are given the opportunity to participate in professional development sessions that focus on meeting the needs of our unique student population, including our EL students. The goal of these sessions is to develop an ongoing and growing Professional Learning Community that focuses on up-to-date research and pedagogy for ELs to receive equitable and accessible support and opportunities to achieve and reach their goals. Sessions include:

- Ongoing monthly professional development
- On-call site visits and professional development based on center's specific needs
- Blended/Hybrid professional development using Blackboard, Adobe Connect, and/or other electronic media
- Instructional institutes

On a region/center level, the ELSPs' PLCs focus on the needs of the specific demographics of their ELs, making the content always learner-centered.

Professional Development on Identification, Placement, Assessment, and Reclassification

Professional development for staff and administrators on initial identification, placement, CELDT, related parental rights/informed consent, and RFEP are done twice a year - in the fall and spring semesters - by the OFL's Assessment Department consisting of CELDT Coordinators and Clerks. The fall training is done in person. An invitation is sent out to all stakeholders to participate in this orientation. Additionally, an e-mail is sent out to all with the links and attachments discussed during the orientation for those who could not attend. The spring orientation is done online through Blackboard and is recorded for those who cannot attend. During the Blackboard session, participants have an opportunity to participate in the presentation by posting their questions and waiting for the presenters to respond. At the end of the presentation, there is time allotted for further clarification of the process. In addition, the

assessment team is readily available via telephone, e-mail, or text message to answer any questions that may arise regarding any of these items.

The assessment team attends regular CELDT Scoring Training of Trainers (STOT) workshops to stay up to date with current legislative changes and/or procedures. The information they learn is disseminated to all staff and included in the upcoming trainings.

CHAPTER FOUR: PARENT COMMUNICATION AND PARTICIPATION

The active involvement of parents/guardians in their child's educational experience and success is highly valued and pursued at OFL. Therefore, parents/guardians are involved in every possible step of their child's educational pathway. The parents'/guardians' involvement starts from the Individualized Learning Plan that English Learners are provided upon enrollment and continue throughout their child's stay in the program. In addition to administering the Home Language Survey with families upon initial enrollment into the school (via enrollment forms), student transcripts and California Longitudinal Pupil Achievement Data System (CALPADS) records are analyzed with the parent/guardian for English Proficiency level and English Learner status. Courses assigned, whether done independently, in the small group instruction classroom, or online, are shared with the parents/guardians and student for feedback. In addition, targets for academic growth, graduation date, and a post-secondary planning are set in collaboration with the student and parents/guardians.

Per California Education Code § 48985 that states:

(a) If 15 percent or more of the pupils enrolled in a public school that provides instruction in kindergarten or any of grades 1 to 12, inclusive, speak a single primary language other than English, as determined from the census data submitted to the department pursuant to Section 52164 in the preceding year, all notices, reports, statements, or records sent to the parent or guardian of any such pupil by the school or school district shall, in addition to being written in English, be written in the primary language, and may be responded to either in English or the primary language.

OFL provides translation services on an as-needed basis for regional school communication with non-English speaking parents of enrolled students. Biannual Open House appointments are required of all families. During these appointments, teachers discuss with parents/guardians their child's achievement growth (including any growth in English Proficiency), progress towards graduation, and community resources available. Additionally, Financial Aid and College Information sessions are provided to all parents/guardians and students.

Parents/guardians are essential partners in the successful educational development of students. To ensure the full participation of parents/guardians in their child's education, information is disseminated via parent/guardian informational workshops. A minimum of 6 workshops are done throughout a calendar year at each charter, on a date to be determined by the leadership and EL specialists at each center. A sample schedule of parent workshops is listed below:

Sample schedule of parent training for a school year:

Workshop	Possible Meeting Topics
1	Initial Identification and Placement of ELs and
	Importance of Student Accountability
2	Initial Enrollment, Notification of Initial
	Assessment
3	Assessment of ELs, including CELDT
4	Development of Needs Assessment
5	Single Plan for Student Achievement;
	Information on Instructional Programs and
	options available
6	Reclassification and Monitoring

The emphasis of these workshops is to allow parents/guardians a space where they can come together to learn more about their child's EL placement and EL reclassification goals and benchmarks, as well as to interact and familiarize themselves with the EL Support Team.

CHAPTER FIVE: MONITORING, EVALUATION, AND ACCOUNTABILITY

As stated earlier, the purpose of the OFL Master Plan for ELs and SELs is to accomplish the following goals:

- To guarantee the delivery of quality instructional programs for all ELs and SELs throughout our schools.
- To ensure that our instructional program meets the needs of our EL and SEL population.
- To provide procedural information on the identification and assessment, placement, and reclassification of students who have been identified as having less than reasonable fluency in English.
- To provide on-going professional development and best-teaching practices that respect, affirm, and build upon the language and culture of each child.
- To define how our EL programs are evaluated annually for efficacy.

As such, OFL will monitor its Master Plan yearly and revise it every three years. The evaluation of the ELD program will look at the effectiveness of the following items:

- o Implementation of the ELDMP across the organization
- o Steady EL proficiency, development, and academic growth of ELs and SELs
- Stronger parent/guardian participation and engagement in students' academic development
- o Increase of ELD Professional Learning Community

EL Program Evaluation Monitoring Questions and Measures

EL Program Goal	Evaluation Questions	Measures/Sources
Implementation of the ELDMP across the organization.	Are Master Plan instructional programs fully and consistently implemented in ways that meet the needs of ELs and SELs? • To what extent do teachers of ELs and SELs have the qualifications and capacities to address their ELs' and SELs' linguistic and academic needs? • Are all ELs and SELs provided instruction in ELD? • Is ELD instruction that is provided to ELs and SELs of high quality? • Are all EL students provided appropriately differentiated instruction (SDAIE) in all academic content areas? • Are differentiated instructional practices that are provided to ELs and SELs of high quality? • Are ELs and SELs integrated into the instructional models used?	 ELD observation tools. SDAIE observation tools. Teaching rubrics. California Education Code § 44253.3. BASP/ELAS/R142/R159/R2 42/R259/S12/ CLAD/BCLAD credential roster and teacher assignment data. Subject matter credential roster. EL tracking data. Other as identified.
Steady EL proficiency, development, and academic growth of ELs and SELs.	 Are increasing percentages of ELs and SELs progressing in ELD a minimum of one level per year (see table below)? Are increasing percentages of ELs attaining English language proficiency? Are ELs and SELs progressing on benchmark assessments of ELD? 	 CELDT. Standards-based gradebook and other student mastery trackers. Rate at which students meet criteria for reclassification. Performance meter metrics of at least 5% yearly growth of EL reclassification.
Stronger parent/guardian participation and engagement in students' academic development.	 What types of orientation and training opportunities are parents/guardians offered? What measures are used to ensure that parents/guardians of ELs and SELs are knowledgeable about EL and SEL students' program placement and their academic progress? To what extent are parents/guardians participating in and consistently supporting students' academic development? 	 Parent orientation/trainings offered and attended regarding ELDMP, EL instructional program options, advanced academic opportunities. Parent involvement in the activities of the centers. Attendance at and active participation in parent/teacher conferences and workshops. Parent survey response rates. "Hits" to Parent Module in EL website.
Increase of ELD Professional Learning Community	 Are sufficient professional courses offered during the semester? Are professional learning opportunities offered throughout the year? Is there an increase of teachers taking part in continuing PLCs? 	 Enrolling and attendance rates of PDs and PLCs. Teacher entries into website of best practices shared with other teachers.

Minimum expected ELD and academic progress for ELs and SELs:

Timeline	1 st year	2 nd year	3 rd year	4 th year	5 th year	Reclassification (See 9- Step Checklist – Appendix G)
(Starting point Based on Initial Level at 1 st Year)	x	XX	X X X	X X X X	X X X X	 (a) Overall score of 4 or 5 with subscores of 3 or higher (b) STAR Ren score of Basic or higher adjusted for grade level
CELDT Annual Asses	amont Do	aulta				
Beginning	Shielit Ke	suits				
Early Intermediate		>				
Intermediate			>			
Early Adv/Adv – No English Proficient				>		
English Proficient						

ELs are expected to meet reclassification criteria within 5 full years. ELs not meeting reclassification criteria at the beginning of their 6th year are considered Long-Term ELs.

Approach to Performance Management

To ensure that the monitoring program implementation and evaluating program effectiveness lead to continuous improvement, the following will be implemented to ensure that ALL schools are meeting their performance targets.

Schools use a table similar to the one below to develop their goals and set targets of at least 5% yearly increase. Each school should have a site-specific data summary sheet and performance matrix available to the public.

Performance of English Learners

	seline (B) rgets (T)	201 201		201 201		201° 201°		2018 2019		2019		2020		2022	
A.	Percentage of	(B)	(T)	(B)	(T)	(B)	(T)	(B)	(T)	(B)	(T)	(B)	(T)	(B)	(T)
	ELs advancing one CELDT level per year														
B.	Percentage of	(B)	(T)	(B)	(T)	(B)	(T)	(B)	(T)	(B)	(T)	(B)	(T)	(B)	(T)
	ELs achieving and/or maintaining English proficiency on the CELDT														
C.	Percentage of	(B)	(T)	(B)	(T)	(B)	(T)	(B)	(T)	(B)	(T)	(B)	(T)	(B)	(T)
	RFEP students scoring Proficient or Advanced in ELA														

Accountability for Implementation of Instruction

In order for our ELD Master Plan to be effective in assisting our EL and SEL population, the following school staff members hold themselves accountable for the following duties and responsibilities:

Site Administrators

- Supervise instruction for content and pedagogy to ensure the delivery of ELD Standards and best practices.
- Provide leadership and support to teachers and staff to improve student achievement and accelerate the learning of ELs and SELs.
- Conduct regular walkthroughs to ensure that ELD and support are being delivered in the manner outlined in the ELDMP.
- Evaluate program objectives and outcomes of all relevant staff.
- Identify, design and ensure appropriate interventions are implemented for ELs when they do not meet minimum progress benchmark achievement.
- Utilize multiple sources of data to monitor EL program implementation.
- Keep records of all walkthroughs and data reflection to use during meetings and conferences pertaining to the ELDMP.
- Monitor the progress of RFEPs each reporting period and intervene as necessary.
- Ensure that teachers have professional development opportunities to continue to develop their skills and knowledge in ELD.
- Conduct monthly/trimester ELD progress reviews with teachers to identify student progress and plan for acceleration and/or intervention according to evidence from data.

- Ensure that ELSP meetings occur for all EL students who do not make adequate progress, and that ELSP recommendations are fully implemented.
- Ensure that interventions are designed and delivered consistent with ELDMP.
- Maintain a current list of translators and interpreters who have received professional development about the EL program and terminology, and ensure that all parents/guardians who require these services have access to them.
- Ensure that at least six parent/guardian workshops are being offered a year.
- Provide a welcoming environment for parents/guardians of EL students and ensure that they are regularly apprised of the EL assessment and reclassification process and results, instructional program options and placement, EL progress monitoring and other pertinent information related to ELs.

Teachers

- Consistently implement the ELD curriculum as outlined in the ELDMP and any other directives regarding ELD instruction.
- Provide instruction using proven, empirically validated, EL research strategies and methodologies to support and help integrate our EL population.
- Attend all professional development and Professional Learning Community sessions.
- Monitor student progress in ELD toward expected benchmark achievement.
- Refer to the ELSPs for intervention and assistance when students are not making adequate progress; participate in ELSPs process and implement ELSPs recommendations.
- Maintain contact with students' parents/guardians and keep them informed of their child's progress.
- Maintain a system of information on student progress that is well organized, efficient, and tracks student progress toward learning language outcomes.
- Participate in maintaining records and in communicating with parents/guardians.

ELSPs

- Provide professional development to all stakeholders, which support the ELDMP program implementation. This may include but are not limited to:
 - o Identification and placement of ELs.
 - o Effective instruction and intervention services for ELs.
 - o Effective ELD core methodologies.
 - Use of ELD assessments.
 - Reclassification criteria process and procedures.
- Collaborate with teachers and administrators to ensure that the professional development plan and intervention services are aligned with the ELDMP, and address the linguistic and academic needs of ELs.
- Facilitate grade-level team/department meetings to analyze EL assessment data, review student work, debrief classroom observations and best practices, identify student needs, and plan differentiated instruction.
- Facilitate peer coaching by working with teachers to plan, deliver, and analyze lessons.

- Provide support to teachers and staff to improve student achievement and accelerate the learning of ELs and SELs.
- Serve as faculty member designated to monitor the language status, test results, goals for meeting grade level standards and reclassification for assigned LTELs.
- Convene and participate in meetings for students not making adequate progress.

Indirect services include, but are not limited to the following:

- Maintain EL program documentation as required by state and federal mandates.
- Assist the administrator with the enrollment process for ELs.
- Assist with identifying the initial ELD/EL level of newly enrolled ELs.
- Coordinate the administration of assessments used to determine EL placement.
- Conduct parent registration and orientation meetings.
- Review EL placement audits with site administrator and/or counselor to correct inconsistencies.

EL Specialists

- Ensure appropriate placement of ELs.
- Conduct monthly EL placement audits to ensure proper course placement and correct any inconsistencies.
- Monitor the progress of RFEPs each reporting period and intervene as necessary.
- Collaborate with ELSPs, parents/guardians, students and others to monitor ELs' progress toward reclassification and ensure appropriate student programming.
- Collaborate with ELSPs, parents/guardians, students and others to monitor ELs' progress toward meeting graduation and college admission requirements. Student advisors meet frequently with students who are at risk for not graduating.
- Provide support to teachers and staff to improve student achievement and accelerate the learning of ELs and SELs.

Assistant Superintendents

- Evaluate goals relative to OFL's implementation of the ELDMP, student achievement, professional development, and evaluation and accountability.
- Report progress to OFL's Board and the public.

Appendix K is a Checklist used to quickly identify and hold ourselves accountable for the key EL components of our ELD Master Plan.

Funding

Adequate basic general fund resources are available to provide each EL with learning opportunities in an appropriate program, including ELD and the rest of the core curriculum. To this end, all required texts are purchased with general funds. ELs receive educational materials and services paid for with general funds in at least the same proportion as all the other OFL students.

Glossary of Abbreviations Used in This Master Plan

CALPADS – California Longitudinal Pupil Achievement Data System

CAAD – Curriculum, Accountability, and Assessment Department

CAT – Computer Adaptive Test

CC – Center Coordinator

CCSS - Common Core State Standards

CDE – California Department of Education

CELDT – California English Language Development Test

CCTC - California Commission on Teacher Credentialing

Co-Co – Compliance Coordinator

ELs/ELLs – English Language Learners

ELA – English Language Arts

ELD – English language development

ELPAC - English Language Proficiency Assessment

ELDMP – English Language Development Master Plan

ELSP - English Language Support Professional

IBL - Inquiry-Based Learning

I-FEP – Identified as Fluent English Proficient

ILP – Individualized Learning Plan

IS Teacher – Independent Study Teacher

LTELs - Long-Term English Language Learners

NCLB - No Child Left Behind

OFL – Opportunities for Learning

PD – Professional development

PLCs – Professional Learning Communities

RFEP – Re-designated Fluent English Proficient

SES – Special Education Specialist

SDAIE – Specially designed academic instruction in English

SBE – State Board of Education

SAW - Student Activity Workbooks

SEL - Standard English Learners

SGI – Small Group Instruction

SIOP - Sheltered Instruction Observation Protocol

SLA – Second Language Acquisition

SPSM – Student Progress Monitoring System

STOT – Scoring Training of Trainers

TOC – Temporary on call

WASC - Western Association of Schools and Colleges

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Appendix A

Student Demographic Questionnaire

As part of the state's accountability system, the California Department of Education requires the collection of specific demographic information which is for statistical purposes only. The privacy of this information is protected under federal law which prohibits distribution to third parties (i.e. - Immigration, the I.R.S., etc.).

2 10			
Stude	nt Name:		
For th	e questions below, please circle on	ie:	
1.	Does this student have a social w	orker assig	gned to him/her?
		Yes	No
2.	Is the student currently in the pla foster care), including kinship pl		d care of the Child Welfare Services system (i.e.,
		Yes	No
	• If yes, please state F	oster Youth	ID #
3.	Does this student have a Probatic	on Officer	(P.O.)?
		Yes	No
4.	Is the student a Ward of the Cour	rt?	
		Yes	No
5.	Is the student unaccompanied, or	a runaway	7?
		Yes	No
Stude			
	nt Nighttime Residency: (Check of porarily with others	all that apj	□At a campsite
□Tem	porarily with others	all that app	
□Tem □Tran	porarily with others sitional housing or Shelter	all that ap _l	□ At a campsite □ In a car or RV
□Tem □Tran □A fo	porarily with others	all that app	□At a campsite
□Tem □Tran □A fo	porarily with others sitional housing or Shelter ster or group home ouse, apartment, or mobile home	all that ap	□ At a campsite □ In a car or RV □ Motel/Hotel
□Tem □Tran □A fo	porarily with others sitional housing or Shelter ster or group home ouse, apartment, or mobile home		□ At a campsite □ In a car or RV □ Motel/Hotel □ Other
□Tem □Tran □A fo □ A h	porarily with others sitional housing or Shelter ster or group home ouse, apartment, or mobile home nage Which language did your child le	earn when	☐ At a campsite ☐ In a car or RV ☐ Motel/Hotel ☐ Other
□Tem □Tran □A fo □ A h □Langu	porarily with others sitional housing or Shelter ster or group home ouse, apartment, or mobile home nage Which language did your child le	earn when	□ At a campsite □ In a car or RV □ Motel/Hotel □ Other the/she first began to talk?

Ethnic	<u>city</u>		
	What is the Student's Ethn	nicity? (Please c	eck one):
	Hispanic or Latino		Not Hispanic or Latino
Race	What is the Student's Rac	e? (Please check a	s many as are applicable)
having	erican Indian or Alaskan Na torigins in any of the origin Central or South America) Chinese Japanese Korean Vietnamese Asian Indian Laotian Cambodian Hmong Other Asian		Pacific Islander Hawaiian Guamanian Samoan Tahitian Other Pacific Islander Filipino/Filipino American African American or Black White (Persons having origins in any of the original peoples of Europe, North Africa, or the Middle East)
A. Hov	w many people live in your lasehold Annual Income (Pleau Up to \$15,171 \$15,172 to \$21,590 \$21,591 to \$29,101 \$29,102 to \$36,612 \$36,613 to \$44,123 \$44,124 to \$51,634	case Check One)	 \$66,657 to \$74,167 \$74,168 and above C. If there are more than 8 people living at you home, please write the annual household incomhere:
I affirm	\$51,635 to \$59,145 \$59,146 to \$66,656 In that the information provi	ded above is true	to the best of my knowledge.
SIGNA	ATURE OF PARENT/GUA	RDIAN	DATE
SIGNA	ATURE OF STUDENT (IF	OVER 18)	DATE

Updated 3.14.14 JRH

EL Enrollment Process

Center Coordinator

- 1. When gathering information and communicating with prospective students and families, check for previous CELDT Scores or any indication of ELD services on transcripts, demographic reports, or any other school paperwork. Review digital registration and Home Language Survey. If either questions indicate a language other than English, proceed with gathering additional evidence to determine a language status.
- 2. If no CELDT scores are available, send a CELDT score request to the previous school using request for records form.
- 3. Notate on the enrolled log or enrollment checklist of the date records were requested or received.
- 4. Once CELDT scores are received:

Ensure following information in on the documents-

- a. Student First and Last name
- b. Student ISIS ID
- c. DOB
- Scan and attach all documentation as an email to ofl_celdt@emsofl.com; include ELL Coach on email
- 6. Once orientation is scheduled, send an email to the student's teacher and ELL Coach informing them of a potential EL status (TBD) with the following information:
 - a. Student name
 - b. Evidence of possible status: conversations with family, Student Information System information, Documentation from previous school, and CELDT scores
- 7. During orientation with students and parents, provide overview of all EL services offered and structure of how those services are provided
- 8. If possible, introduce student to ELL Coach

Appendix B

Domain Performance Level Descriptors, Grades 6-8

Performance	Listening	Speaking
Advanced	Students who perform at this level on the CELDT typically understand extensive vocabulary and complex syntax, without significant problems in comprehension. They understand and follow all oral directions.	Students who perform at this level on the CELDT typically use extensive vocabulary and complex syntax appropriate to setting and purpose. They tell a coherent and detailed story based on a picture sequence, using complete and complex sentences.
Early Advanced	Students who perform at this level on the CELDT typically understand extensive vocabulary and complex syntax, with occasional minor problems in comprehension. They understand and follow most complex, multi-step oral directions.	Students who perform at this level on the CELDT typically use fairly extensive vocabulary and fairly complex syntax appropriate to setting and purpose, with occasional minor errors. They tell a coherent story based on a picture sequence that clearly expresses the major events, using complete sentences with minor errors.
Intermediate	Students who perform at this level on the CELDT typically understand some complex vocabulary and syntax, with occasional gaps in comprehension. They understand and follow some complex, multi-step oral directions.	Students who perform at this level on the CELDT typically use a broader range of vocabulary and syntax appropriate to setting and purpose, with gaps in communication. They tell a coherent story based on a picture sequence that may not clearly express the major events, using phrases and incomplete sentences.
Early Intermediate	Students who perform at this level on the CELDT typically understand basic vocabulary and syntax, with frequent errors and limited comprehension. They understand and follow simple multi-step oral directions.	Students who perform at this level on the CELDT typically use a limited range of vocabulary and syntax appropriate to setting and purpose, but make frequent errors that impede communication. They tell a story based on a picture sequence, using phrases and simple vocabulary that contain numerous errors and may not be coherent.
Beginning	Students who perform at this level on the CELDT may demonstrate no receptive skills, or may understand basic vocabulary, with limited comprehension. They understand and follow a few simple oral directions.	Students who perform at this level on the CELDT may demonstrate no productive skills, or may begin to use basic vocabulary and respond with simple words or phrases appropriate to setting and purpose. They attempt to tell part of a story, using simple words and phrases.

(continued on the next page)

Domain Performance Level Descriptors, Grades 6-8 (continued)

Performance Level	Reading	Writing
Advanced	Students who perform at this level on the CELDT typically understand complex structures, such as root words, word parts, and grammatical features; infer meaning by synthesizing information; and identify various categories of informational materials.	Students who perform at this level on the CELDT typically use difficult transitions, conjunctions, and prepositions correctly. They write a complete sentence that is appropriate to the topic in response to a picture prompt. The sentence has few or no mechanical errors. They write a composition that is well-organized and contains a clear sequence of events or ideas, precise vocabulary, and accurate transitional words. The composition may contain minimal errors.
Early Advanced	Students who perform at this level on the CELDT typically recognize character traits and features of a variety of texts; make inferences and draw conclusions from more challenging reading passages; recognize more complex synonyms and antonyms; demonstrate understanding of idiomatic expressions; and demonstrate decoding and word-attack skills, such as sound pairs and prefixes.	Students who perform at this level on the CELDT typically demonstrate familiarity with idioms and expressions; begin to use difficult transitions, conjunctions, and prepositions; and write a sentence in response to a picture prompt. The sentence may contain minor errors in grammar and mechanics. They write a composition that contains relevant details and a logical sequence of events or ideas. The sentences may contain few errors in grammar and mechanics.
Intermediate	Students who perform at this level on the CELDT typically demonstrate knowledge of simple synonyms, antonyms, and simple root words; identify the correct meaning of a word in a given context; recognize the sequence of events in a reading passage; determine the main idea of a simple text; recognize the parts of a book; begin to demonstrate decoding and word-attack skills, such as sound pairs and prefixes; and make inferences and draw conclusions from reading passages.	Students who perform at this level on the CELDT typically use verb tenses correctly; use idiomatic qualifiers; use mechanics and basic grammar correctly; and write a complete sentence appropriate to a picture prompt. The sentence may contain errors in grammar, vocabulary, and/or syntax. They write a composition about a topic, but the composition may consist of a disorganized list of events, containing some details and repetitive transitional words.
Early Intermediate	Students who perform at this level on the CELDT typically identify sound/symbol correspondences in words; begin to use words in context appropriately; answer literal comprehension questions from a simple story; and demonstrate some knowledge of common English morphemes and simple synonyms, antonyms, and root words.	Students who perform at this level on the CELDT typically use articles and pronouns correctly; use capitalization and punctuation correctly; and write at least one complete sentence in response to a prompt. The sentence may contain correct word order, but may include errors that obscure meaning.
Beginning	Students who perform at this level on the CELDT may demonstrate no receptive skills, or may recognize some sound/symbol correspondences; match commonly used nouns to pictures; and recall minimal details from a simple story.	Students who perform at this level on the CELDT may demonstrate no productive skills, or may use correct capitalization and punctuation. They attempt to write about a topic, but the response is minimal and contains some isolated English words or phrases.

Domain Performance Level Descriptors, Grades 9-12

Performance Level	Listening	Speaking
Advanced	Students who perform at this level on the CELDT typically understand extensive vocabulary and complex syntax, without significant problems in comprehension. They understand and follow all oral directions.	Students who perform at this level on the CELDT typically use extensive vocabulary and complex syntax appropriate to setting and purpose. They tell a coherent and detailed story based on a picture sequence, using complete and complex sentences.
Early Advanced	Students who perform at this level on the CELDT typically understand extensive vocabulary and complex syntax, with minor problems in comprehension. They understand and follow most complex, multi-step oral directions.	Students who perform at this level on the CELDT typically use fairly extensive vocabulary and fairly complex syntax appropriate to setting and purpose, with occasional minor errors. They tell a coherent story based on a picture sequence that clearly expresses the major events, using complete sentences with minor errors.
Intermediate	Students who perform at this level on the CELDT typically understand a broader range of vocabulary and syntax, with occasional gaps in comprehension. They understand and follow complex, multi-step oral directions.	Students who perform at this level on the CELDT typically use a broader range of vocabulary and syntax appropriate to setting and purpose, with gaps in communication. They tell a coherent story based on a picture sequence that may not clearly express the major events, using phrases and incomplete sentences.
Early Intermediate	Students who perform at this level on the CELDT typically understand basic vocabulary and syntax, with frequent errors and limited comprehension. They understand and follow simple multi-step oral directions.	Students who perform at this level on the CELDT typically use a limited range of vocabulary and syntax appropriate to setting and purpose, but make frequent errors that impede communication. They tell a story based on a picture sequence, using phrases and simple vocabulary that contain numerous errors and may not be coherent.
Beginning	Students who perform at this level on the CELDT may demonstrate no receptive skills, or may understand basic vocabulary, with limited comprehension. They understand and follow a few simple oral directions.	Students who perform at this level on the CELDT may demonstrate no productive skills, or may begin to use basic vocabulary and respond with simple words or phrases appropriate to setting and purpose. They attempt to tell part of a story, using simple words and phrases.

$\textbf{Domain Performance Level Descriptors, Grades 9-12} \ (continued)$

Performance Level	Reading	Writing
Advanced	Students who perform at this level on the CELDT typically identify and use affixes to infer meaning; infer meaning from more complex vocabulary; sequence stated or implied events of a story; recognize summary statements; identify cause and effect, compare and contrast; identify traits of characters, intended purpose, and other features of a variety of texts; and infer meaning by synthesizing information.	Students who perform at this level on the CELDT typically write a sentence in response to a picture prompt. The sentence has some syntactical complexity, such as multiple subjects/objects, infinitives or gerunds as objects, compound/complex sentence structures, prepositional phrases, or relative clauses. They write a composition that includes an introductory sentence, a well-organized sequence of events or ideas, supporting details, and syntactical complexity.
Early Advanced	Students who perform at this level on the CELDT typically recognize words with multiple meanings and root words; derive the meaning of words in a given context; identify details, main ideas, and setting in reading passages; use inferences to draw conclusions from text; identify the author's purpose in a given text; use details to make predictions; and distinguish fact from opinion in a reading passage.	Students who perform at this level on the CELDT typically use expanded vocabulary with more complex sentences; distinguish among various noun endings; and write a sentence with some syntactical complexity, such as multiple subjects/objects, infinitives or gerunds as objects, compound/complex sentence structures, prepositional phrases, or relative clauses. They write a composition that contains relevant details and a logical sequencing of events. The sentences may contain few errors in grammar and mechanics.
Intermediate	Students who perform at this level on the CELDT typically draw simple conclusions about a character in a narrative; identify stated and implied themes in literary passages; demonstrate knowledge of antonyms and synonyms; identify the correct meaning of a word in a given context; make logical inferences in narrative passages; infer meaning from commonly used idioms; and use an expanded vocabulary.	Students who perform at this level on the CELDT typically demonstrate basic knowledge of more complex sentence structure, including simple gerunds and infinitives; use appropriate articles, possessives, prepositions, and plural endings; demonstrate basic knowledge of pronouns, adjectives, and auxiliary verb usage; and use correct grammar, such as present tense verbs and subject/verb agreement. They write at least one complete sentence in response to a picture prompt. The response may contain a few errors in vocabulary, grammar, and/or syntax. They write a composition by producing a simple sequence of events or ideas that may be disorganized and use details and repetitive transitional words.
Early Intermediate	Students who perform at this level on the CELDT typically identify the use of simple vocabulary within the context of a short passage; use irregular plurals and words with multiple meanings; identify the number of syllables in a word; identify the sequence of events in a passage; demonstrate simple decoding skills; and demonstrate knowledge of simple synonyms and simple antonyms.	Students who perform at this level on the CELDT typically begin to recognize subject/verb agreement relating to proper tense; use appropriate verb forms when asking a question; and write at least one complete sentence in response to a prompt. The response may contain correct word order, but may include errors that obscure meaning.
Beginning	Students who perform at this level on the CELDT may demonstrate no receptive skills, or may recognize some sound/symbol relationships. They locate information in a simple text.	Students who perform at this level on the CELDT may demonstrate no productive skills, or may use correct capitalization and punctuation; begin to recognize appropriate verb forms when asking a question, and attempt to write about a topic, but the response is minimal and contains some isolated English words or phrases.

Appendix C



July 12, 2016

To the Parents or Guardian of:
State and federal laws require all school districts in California to give a state test each year to every student whose home language is not English and who is currently identified as an English Learner. The name of this test is the California English Language Development Test (CELDT). Its purpose is to see how well each student is learning to listen, speak, read, and write in English.
Your child has either taken the CELDT test at a previous school and was identified as an English Learner of their home language is a language other than English; therefore, he or she will need to be tested for the 2014 15 school year. Please see the attached information sheet regarding the CELDT test.
Your child is scheduled to take this test on at the school site at 8:30am.
Please Arrive on Time!
You will be contacted by OFL's Testing Department or your child's teacher regarding your child's score in two to three months after the test has been completed. If you have any questions please feel free to contact your child's teacher or the Assessment Department at (626) 214-1836. Thank you for your continued cooperation.
Sincerely,
Coordinator name CELDT Test Coordinator Opportunities For Learning Public Charter Schools



May 3, 2016

Para los padres o el tutor de la		

Las leyes federales requieren por parte de todas las escuelas de los distritos escolares de California un examen anual de todos los alumnos cuyo idioma nativo no sea inglés o sea este su segundo idioma. Dicho examen se denomina Californian English Language Development Test (CELDT). El l objetivo principal es analizar la adquisición del inglés a través de las habilidades auditivas, expresivas, lectura y escritura.

Su hijo/a ha tomado la prueba CELDT en una escuela anterior y fue identificado como un nivel de Aprendices del Inglés o fue identificado que su idioma de origen es un idioma que no es inglés, por lo cual él o ella tendrá que ser probado para el año escolar 2014-15. Por favor, revise la información adjunta respecto la prueba CELDT.

Su hijo/a está prevista para esta prueba el dia a la 8:30am. en el school síte.

Favor de llegar a tiempo!

Usted será contactado por el OFL del Departamento de Examen o el maestro de su hijo en relación de los resultados de su hijo/a de dos a tres meses después de que el estudiante ha completado su prueba. Si usted tiene alguna pregunta no dude en comunicarse con el maestro de su hijo/a. Gracias su apoyo continuo.

Atentamente,

Name Cordinadora de CELDT Opportunities For Learning Public Charter Schools

Appendix D

List of some of the instructional strategies/practices used in EL/SDAIE classes:

Anticipatory KWL Chart - Before reading a selection, hearing a selection or viewing a video students are asked to complete the first two sections of the chart-"What I already know about" and "What I would like to find out about" After the information has been presented students complete the "What I learned..." section. Responses are shared with a partner. This is also known as a KWL Chart

Anticipatory Guide - Students are given a series of statements that relate to a reading selection, lecture, or video. Students indicate AGREE or DISAGREE. After the information has been presented, students check to see if they were correct.

Brainstorming - Students work as a whole group with the teacher, or in small groups. Begin with a stimulus such as a word, phrase, picture, or object and record all responses to that stimulus without prejudgment. Prewriting or INTO strategy. The students give ideas on a topic while a recorder writes them down. The students should be working under time pressure to create as many ideas as possible. All ideas count; everything is recorded. More ideas can be built on the ideas of others.

Carousel Brainstorming - Each small group has a poster with a title related to the topic of the lesson. Each group uses a different colored marker to write 4 to 5 strategies/activities that relate to their topic. Students rotate to all the other posters, reading them and adding 2 to 3 more strategies. Students discuss the results.

Character Matrix - In groups, students create a grid, which lists the characters horizontally on the left and character traits vertically across the top. The students determine the traits used. Group members decide if each character possesses each of the traits and writes "yes" or "no" in the appropriate box.

Choral Reading - Groups of students chorally present a poem, or other reading selection. One person reads the title, author, and origin. Each person says at least one line individually. Pairs of students read one or more lines. Three students read one or more lines. All students read an important line.

Clustering/Webbing/Mapping - Students, in a large group, small groups, or individually, begin with a word circled in the center, then connect the word to related ideas, images, and feelings which are also circled. Prewriting or INTO strategy.

Comprehension Check - The teacher or students read the selection aloud. Intermittently, the teacher asks for verbal and nonverbal comprehension checks ("raise your hand", "thumbs up for 'yes' ", "thumbs down for 'no'." The teacher uses a variety of question types: *Right There, Think and Search, On My Own* (See QAR, Day One.)

Co-op Co-op - Students work in teams to complete a project. The steps are: student-centered class discussion, selection of student study teams, team building and skill development, team topic selection, mini-topic selection, mini-topic preparation, mini-topic presentations, preparation of team presentations, team presentations, and evaluation.

Cooperative Dialogue -

- 1. Students number off one through four.
- 2. Each student pairs with another student from a different group who has the same number.
- 3. Following the timeline from the article that was previously read each pair writes a dialogue between two characters in the passage.
- 4. Pairs are selected to present dialogues in chronological order to the class. Activity is designed to be a text "re-presentation."

Cooperative Graphing - This activity involves graphing information based on a survey. Each group of four will take a survey of how many countries each has visited (or other teacher-determined information). A bar graph is then developed. Each person in the group is responsible for one aspect of the graph, and signs his/her name on the chart along with their area of responsibility. Jobs are: survey group members and record results, construct the graph, write names and numbers on the graph, write title and assist with graph construction. Each person in the group describes his/her part of the graph to the class.

Corners - Cooperative activity used to introduce a topic. The teacher poses a question or topic along with four choices. On a 3x5 card students write their choice and the reasons for it. Students go to the corner of the room representing their choice. In their corner, students pair up and share their reasons for selecting that corner. The topic is discussed. For example, the corners could be labeled cone, cube, pyramid, and sphere with information about each figure provided. Students go to the corner, learn about the figure, and return to teach other team members.

Directed Reading-Thinking Activity - This is a group activity to get students to think about the content of a fiction or non-fiction reading selection. The steps are 1) Students predict what they will read and set purposes for reading. 2) Students read the material. 3) Students discover if their predictions and hypotheses are confirmed.

Famous Person Mystery - The name of a famous person, living or deceased is placed on the back of each student. Without looking, students try to guess who the person is by asking questions that require only yes/no answers.

Graphic Organizers - Graphic organizers are charts, graphs, or diagrams, which encourage students to see information as a component of systems rather than isolated facts. Students may complete these as they read or view a presentation. There are a variety of ways to use graphic organizers, including the following: semantic word map, story chart, Venn diagram, spider map, network tree, word map, and KWL chart.

Other examples of graphic organizers are listed below:

<u>Comparison-Contrast Matrix</u> - Students determine similarities and differences between two people, things, solutions, organisms, stories, ideas, or cultures.

<u>Branching Diagrams</u> - Organization charts, hierarchical relationships systems, family trees.

Interval Graphs - Chronological order, bar graphs, parallel events, number value.

<u>Flowcharts</u> - Sequential events, directions, decision making, writing reports, study skills.

<u>Matrix Diagram</u> - Schedules, statistics, problem solving, comparisons with multiple criteria. Fishbone Diagram-Cause and effect, timeline.

Group Discussion, Stand Up and Share, and Roam the Room - After the teacher asks a question, students discuss and report their group findings to the class. Teams can share their best answer, perhaps on the board at the same time, or on an overhead transparency. When an individual student has something important to share with the class, he or she stands up. When one person from each group is standing, the teacher calls on one of these students for a response. If others have a similar response, they sit down. Students move around the room to view the work of other teams. They return to their teams to Round Robin share what they have learned.

Hot Topics - Students title a sheet "Hot Topics". This sheet is kept in an accessible place in their notebooks or portfolios. Students brainstorm with the teacher on possible topics of interest related to the content of the course. Each student writes down at least ten Hot Topics and adds to the list throughout the year. Students occasionally choose one Hot Topic and write in depth on the topic as a class assignment or as homework. These may be included in their portfolios.

Idea Starts - Use a prompt for writing, such as a quote, a photo, words from a vocabulary list, an article, a poem, opening lines to a story, an unusual object, a film, or a guest speaker to get students started.

Image and Quote with Cooperative Poster - Groups of four are formed. Students read a selection. Each chooses a quote and an image that have impact for them. Round Robin share. Groups come to consensus on favorite image and quote. Each student takes one colored pen. With all members participating, and each using their chosen color, they draw the group image and write the group quote on a piece of butcher or easel paper. Each member signs the poster with his or her pen. Posters are shared with the class.

Inside-Outside Circle - Students are arranged into two equal circles, one inside the other. Students from the smaller inside circle face those in the outer larger circle and vice versa. Students ask each other questions about a review topic. These may be either teacher or student generated. Students from one of the circles rotate to either the left or right. The teacher determines how many steps and in which direction. Another question is asked and answered.

Interactive Reading Guide - Working in groups, students write down everything they	know
about a reading selection topic. Then, they write three questions they want to have ans	wered
by the selection. Each student reads a short first section silently; then students retell the	,
information with a partner. Next, the first	oages
(teacher's choice) are read aloud in the group, each person taking a turn to read. Then,	the
group predicts four things that will be discussed in the next section. The groups finish	reading
the chapter silently. Each person writes four thinking questions for a partner to answer	. (Why
do you think? Why do/did?	? How
doesrelate to your life or experiences? Comparet	ю.
What if? Predict)	Papers
are exchanged and answers are given to each other's questions. Finally, with a partner,	a chart
or diagram is drawn to illustrate the main points of the chapter.	

In-Text Questions - Students answer teacher-constructed questions about a reading selection as they read it. Questions are designed to guide students through the reading and provide a purpose for reading. Students preview In-Text questions first then answer them as they read the article. Students review their answers with their small group, then share them with the whole group.

Jigsaw - 4-6 people per "home" team. Name the teams. Within each team, number off 1-4. All ones form an "expert group," as do twos, threes, and fours. Each expert group is assigned a part to read (or do). Experts take 15 minutes to read, take notes, discuss, and prepare presentations. Return to home teams. Each expert takes 5 minutes to present to home team.

Journals -Students keep questions and ideas in a journal. These may be used later to develop a formal piece of writing.

Key Words Story Prediction - In their groups, students using key words listed by

Language Experience Approach - This is a reading strategy based on a common experience. The students dictate a story to the teacher, who then records the story. The teacher then uses the reading as a practice on word recognition, sentence patterns, and vocabulary items.

Learning Logs - Double-entry journals with quotes, summaries, notes on the left and responses reactions, predictions, questions, or memories on the right.

Line-Ups - Line-ups can be used to improve communication and to form teams. The entire class lines up according to a specific criteria (age, birthday, first letter of name, distance traveled to school, etc.). The end of the line can move to the head of the line and pair up until each person has a partner. This is called "folding the line." Teams of four members can then be formed from this line-up.

Multiple Intelligences Inventory Given a list of preference statements organized according to the eight multiple intelligences, students place checks next to those that are true for them. By totaling the number of checks per intelligence students are able to determine areas of strength and weakness.

Novel Ideas - Groups of four are formed. Each group member has a sheet of paper with the team name or number in the corner. Each person writes, "We think a story/selection entitled (insert appropriate title) might be about ..." Each person then has one minute to list what he or she thinks the story might be about. For example, a story entitled "Eleven" might be about a football team, roll of dice, etc. Each person draws a line. Members Round Robin share their lists. As each member shares, other members add new ideas to their lists. Groups then take turns standing in a line and reading their possible topics for the whole group. Topics may not be repeated. All students add new or "novel" ideas, not on their lists.

Numbered Heads Together - A 5-step cooperative structure used to review basic facts and information. Students number off I to 4. Teacher asks a question. Students consult one another to make sure everyone can answer the question. Teacher randomly picks a number from 1 to 4. Those students with that number raise their hand: Teacher randomly chooses one of the groups. The group member with the previously- selected number answers the question. After the student responds, the other teams may agree with a thumbs up or a thumbs down hand signal. Teacher may ask another student to add to the answer if an incomplete response is given.

Open Mind Diagram - Each person in a group of four uses a different colored marker to participate in the poster creation. Students draw a shape of a head and, inside the head, write words, quotes from the story, symbols and pictures. Words can be made into pictures of parts of the face.

Pairs Check - Cooperative pairs work on drill and practice activities. Students have worksheets. One student answers the first question while a second student acts as the coach. After the coach is satisfied that the answer is correct, then roles are reversed. Then this pair can check with the other pair on the team. If all agree, then the process continues. If they do not agree, students try one more time to figure out the answer, or ask for help from the teacher.

Pantomime-A-Tale - This technique can be used with fiction or nonfiction reading selections. Divide an article into sections. Each group prepares their assigned section as a pantomime. There should be one group member who reads the section, with appropriate pauses, and three members who act it out without using words. Rehearsal is important, so allow time for it.

Pass the Picture - Each person in a group has a visual of a person. A blank sheet of paper is clipped to the back. The teacher asks a question (e.g., "What is his/her name?"). Students write the answer in a complete sentence on the blank paper. Students then pass the visual and the paper to the student on the right. The teacher continues asking questions and students continue writing the answer, then passing the visual to the right for 6-8 questions. At the end, each student will have a descriptive paragraph for each visual. Each student takes a visual and shares it with the group while reading **the final** paragraph description.

Picture This - This activity is useful as a vocabulary or concept review. A blank paper is divided into eight sections. Students draw pictures or symbols to represent words or major concepts. Students are not to label the drawings. Students exchange papers with a partner and partners try to correctly label each other's drawings.

Pie Graph - Using the results of the Multiple Intelligences inventory students draw a pie graph representing how they are smart on a paper plate. Students may color, make designs, or draw symbols for each section. Students can determine the size of each section by creating a fraction that represents each intelligence. The total number of checks is the denominator and the number of checks for that section is the numerator. This fraction can then be changed to a percent by dividing the numerator by the denominator.

Posters - As a BEYOND activity students create a poster in small groups. The following list describes several types of posters that the teacher may assign.

<u>Illustrated Timeline</u> - Tell the plot or sequence on a timeline, with pictures that depict the events.

<u>Movie Poster</u> - Advertise the content from a lesson by creating a movie poster complete with ratings, pictures, actors, descriptions, and comments by a critic.

<u>Comic Strip</u> - Create a 6-paneled comic strip of the lesson content.

<u>Image and Quote</u> - Choose an image and quote from the lesson content that are representative or important. Poster should include a title.

<u>Advertisement</u> - Choose an item from the lesson content and make a newspaper or magazine ad for it.

PQRST Study Strategy - Preview: Student skims the title, side headings, pictures and graphics to identify writer's generalization. **Question:** Student identifies questions that the writer is going to answer during the reading. **Read:** Student reads to obtain answers to the questions and takes notes. **Summarize:** Student summarizes the information regarding each question posed. **Test:** Student tests the generalization against the supporting information to see if the author has enough information to support the generalization.

Prediction - Students make a prediction about the subject they are about to read by selecting an answer to a multiple-choice question.

Question-Answer Relationship (QAR) - This program teaches students strategies for answering questions. It also points out the sources for different kinds of questions. Here are the three types of answers:

Right There - The answer is located directly in the reading

<u>Think and Search</u> - The answer is "between the lines." The reader needs to analyze, make inference and/or predict the answer based on the information in the reading.

On My Own - The answer is "beyond the lines." The reader must base the answer on his/her own experience.

Quickdrawing - Students sketch ideas that relate to a topic. Prewriting or INTO strategy.

Quickwrite - Pre-reading or pre-writing focus activity. Students are asked to respond to a question in writing for 5 minutes. Emphasis is on getting thoughts and ideas on paper. Grammar, spelling, style are not important.

Quickwriting - Students respond quickly to a prompt without self-editing. If students get stuck they can repeat phrases over and over until a new idea comes to mind. Also known as prewriting or INTO strategy.

RAFT - May be used in any content area to reinforce information and check for understanding. Individuals or groups of students write about information that has been presented to them. The teacher determines the role of the writer, audience, format, and topic (RAFT). For example, in a science class, students are asked to write using the following RAFT - Role of Writer Cloud; Audience Earth; Format Weather report; Topic Explanation of upcoming thunderstorms.

Ranking and Consensus Building - Students individually rank items in a list from least important to most important. Each group or pair comes to a consensus on the order.

Read Around Groups - After completing a writing assignment, students are divided into groups of equal size. A group leader collects the group's papers then, in a clockwise direction, passes them to the next group. Each member of the group receives one paper then reads it. Readers star a line they especially like. One minute is allowed for reading and marking each paper. At signal the students pass the paper to the person on the right. After reading the papers of one group, the group chooses one paper to read aloud to the class. If time allows, groups may continue to pass papers until everyone has read all the papers.

Reader Response Chart - Students draw a T-chart on their paper. On the left side they write 3 interesting quotes from the story and on the right side students respond to the quote with personal reactions, memories, questions, compare/contrast, or something to learn more about.

Reading Circles/ Book Clubs - Once students choose a book from a selection of 4 to 5 titles, they form a group with those reading the same book. Students read and solve the teacher-designed activities that relate to their book. The group shares with the class what they have learned from their reading.

Reading Guide -

- 1. Headings Read Around- Students take turns reading the headings of the reading
- 2. Prediction Chart With their group, students choose two headings and predict what will be discussed in those sections. Students write their answers on a prediction chart with the following labels: "Heading", "Prediction", "Yes or No". In their groups, students take turns reading the first page aloud, and finish reading the selection in silence. They write "yes" or "no" on the prediction chart to indicate whether or not their predictions were correct.
- 3. Thinking Questions Students write one thinking question (Why..., How..., Compare..., What if...), and exchange papers to answer each other's questions.

Reading Log - Students complete while reading a selection. The left-hand side contains topic headings for sections of the reading. Students are to briefly summarize each topic. On the right-hand side students reflect on the implications of each topic.

Reciprocal Teaching - Two students work together to read a passage. Each may have a text or they may share a text. Student A reads one paragraph aloud, then asks Student B one or two good questions. (See QAR below.) B answers or explains why (s)he cannot. A and B discuss questions and answers. The process is repeated in reverse.

Reflections - Students reflect, in writing, on what was learned, what was confusing, and connections of this lesson to other lessons/other content areas/real world. Students may also reflect on their progress as a student, what to do differently next time, or what was liked about the topic.

Round Robin - Cooperative learning structure in which team members share ideas verbally on a topic. Group members share in order, without interruption, comment, discussion, or questions from other members so that everyone has an opportunity to share.

Round Table - The teacher asks a question that has many possible answers. In groups, the students make a list of possible answers by one at a time saying an answer out loud and writing it down on a piece of paper. The paper is then passed to the next student to record another answer. The process continues until the teacher tells the students to stop.

Same-Different - In pairs, students sit across from but different, pictures. Their job is to fill out what is the same and what is different in their pictures, without seeing what the other sees. Each student has a recording sheet. Students alternate recording the similarities and differences they find. One resource is Same-Different: Holidays by Dr. Spencer Kagan, Kagan Cooperative Learning 1 (800) WEE CO-OP. SDAIE STRATEGIES GLOSSARY

Send-A-Problem - Each student on a team makes up a review question and writes it on a 3x5 index card. The writer asks the question of the other members of the team. When everyone agrees on an answer it is written on the back of the card. The teams then send their review questions to another team. Teams respond by having one student read the first question. Each team member writes down an answer. Team members then compare and discuss their answers. If they agree, they turn the card over to see if they concur with the sending team. If not, they

write their answer on the back of the card as an alternative answer. A second student reads the next question, and so on. The stacks of cards are sent to a third, then a fourth group until all teams have had a chance to answer all questions. When the cards return to the senders, the teacher should provide an opportunity to discuss and clarify.

Startling Statements - Students are told not to look at the startling statement (question) that they have on their backs. They circulate asking five others to provide an estimate for an answer. After finding the average of the five estimates provided by others, students look at their statements (questions) and write their own estimate if they disagree with the average. Actual answers are given after the students share estimates with the whole group.

Tableau - The students form a tableau of characters or scenes or concepts. The teacher directs students regarding their positions and facial expressions. Students hold their positions in a brief tableau.

Tap-A-Word - Students practice pronouncing words or phrases by using a combination of claps, hitting the table, and snapping the fingers. In Round Table style, each member uses a word from the list, in the order given, in a sentence to create a collaborative story.

Think-Pair-Share - When asked to consider an idea or answer a question, students write their ideas on paper (think). Each student turns to another student nearby and reads or tells his or her own responses (pair, share). This is an oral exchange, not a reading of each other's papers.

Three Step Interview - Group participants letter off A-B-C-D. They use the following interview steps in order to share what they have written in a quick-write until they all have been read. Step 1: A interviews B, C interviews D, Step 2: B interviews A, D interviews C, Step 3:A interviews C and D about B, B interviews C and D about A, C interviews A and B about D, D interviews A and B about C.

Verbalizing - Students share with a partner ideas they have on a topic. Pre-writing or INTO strategy.

Visualization - In response to a teacher prompt, students visualize in their mind a particular time or place and concentrate on sensory images. (Tell students to "turn on the TV in their minds.")

Vocabulary Cards - Each student selects a difficult vocabulary word from the story and creates a card in the following manner: The word and its definition in the front, and a drawing and the vocabulary word in a sentence in the back. These cards are shared with team members then exchanged with other groups.

Retrieved from: http://mvh.sweetwaterschools.org/files/2012/06/EL-SDAIE-Strategies.pdf

Appendix E

Activity 9

DRAMA READING LOG

The Crucible, Act II, by Arthur Miller

Directions: Read The Crucible, Act II, p. 1161-1181 in your textbook.

Then, answer the questions below in complete sentences.

, ,	Who are the main characters in this act?
	The main characters are: John and Elizabeth Proctor, Mary
	Warren, Reverend Hale, Giles Corey, Francis Nurse, Ezekiel
	Cheever, and Marshal Herrick.
/\	
11	
	Where does the action take place?
	(there may be more than one setting)
	The action takes place in the Proctors' house.
: . : . : . : . : . : . :	
	Summarize the action, including any plot twists:
P	Elizabeth Proctor says fourteen people have been arrested for witchcraft,
Sh.	based on what Abigail and the other girls said. she urges John to testify that
1/6-	the girls are frauds. They quarrel over his previous affair with Abigail. Mary
(6-YV)	gives Elizabeth a small doll and says those who confess will not be hanged.
11 77 11	Elizabeth says that Abigail will accuse her because she wants her dead. Hale
	comes to test the Proctors. Elizabeth is arrested.
	Examples of noteworthy dialogue or stage directions:
and.	Cheever: Why—he draws out a long needle from the poppet—it
D35 65();	is a needle! Herrick, Herrick, it is a needle!
72,5	

	Allusions to the Bible:
	Hale: Do you know your Commandments, Elizabeth?
	How does this part of the drama act as an extended metaphor for McCarthyism?
	People are giving false evidence. It is causing a fervor of
	mistrust and accusations are increasing.
reate an exciting newspaper artic ne news sound shocking so that p leadline:	cle about the most important event in this act. Focus on the facts of who, what, where, when, why, and how, but ma beople want to read it.
	(Example) THREE ARRESTED FOR WITCHCRAFT
Last night, our own dear Marth	a Corey, Rebecca Nurse, and Elizabeth Proctor were arrested
last night on charges of witcher	raft. They were taken away in chains over the protests of their
and the same of th	art. They were taken away in chains over the protests of their
	ocence and demanded justice. Goody Nurse was arrested for
husbands who swore their inno	
husbands who swore their inno the supernatural murders of Go	ocence and demanded justice. Goody Nurse was arrested for
husbands who swore their inno the supernatural murders of Go one day old. Goody Corey was	ocence and demanded justice. Goody Nurse was arrested for body Putnam's seven babies, who died when they were only
husbands who swore their inno the supernatural murders of Go one day old. Goody Corey was causes all of his pigs to die. And	ocence and demanded justice. Goody Nurse was arrested for body Putnam's seven babies, who died when they were only accused of placing a black curse on Mr. Walcott, which
husbands who swore their inno the supernatural murders of Go one day old. Goody Corey was causes all of his pigs to die. And was found in possession of a do	ocence and demanded justice. Goody Nurse was arrested for body Putnam's seven babies, who died when they were only accused of placing a black curse on Mr. Walcott, which d, Goody Proctor's charges are the most shocking of all. She
husbands who swore their inno the supernatural murders of Go one day old. Goody Corey was causes all of his pigs to die. And was found in possession of a do Abigail Williams was stricken w	ocence and demanded justice. Goody Nurse was arrested for body Putnam's seven babies, who died when they were only accused of placing a black curse on Mr. Walcott, which d, Goody Proctor's charges are the most shocking of all. She bill with a needle stuck in its stomach. That very night, young
husbands who swore their innot the supernatural murders of Go one day old. Goody Corey was causes all of his pigs to die. And was found in possession of a do Abigail Williams was stricken w	ocence and demanded justice. Goody Nurse was arrested for body Putnam's seven babies, who died when they were only accused of placing a black curse on Mr. Walcott, which d, Goody Proctor's charges are the most shocking of all. She bill with a needle stuck in its stomach. That very night, young ith abdominal pain, and a needle was found lodged in her
husbands who swore their innot the supernatural murders of Go one day old. Goody Corey was causes all of his pigs to die. And was found in possession of a do Abigail Williams was stricken w belly. Marshal Herrick and Ezel honorable Reverend Hale witne	ocence and demanded justice. Goody Nurse was arrested for body Putnam's seven babies, who died when they were only accused of placing a black curse on Mr. Walcott, which d, Goody Proctor's charges are the most shocking of all. She oll with a needle stuck in its stomach. That very night, young ith abdominal pain, and a needle was found lodged in her kiel Cheever had no choice but to arrest her as well. The

SELECTION SELF-TEST

The Crucible, Act III, by Arthur Miller

Directions: Read the questions carefully. **Circle** the best answer.

- 1. What can the audience infer from Judge Hathorne's questioning of Martha Corey at the beginning of Act III?
 - A. The court is determined to uncover the truth at any cost.
 - B. Martha Corey's love of reading is the source of the accusations against her.
 - C. The court presumes that anyone accused of witchcraft is guilty.
 - D. Even the most respected citizens have come under suspicion.
- 2. What is Proctor's main purpose in bringing Mary Warren to court?
 - A. to strengthen her character
 - B. to discredit Reverend Parris
 - C. to get revenge on Abigail
 - D. to save his wife from condemnation
- 3. Which character uses the logical fallacy ad hominem, making personal attacks on the integrity of witnesses?
 - A. Herrick
 - B. Parris
 - C. Danforth
 - D. Hathorne
- 4. Which type of character is represented by Ezekiel Cheever?
 - A. the naive witness who harms others by cooperating in an unjust process
 - B. the witness who uses the investigation as an instrument of personal vengeance
 - C. the witness who suffers for his refusal to incriminate others
 - D. the public figure who misuses the power of office
- 5. What motivates Hale's attempt to intervene on behalf of Proctor?
 - A. Hale's admiration for the Proctors
 - B. Hale's commitment to seeking the truth
 - C. Hale's questioning of Danforth's integrity
 - D. Hale's dislike of Parris

- 6. What development causes Mary Warren to recant her confession and rejoin Abigail and the other girls?
 - A. John Proctor's confession of his relationship with Abigail
 - B. Judge Danforth's persistent questions
 - C. the confusion about Elizabeth Proctor's "poppets"
 - D. Abigail's pretending to be attacked by Mary's spirit
- 7. Why is the phrase "out of her infinite charity" in the following passage an example of verbal irony?

Mary Warren, screaming at him: No I love God; I go your way no more. I love God, I bless God. Sobbing, she rushes to Abigail. Abby, Abby I'll never hurt you more! They all watch, as Abigail, out of her infinite charity, reaches out and draws the sobbing Mary to her, and then looks up to Danforth.

- A. It contradicts the audience's knowledge about Abigail's true nature.
- B. It presents a piece of information of which the audience is not aware.
- C. It emphasizes Abigail's ability to be forgiving under stress.
- D. It reveals Abigail's weakening condition.
- 8. Which of the following pairs of categories would be the <u>least</u> useful way of classifying the characters in *The Crucible*?
 - A. Christian and non-Christians
 - B. accusers and accused
 - C. believers in witchcraft and nonbelievers in witchcraft
 - D. liars and truth-tellers
- 9. A *contentious* person is someone who is prone to:
 - A. helpfulness
 - B. disagreements
 - C. laziness
 - D. accidents
- 10. Which of the following would be most typical of an author who craves anonymity?
 - A. He appears frequently on television talk shows.
 - B. His picture appears on the back cover of his books.
 - C. He delivers numerous public lectures throughout the year.
 - D. He writes under a pseudonym (false name)

Activity 21

PERFORMANCE TASK #1:

Drama Reading Log for The Crucible, by Arthur Miller

You have completed drama reading log pages covering Acts I-IV of *The Crucible*. Now it is time to select your <u>best pages from two acts</u> to give to your teacher as an Alternative Assessment. Choose the pages that are the most complete, where you answered each section thoroughly. Look at each page <u>as if you are the teacher</u>, following the grading rubric your teacher will use below. Teachers will grant points based on the reading log's completeness and level of effort.

- 1. Main Characters: Did you list the first and last names of the main characters in the act?
- 2. Setting: Did you list where the action takes place?
- 3. Summary: Did you tell the main plot points of the act, including any plot twists?
- 4. Noteworthy Dialogue or Stage Directions: Did you cite the most important dialogue, description, or actions in the act?
- 5. Biblical Allusions: Did you point out a Bible story or verse mentioned in the act?
- 6. McCarthyism: Did you find connections between the plot and the HUAC/McCarthy hearings?
- 7. Newspaper Article: Did you dramatize the most important events in a newspaper article?

Teacher's Grading Rubric Did the student	Points Earned	Meets expectations or Redo?
accurately identify main characters and settings?	/3	
provide brief but detailed summaries of key events?	/3	
cite noteworthy dialogue or stage directions, discover Biblical allusions, and find connections to McCarthyism?	/3	
create exciting newspaper articles that focus on important facts and events?	/3	
use formal language, spelling, and grammar conventions, as appropriate to task?	/3	

Total Points:	/15
Appendix	F

8 Cross-Curricular Common Core Principles	How the Curriculum Department Uses the Principles in New Courses
Build strong content knowledge	Content is delivered through engaging learning experiences, using instructional strategies such as: graphic organizers, sequential instruction, big ideas, scaffolding, modeling, vocabulary study, independent research, and note-taking.
Comprehend as well as critique	Students learn to: cite textual evidence to support analysis of primary and secondary sources; determine the central ideas in a text and provide a clear and accurate summary; analyze a series of events and determine their cause; and relate the events to theories, research, or historical knowledge.
Value and engage in argument from evidence	The curriculum emphasizes rigorous thinking and analysis, not answer-hunting. Students are given numerous opportunities to present their own theories to answer open-ended questions. However, students must support their ideas and arguments with evidence from the texts or from their own research.
Reason abstractly and quantitatively	Students are asked to both <u>interpret</u> and <u>produce</u> abstract and quantitative media, including fine art, patterns, charts, graphs, timelines, poetry, and symbols.
Construct viable arguments and critique reasoning of others	Students learn to evaluate an author's or a speaker's point of view, reasoning, and use of evidence and rhetoric, including positive persuasive techniques and logical fallacies. They must present information, findings, and supporting evidence in oral and written forms. Writing conferences allow teachers to give feedback so that students can learn to strengthen their arguments and critiques.

Construct explanations and design solutions	The curriculum encourages students to develop original analyses and to create unique responses to what they are learning. Logic and problem-solving skills are cultivated through engaging, realistic performance tasks and relevant, challenging, research opportunities. Activities, questions, and projects are designed to tap into higher-order thinking skills (Bloom's Taxonomy) and depth of knowledge (Webb's DOK).
Obtain, evaluate, and communicate information	Students learn to present information, findings, and supporting evidence such that listeners can follow their line of reasoning and that the organization, development, and style are appropriate to task, purpose, and audience. Students make strategic use of digital media and visual displays of data to express information and enhance understanding. They adapt speech or writing to a variety of contexts and communicative tasks.
Use technology and digital media strategically and capably	The curriculum emphasizes: accessing, using, managing, and evaluating information; understanding ethical issues and avoiding plagiarism; analyzing media's messages, purposes, and potential to influence beliefs and behaviors; and using technology as a tool to research, organize, evaluate, and communicate effectively.

	Appendix G	
Student Name:	Student ISIS ID #:	
	Reclassification Submission Packet (RSP) – Cover F	Page
Center/Charter	_CELDT Coordinator Check List (ASSESSMEI	NT)
CELDT Coordinator		
Date STEP 1- Test Score Eligible	FOR AS	SSESSMENT USE:
	send out eligibility excel spreadsheet to Marcy	Date received STAR Renaissance scores
The state of the s	ill need to fill out STAR Renaissance scores column &	column from Coordinator
	com. Assessment Clerks will then notify the Center	Notified Coordinator (eligible/ineligible)
Coordinators of the next steps in	the Reclassification process	Date ELRF Form received
STEP 2- Gather & Review Documents		Parent Notification Letter sent to Coordinator
English Learner Reclassification	n Form completely filled out	date
	ditional pages may be submitted)	
		Parent Notification Letter (date detached
 STEP 3-Sending documents to Assessment Scan/Email all above document 		portion received)
	we may request additional information	Parent meeting date
	,	Transcribed notes received date
STEP 4- Eligibility	at the all wills to the all wills to	STAR Renaissance Scores
 You will be notified if the studen If the student is approved, you will be notified if the student 	n is engible or ineligible: will receive Parent Letter 1st Notification	Completely filled out ELRF + Notes
i the student is approved, you	VIII TEECTIVE T WITH LEXICAT T PROMINGUIST	Final Determination Letter
STEP 5- Parent Letter 1st Notification		Transcribed notes
 Once the Parent Letter 1st Noti return detached signed portion of 	ification has been filled out and given to the parent, of Parent Letter 1st Notification	Signed Cover Page from Coordinator
Send detached portion to <u>jennife</u>		Assessment Clerk Initials:DATE:
CTED C 2nd Notification if Nooded		Testing Coordinator Initials:DATE:
STEP 6- 2nd Notification if Needed		•
STEP 7- Parent Meeting		ASSESSMENT NOTES:
	ne Reclassification Process (what it means for the	Eligible: Y/N
-	tudent is eligible for reclassification)	Missing Documents: ELRF / NOTES/STAR RENAISSANCE SCORES/ PARENT LETTER 1/ PARENT
 Teacher must transcribe detaile Send transcribed notes to jennil 	9	LETTER 2/ TRANSCRIBED NOTES
<u></u>		Excel Sheet Updated: Y/N
STEP 8- Final Review & Final Determination		· ·
 The CELDT Testing Coordinato truly eligible for Reclassification 	or will do a final review and decide if this student is	
	eclassification, you will need to send Final	
Determination Letter home (Return Date (for revisions):
Return student Final Determination	ation Letter to jenniferrivera@emsofl.com	Follow up date:
STEP 9- Storing Documents		Packet Complete Date (sent to Coordinator):
_	uments on filein the students individual file	r acket complete date (sent to coordinator).
English Learner Re		
o STAR Renaissance		
 Parent Letter Notific Transcribed notes 	cations 1 and 2 (Both parts if needed)	CELDT Testing Coordinator Initials: Date:
 Final Determination 	n Letter	Assessment Clerk initials: Date:

Appendix H

Sample Parent/Guardian Notification Letter for Annual Assessment Results – English Learners Being Considered for Reclassification

First Notification



Dear Parents or Guardians:

State and federal laws require all school districts in California to give a state test of English proficiency each year to every student who is identified as an English learner. In California, the name of this test is the California English Language Development Test (CELDT). The results of the CELDT help to measure how each student is progressing toward proficiency in English in the areas of listening, speaking, reading, and writing.

Your child has been given the CELDT for the current school year, and the results are attached. Based on your child's performance on this test, (student name) may be reclassified as fluent English proficient (RFEP). In addition to the CELDT results, criteria used to make this decision include an evaluation of your child's academic performance by the teacher, your opinion and consultation as the parents or guardians about his/her proficiency in English, and your child's performance on Star Renaissance Reading Assessment.

You are invited to attend a special meeting at the school to discuss the reclassification process and the recommended program for your child. Please contact the school office at <u>(center number)</u> to schedule a meeting with your child's teacher, <u>(teacher name)</u>. Any questions about the CELDT or your child's results should also be directed to the same number.

We urge you to attend this important meeting and continue to be actively involved in your child's learning.

Sincerely,		
Principal / Principal Designee	Date	
	ttom portion of this letter and return it to t	the center your child attends.****
Student Name: <type info=""> ISIS Number: <type info=""> Date of Birth: <type info=""></type></type></type>		
Scheduled Appointment Date:	Time:	
Yes I will attend.	Please reschedule to: Date	Time
Parent Signature	 	

Sample Parent/Guardian Notification Letter for Annual Assessment Results – English Learners Being Considered for Reclassification

Primera Notificacion



Estimados padres de familia o tutores:

Las leyes estatales y federales requieren que todos los distritos escolares de California apliquen cada año una prueba estatal de dominio del inglés a todos los estudiantes identificados como estudiantes de inglés como segunda lengua (conocidos en inglés como *English learners*). En California esta prueba se llama la Prueba para Medir el Desarrollo del Inglés en California (conocida, por sus siglas en inglés, como la prueba CELDT). Los resultados de la prueba CELDT ayudan a medir el progreso de cada estudiante hacia el dominio del inglés en las áreas de comprensión auditiva, expresión oral, lectura y expresión escrita.

Su hijo/a ha participado en la prueba CELDT correspondiente al presente año escolar, y los resultados están adjuntos. De acuerdo con el rendimiento que demostró en esta prueba, podrá ser reclasificado como estudiante con dominio competente del inglés (conocido en inglés como reclassified fluent English proficient o, por sus siglas en inglés, como RFEP). Además de los resultados de la prueba CELDT, los criterios usados para tomar esta decisión incluyen una evaluación del rendimiento académico de su hijo/a realizada por el maestro, su opinión, como padre de familia o tutor, sobre la competencia de su hijo/a en inglés y el rendimiento de su hijo/a en la Prueba de los Estándares Académicos de California en Lengua y Literatura en Inglés (conocida en inglés como California English–Language Arts Standards Test) y aplicada como parte del Programa de Exámenes y Reportes Estandarizados (conocido, por sus siglas en inglés, como el Programa STAR).

Le invitamos a asistir a una junta especial en la escuela para discutir el proceso de reclasificación y el programa recomendado para su hijo/a el [put date in Spanish here] a las [put time in Spanish here] en [put location in Spanish here]. Llame a la oficina de la escuela al [put phone number here] para indicar si podrá asistir. Si tiene alguna pregunta sobre la prueba CELDT o los resultados de su hijo/a, llame al mismo numero.

Le instamos a asistir a esta importante junta y a que continúe participando activamente en el aprendizaje de su hijo/a.

Atentamente,			
Superintendente/Director	Fecha		
****Por favor llene la parte inferior de d			
Nombre De El Estudiante: <type info=""> Numero De ISIS: <type info=""> Fecha De Nacimiento: <type info=""></type></type></type>			
Fecha De Cita: Hora	a:		
Si voy a asistir a Por favor reprogra	mar a Fecha:	Hora:	
Firma De Padres O Tutor	Fecha	-	

Final Determination Letter



Dear Parents or Guardians:
This letter is to inform you that your child has taken the California English Language Development Test
(CELDT) during the 2015 Annual Assessment Testing Window. Based upon your child's performance on
this test, your child was evaluated to be reclassified as a Redesignated Fluent English Proficient (RFEP)
student. In addition to the CELDT results, criteria used to make this decision included an evaluation of
your child's academic performance by OFL's Language Assessment Team, your child's performance on
the Star Renaissance Reading Assessment, and parents/guardians opinion and consultation. As a
result of the evaluation, your child will be reclassified as RFEP on by Opportunities
for Learning Public Charter Schools. This means your child is not required to test for CELDT at our school
or any other school for the remainder of their education.
If you were unable to attend the parent consultation meeting, please sign below and return this letter to
your student's teacher as an acknowledgement that you agree with the above decision and waive

further opportunities to attend a consultation meeting for Redesignation to Fluent English Proficient.

Please contact the Assessment Department at (626) 214-1823 with any questions or concerns.

Sincerely,

Principal/Principal Designee

Date

Parent Signature

Date



Carta De Determinacion Final

Estimados padres o tutores:

Esta carta es para informarle que su hijo(a) ha to	mado el Dominio del Idioma Inglés de California
(CELDT) durante la Prueba anual de evaluación d	el 2015. Basado en los resultados de su hijo(a) en esta
prueba, su hijo(a) fue evaluado para reclasificació	ón como un estudiante Reclasificado en Inglés (RFEP).
Además de los resultados del CELDT, los criterios	utilizados para tomar esta decisión incluyen una
evaluación de desempeño de su hijo(a) por el De	partamento de Evaluacion de Idiomas de OFL, el
rendimiento en la Prueba de Estándares de Califo	
	peño en el examen de Egreso de Escuelas de California
(CAHSEE). Como resultado de la evaluación, su hi	
	blic Charter Schools. Esto significa que su hijo(a) no está
	alquier otra escuela por el resto de su educación.
obligado a probar CLLDT en nuestra escuela o cu	alquier otra escuela por erresto de su educación.
Si usted no pudo asistir a la reunion de consulta o	de los padres, por favor firme abajo y devuelva esta
carta a la maestra de su hijo como un reconocim	iento de que usted esta de acuerdo con la decision
anterior y no aplicar nuevas oportunidades de as	sistir a una reunion de consulta para la redesignacion de
Fluido Ingles Competente.	
	nento de Evaluación en (626) 214-1823 con cualquier
pregunta o preocupación.	
Atentamente,	
Principal / Principal Designee	Fecha:
Time par / Time par Designee	
Firma De Los Padres	Fecha:

Appendix I

			1	Oppor	tuniti	es Foi	Lea	rning					
				Public	Chart	er Sch	ools						
		'											
		E	nglish L	.earner	Reclas	sificat	tion F	orm					
			Stuc	lent Info	rmation	(Assessr	nent)						
Student Name:							Teacher Name:						
Date of Birth:						School:	Opport	unities fo	r Learni	ng Pub	lic Charte	er Schools	
Grade:						Charter/	Center:						
Parent/Guardian Name:						Initial E	L Identif	ication D	ate:				
Home Phone #:						Primary	Langua	ge:					
Home Address:						State ID#	# :						
City/State/Zip:						Student	ID#:						
				Criterion	#1 (Asse	essment	:)						
Assessment of Eng	lish Language	Proficiency (At	tach copy o	f score rep	ort)	Compar	rison of	Performa	nce in	Reading	g Skills (A	ttach copy of	fscore report)
Req: Overall proficiency leve		arly Advanced) o ediate) or higher.	5 (Advance	d) with sub	scores of 3								
	Da	te of CELDT:						[Date of S	Star Re	naissand	ce:	
CELDT Scale Scores:		(Circle	level belov	v)		_							
Overall Level	В	EI	1	EA	А								
Listening	В	EI	ı	EA	A	6	-11-	: C					
						SC	атеа ке	ading Sco	re				
Speaking	В	El	I	EA	A								
Reading	В	El	- 1	EA	А								
Writing	В	EI	I	EA	А								
				Criterio	on #2 (Te	acher)							
			Lang	uage Ana	ılysis Tea	m Evalı	uation						
Student Also Receive	es Followin	g Sunnorts:	SGI CI	asses	RSP Service	es 🔲 Tu	utoring						
		Вещерения							(Circle	e level b	pelow)		
Demonstrated Oral/Writ					Demonstr	ated			Ì				
'Skills and Behaviors a Beginner I		•	ubric)		Oral/Wri	tten/Read	ling Pro	ficiency	BEG	INT	ADV		
*Must be at least Intermed	liate to be con	sidered for reclas	sification		1								
Sheltered	evel of Classe Regular	s Advanced		Level of Classes:					S	R	Α		
*Majority of classes must	t be at least Re	gular for reclassi	fication										
				<u>. </u>									
			Languag	e Analysi	s Team E	valuati	on No	tes:					

		Sch	ool Admin	istration Autho	rization		Ļ				
Redesignation to R-FEP is I	Recommended for	this student:	Yes		No						
	Signatures										
Parent Notification #1:				Parent	Notification	#2.					
r archie Nourication #1.	(Date Mail	ed)		rarciit	Notification	π2.	(Date	Mailed)			
Teacher Signature:					Date:						
Assistant Principal Approv	val Signature:				Date:						
Parent Signature:					Date:						
Testing Coordinator Appro	val Signature:				Date:						
рр с											
*School dis	stricts must monito			rs after reclassification Ild Left Behind (NCLB			sting Cal	ifornia re	gulations		
Follow-up of student's pro	gress after Redes	ignation (within 1	2 months)								
C 11 C 1											
Satisfactory		Unsatisfactory*		Date:				+			
Teacher Signature:			Assistant	Principal Approval	:						
Follow-up of student's pro	gress after Redes	ignation (within 24	4 months)								
Satisfactory		Unsatisfactory*		Date:							
ĺ		,									
Teacher Signature:			Assistant	Principal Approval:	:						
*If progress is not satisfac	story refer to the	ELL Coach toam for	rocommond	ntions.							
in progress is not satisfac	tory, refer to the	ELL COACH team for	recommenda	ations.							
Additional Comments:											

Appendix J

State of California Commission on Teacher Credentialing 1900 Capitol Avenue

Sacramento, CA 95811-4213 Email: <u>credentials@ctc.ca.gov</u> Website: www.ctc.ca.gov

SERVING ENGLISH LEARNERS

This leaflet provides a summary of the documents issued by the Commission that authorize instruction to English learners (EL). Complete information about the authorizations and requirements for these documents can be obtained from the Commission's website.

Requirements for Teaching English Learners

A teacher who is assigned to provide any of the following services must hold an appropriate authorization to provide the instruction to students.

- Instruction for English language development (ELD)
- Specially designed academic instruction delivered in English (SDAIE)
- Content instruction delivered in the primary language
- Instruction for Primary Language Development

Table 1 (p. 3) lists the documents issued by the Commission that authorize one or more of these types of instruction to English learners.

Documents Currently Issued by the Commission that Authorize Instruction to English Learners

Teaching Credentials with English Learner or Bilingual Authorization

All teacher candidates admitted to a California Multiple or Single Subject Teacher Credential Program on or after July 1, 2002 complete embedded English learner course work authorized under Assembly Bill 1059 (Chap. 711, Stats. 1999). In June 2006, an English Learner authorization was also embedded in the coursework for the Education Specialist Credential. These individuals earn an English learner authorization directly on their teaching credential. Individuals interested in obtaining a bilingual authorization in conjunction with their credential program should contact a college or university with a Commission-approved bilingual authorization program. Individuals trained outside of California must meet the requirements for an English learner or bilingual authorization as outlined below.

English Learner Authorization/CLAD Certificates and Bilingual Authorizations

Requirements for the English learner authorization or Crosscultural, Language and Academic Development (CLAD) Certificate may be satisfied by course work completed through a Commission-approved California Teachers of English Learners (CTEL) program, passing the appropriate Commission-approved examinations, or through a combination of exams and course work. The Bilingual authorization may be earned by passage of the appropriate Commission-approved examinations, completion of a Commission-approved bilingual program, or a combination of exams and course work. Individuals must have a valid prerequisite credential on file at the time of issuance for either of these authorizations. Information regarding specific requirements may be found on the English Learner Authorization/CLAD Certificate leaflet, CL-628C, Bilingual Authorization leaflet, CL- 628B, and Coded Correspondence 10-07.

Bilingual Crosscultural Specialist Credentials

The requirements for a Bilingual Crosscultural Specialist Credential are possession of a valid prerequisite credential and completion of a Commission-approved Bilingual Crosscultural Specialist Program. Authorizes ELD and to teach departmentalized and self-contained classes to English learners in the target language listed or in English language development programs. Individuals trained outside of California must seek advisement and be recommended by a California college or university with a Commission-approved program.



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University Intern Credentials with English Learner or Bilingual Authorization

Interested individuals should contact a college or university with a Commission-approved intern program for the Multiple Subject, Single Subject, or Education Specialist Teaching Credential with English learner authorization for admission requirements. Those seeking a bilingual authorization should contact the Commission-approved program sponsor for specific requirements. After completing an intern program, the applicant must secure the formal recommendation of the institution for full certification. A list of colleges and universities with Commission-approved intern programs may be found on the University Internship Credentials leaflet, CL-402A.

District Intern Credentials with English Learner or Bilingual Authorization

The District Intern Credential is an alternative route to earning a teaching credential. Within the program, an individual will earn either an English learner or bilingual authorization. Specific requirements and contact information may be found on the District Intern Credential leaflet, CL-707B.

Emergency CLAD/Bilingual Authorization Permits

Emergency Crosscultural, Language and Academic Development (CLAD) and Bilingual Authorization (BL) Permits are available only at the request of the employing agency. If you wish to seek employment based upon an emergency permit, please contact your prospective employer for more information. The holder must have a valid prerequisite credential on file at the time of issuance. Emergency permits may be reissued to an applicant two times authorizing a maximum of three years of service to the complete requirements for the English Learner/CLAD Certificate or Bilingual Authorization. Information regarding specific requirements may be found on the Emergency Permits— Crosscultural, Language and Academic Development (CLAD) and Bilingual Permits leaflet, CL-533O-CLAD-BL.

Provisional Internship Permits

Multiple Subject, Single Subject, and Education Specialist Provisional Internship Permits with an English learner or bilingual authorization are only available at the request of an employing agency. If you wish to seek employment based upon this permit, please contact your prospective employer. Information regarding specific requirements may be found on the Provisional Internship Permit leaflet, CL-856.

Short-Term Staff Permits

Multiple Subject, Single Subject, and Education Specialist Short-Term Staff Permits with an English learner or bilingual authorization are only available at the request of an employing agency. If you wish to seek employment based upon this permit, please contact your prospective employer. Information regarding specific requirements may be found on the Short-Term Staff Permit leaflet, CL-858.

Certificates of Completion of Staff Development

The Certificate of Completion of Staff Development authorizes the holder to teach Specially Designed Academic Instruction Delivered in English (SDAIE) to English learners (EL) within the subject matter content and grade level of the holder's prerequisite credential. The holder must have a valid prerequisite credential on file at the time of issuance. Information regarding current requirements may be found on the Certificate of Completion of Staff Development leaflet, CL-824.

Reference: California Education Code, Sections 44203 and 44253.2 through 44253.10; and Title 5, California Code of Regulations, Sections 80015 through 80016, 80021 and 80021.1, 80024.1 through 80024.2.1, 80024.7, and 80024.8



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Table 1

Credentials, Certificates, Permits, and Supplementary Authorizations Issued by the Commission that Authorize Instruction to English Learners1

Ty	pes of Ins	truction Au	thorized
Document	ELD ²	SDAIE ²	Primary Language Instruction
Multiple or Single Subject Teaching Credential with English Learner Authorization or CLAD Emphasis	•		
Multiple or Single Subject Teaching Credential with a Bilingual authorization or BCLAD Emphasis	•	-	•
Education Specialist Instruction Credential with English Learner Authorization			
Bilingual Crosscultural Specialist Credential	•		
CLAD Certificate			
Bilingual Authorization			
Language Development Specialist (LDS) Certificate5			
BCLAD Certificate ⁵			
Bilingual Certificate of Competence (BCC) ⁵			
General Teaching Credential ³			
Supplementary Authorization in English as a Second Language (ESL) or Introductory ESL ⁵			
University Intern Credential with English Learner Authorization or CLAD Emphasis			
University Intern Credential with a Bilingual Authorization or BCLAD Emphasis			
District Intern Credential with English Learner Authorization			
District Intern Credential with a Bilingual Authorization or BCLAD Emphasis			
Clear Designated Subjects Career Technical Education Credential7			
Emergency CLAD Permit			
Emergency BL Permit			
Provisional Internship Permit/Short TermStaff Permit with English Learner Authorization			
Provisional Internship Permit/Short-Term Staff Permit with Bilingual Authorization ⁸			
Certificate of Completion of Staff Development ⁴			
Certificate of Completion of Staff Development (SB 1969) ^{4,6}			

- ₁ Some of the authorizations have restrictions related to grade level and subject. See the appropriate leaflet or call the Commission for complete information about a document's authorization.

- Primary Language Instruction Instruction for primary language development and content instruction delivered in the primary language
- ₃ No longer initially issued but may be renewed. Although the holder may legally be assigned to teach ELD, the Commission does not recommend this assignment unless the holder possesses skills or training in ELD teaching.
- ⁴ Option authorizing ELD within the grade, setting, and content area of the credential applies only for teachers holding Multiple Subject, Single Subject or Education Specialist credentials. This option had a sunset date of January 1, 2008. See Coded Correspondence 07-16. Some of the authorizations have restrictions based on the methods used to qualify for the certificate. Authorizes SDAIE only for holders of the Designated Subjects Career Technical Education and Special Subjects Teaching Credentials and Services Credentials with a Special Class Authorization.
- ₅ No longer issued but holders of valid documents may continue to serve on these documents.
- Never resulted in the issuance of a certificate. The Commission served as repository of program completion information only.
- ⁷ Only applies to the clear CTE credential. The five year preliminary CTE credential program does not contain SDAIE embedded coursework or provide a SDAIE authorization.
- 8 May be issued with the bilingual authorization when accompanied by proof of target language proficiency

Visit the Commission's website at www.ctc.ca.gov



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Appendix K

Key EL Program	Key Implementation Questions – Do we have a
Components	system in place to ensure that:
Initial Identification	Yes No
and Assessment	A Home Language Survey is completed for all students?
	Initial CELDT and L1 proficiency assessments are completed
	within guidelines?
	Parent Notification of assessments results and program selection are on file?
	Note: Placement for Special Education ELs is determined by IEP team. No
	parent letter is required.
English	Yes No
	All ELs receive ELD instruction appropriate for their level of
Language	English proficiency using
Development	standards-based ELD curriculum?
	Teachers monitor ongoing ELD progress?
	ELD instruction is organized according to District recommendation?
	Progress data indicates% of all ELs at CELDT levels are
	advancing 1 level annually?
	There is an ELD Catch-Up Plan in place to help ELs accelerate
	their ELD progress?
	Note: ELD goals for EL students receiving Special Education services must be
	delineated on the IEP.
Access to Core	Yes No ALL ELs receive appropriate Master Plan program services (L1
Curriculum	Instruction, SDAIE and/or L1 support) to ensure access to
	standards-based grade-level instruction?
	Achievement data indicates that ELs are learning grade-level
	academic content?
	All sub skills areas for ELs with CELDT levels EA-A are at least
	at Intermediate level?
	There is a Catch-Up Plan in place to help ELs recoup any
Ctoff: a	academic deficits? Yes No
Staffing	All teachers delivering ELD/SDAIE instruction to ELs have
	BCLAD/BCC, CLAD/LDS,
	SB1969/SB395 or are enrolled in courses leading to the appropriate
	authorization?
	All teachers delivering core curriculum have a BCLAD/BCC or
	are enrolled in courses leading to the appropriate authorization?
Parent	Yes No
Participation	There are a minimum of six parent/guardian informative workshops offered throughout the year?
	Do parent/guardian workshops focus on programs and services
	for ELs?
	101 ==01

Exhibit J: Job Descriptions

Job Title: Area Teacher Dept: Instruction FTE: 1.00

Reports To: Assistant Principal Work Class: Credentialed FLSA Status: Exempt

General Summary:

Area Teachers are full time instructional teachers that support whichever specific charter needs instructional support. The Primary responsibility of this position is to teach our students with a personalized learning plan, making adjustments to match the students' ability levels and pace of learning. An Area Teacher provides direct instructional support 100% of the time. This position will be available to provide direct instruction to students 6 hours a day.

Essential Functions include, but not limited to the following:*

- Provides instruction to students for a specific charter
- Administers and grades tests
- Tutors students that need help as requested by the teacher of record
- Supports all state testing by calling, proctoring, and helping
- Locates, prepares, passes out, and helps with curriculum
- Helps audit and correct student files when requested
- Enter student work into student information system
- Helps with other activities within the school site that supports the direct instruction of students

Knowledge, Skills and Abilities Required:

- Ability to connect with students and motivate them in a positive way
- Ability to communicate with co-workers and business contacts in a courteous and professional manner
- Strong organizational skills and attention to detail
- Ability to exercise reasonable judgment and maintain confidentiality
- Ability to work independently and efficiently, exercising reasonable judgment, in a fast-paced, multi-task environment with minimal supervision
- Ability to teach and delegate responsibility to students
- While performing the duties of this job, the employee is regularly required to sit and talk or hear. The employee is occasionally required to stand, walk, use hands to finger, handle, or feel, reach with hands and arms, climb or balance, stoop, kneel, crouch, or crawl, and taste or smell. The employee must occasionally lift and/or move up to 10 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus
- Ability to travel as needed

Knowledge, Skills and Abilities Preferred:

- Working knowledge of MS Office.
- Experience working with high school age students preferred.

- BA/BS Degree
- CBEST
- California 30-day Substitute Teaching Credential or clear single or multiple subject credentials

^{*}The specific statements shown in each section of this description are not intended to be allinclusive. They describe the general nature and level of work being performed and/or represent typical elements and criteria considered necessary to successfully perform the job. The Company retains the discretion to add to or change the duties of the position at any time.

Job Title: Area Teacher Level II Dept: Instruction FTE: 1.00

Reports To: Principal Work Class: Credentialed FLSA Status: Exempt

General Summary:

The purpose of this position is to instruct students, support staff and the school in the initial preparation of student enrollment. This position will collaborate with local schools to acquire official student records and input information into our internal student record and attendance system. Will be responsible for auditing student files on a monthly basis and upon withdrawal from our program. This position will provide additional support to local sites as needed. This position will be available to provide direct instruction to students 6 hours a day.

Essential Functions include, but not limited to the following:*

- Provides instruction to students.
- Prepare initial student file and paperwork (immunization records, planning guide and all enrollment paperwork).
- Obtain official student records from referring schools (Official transcripts, immunization records and state testing scores).
- Inspects and reports on status of student files upon student withdrawal.
- Prepares reports for Assistant Principal, Principal, and Director of Instructional Operations per set schedule.
- Performs additional audits requested by company Management.
- Assist in the training of new file requirements.
- Communicate with staff and supervisors
- Grading
- Assist staff with school site organization
- Proactively manages personal schedule to support needs of school site(s).

Knowledge, Skills and Abilities Required:

- Proficient in MS Office and experienced in ISIStrac or similar database system.
- Excellent written and oral communication skills.
- Ability to communicate in a courteous and professional manner.
- Strong organizational, interpersonal skills and attention to detail.
- Ability to follow up on task and commitments and give updates as needed.
- Ability to work efficiently under pressure and meet deadlines.
- Ability to travel as needed.

Knowledge, Skills and Abilities Preferred:

- Knowledge of state auditing independent study requirements for public charter schools.
- Teacher, coordinator, or other staff familiar with student file maintenance, auditing, accounting background, or education regulations background.
- Proficiency with computers and quick learner of in-company policies and of student record and attendance system.

- BA/BS Degree
- CBEST
- California clear single and preliminary multiple subject credential or California 30-day Substitute permit.

^{*}The specific statements shown in each section of this description are not intended to be allinclusive. They describe the general nature and level of work being performed and/or represent typical elements and criteria considered necessary to successfully perform the job. The Company retains the discretion to add to or change the duties of the position at any time.

Job Title:Assistant PrincipalDept:Instruction FTE: .95Reports To:PrincipalWork Class: CredentialedFLSA Status: Exempt

General Summary:

In addition to current teaching responsibilities of a reduced student load, this position is responsible for the direct supervision of assigned teaching staff and school sites. Managing schedules of teachers, fills in with students, coordinates substitutes and teaches students. Responsible for teacher development and in services to help improve teacher performance. Responsible for academic and retention of students. This position is primarily responsible for delivering our educational program to ensure data driven; results based instruction for students in the implementation of the Common Core Standards. This position will be available to provide direct instruction to students 6 hours a day.

Essential Functions include, but not limited to the following:*

- Instructs students in multiple subjects, using various teaching methods, audiovisual aids and other materials.
- Prepares outline for course of study, following curriculum guidelines or requirements of state and school.
- Administers test to evaluate pupil progress and records results.
- Keeps attendance records and maintains student files and transcripts.
- Meets with students and parents to discuss files and transcripts.
- Teaches students and coaches, supports, develops students and moves them toward graduation. Fills in when needed.
- Implements ongoing trainings and staff development, including regular teacher observation feedback, and goal settings.
- Facilitates questions or needs of teachers and school administrators (or directs them to the appropriate staff member).
- Communicates changes in policies or procedures to all assigned staff, including general announcements that effect school site operations or staff involvement.
- Oversees the day to day operations in the school sites, including the purchase and distribution of supplies.
- Monitors growth and makes appropriate recommendations to the Principal.
- Participates in faculty and professional meetings, educational conferences and teacher training workshops.
- Performs related duties such as student organizations or committees, assisting pupils in selecting course of study, or counseling students in adjustment and academic problems.
- Conducts annual reviews of all assigned staff in consultation with designated supervisor and/or others as appropriate.
- Performs other administrative functions and duties as assigned.

Knowledge, Skills and Abilities Required:

- Ability to train, direct and delegate responsibility to staff.
- Ability to work independently and efficiently, exercising reasonable judgment, in a fast-paced, multi-task environment with minimal supervision.
- Ability to work effectively under pressure and demonstrate problem-solving skills, while maintaining courtesy and professionalism.
- Superior knowledge of company policies, procedures, and program offerings, including use of curriculum, MS Office and company proprietary software (CSIS).
- Excellent oral and written communication skills.
- Strong organizational skills and attention to detail.
- While performing the duties of this job, the employee is regularly required to sit and talk or hear. The employee is occasionally required to stand, walk, use hands to finger, handle, or feel, reach with hands and arms, climb or balance, stoop, kneel, crouch, or crawl, and taste or smell. The employee must occasionally lift and/or move up to 10 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.
- Ability to travel as needed.
- Assists with other projects, functions and duties as assigned.

- Minimum high school diploma or its equivalent required
- Bachelor's degree and 30 day credential preferred
- One year experience in an administrative capacity preferred

^{*}The specific statements shown in each section of this description are not intended to be all inclusive. They describe the general nature and level of work being performed and/or represent typical elements and criteria considered necessary to successfully perform the job. The Company retains the discretion to add to or change the duties of the position at any time.

Job Title: Center Coordinator Dept:

Reports To: Assistant Principal Work Class: Non-Credentialed FLSA Status: Exempt

General Summary:

The primary goal of this position is to provide administrative support to the OFL instructional leadership team. The Center Coordinator provides clerical and administrative support, assists enrolling students and parents, inputs student information, and provides support for instructional staff. The Center Coordinator orders curriculum supplies and maintains office inventory.

Essential Functions include, but not limited to the following:*

- Acts as the receptionist for the school site
- Maintains school site waiting list and conducts public random drawing
- Meets and greets students and potential students as they enter school sites.
- Manages paperwork, scheduling, calling, and set-up for all student orientations, testing, and designated SGI classes.
- Administers, scores, and schedules all assessments for student placement
- Assists with registrar duties by securing and providing student immunization records, transcripts, IEP, LEP and free or reduced lunch documentation when applicable.
- Notifies a student's district of residence (or applicable school) upon enrollment and withdrawal from OFL.
- Maintains inventory and orders school site office supplies, curriculum materials, and designated school site and student forms.
- Stocks shelves and keeps supplies organized.
- Responsible for receiving packages and deliveries
- Responsible for checking voicemail, delivering messages and re-scheduling student appointment times.
- Responsible for keeping the school site clean, bright, cheerful and welcoming for students.
- Assists teachers in answering phones, filing units and tests.
- Arranges special needs testing appointments.
- Presents initial orientation to all incoming students and parents.
- Handles other duties and projects as assigned.

Knowledge, Skills and Abilities Required:

- Ability to connect with students and motivate them in a positive way.
- Ability to communicate with co-workers and business contacts in a courteous and professional manner.
- Strong organizational skills and attention to detail.
- Working knowledge of office equipment, especially the computer.
- Ability to work independently and coordinate multiple tasks simultaneously with minimal supervision.
- Ability to exercise reasonable judgment and maintain confidentiality.
- While performing the duties of this job, the employee is regularly required to sit and talk or hear.
- The employee is occasionally required to stand, walk, use hands to finger, handle, or feel; reach with hands and arms, climb or balance, stoop, kneel, crouch, or crawl, and taste or smell. The employee must occasionally lift and/or move up to 10 pounds. Specific vision abilities required by this job include; close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

- Minimum high school diploma or its equivalent required
- Bachelor's degree and 30 day credential preferred
- One year experience in an administrative capacity preferred

^{*}The specific statements shown in each section of this description are not intended to be all inclusive. They describe the general nature and level of work being performed and/or represent typical elements and criteria considered necessary to successfully perform the job. The Company retains the discretion to add to or change the duties of the position at any time.

Job Title: English Learner Specialist Dept.: Instruction FTE: 1.00

Reports To: Principal Work Class: Credentialed FLSA Status: Exempt

General Summary:

The English Learner Specialist supports and implements the English Language Development program to ensure English Language Learners meet proficiency goals for LCAP, as well as ensuring that charter and academic goals are met. This position will be available to provide direct instruction to students 6 hours a day.

Essential Functions include, but are not limited to the following:*

- Instruct English Learners and Standard English learners with English Language Development support in the areas of reading, writing, speaking, and listening, using various teaching methods, audiovisual aids and other materials.
- Manages caseload of targeted students (approximately 50-75) and provides weekly interventions and instruction, as well as assessing and reporting back to regional leadership team the academic progress of each student on the caseload.
- Prepares outline for course of study, following curriculum guidelines or requirements of state and school.
- Administers CELDT tests to evaluate pupil progress and records results.
- Provides pull-out and additional support to Long Term English Learners (LTELs) in AR and SGI classes for English language development.
- Facilitates professional learning communities to support the work of teachers by providing them theoretically grounded pedagogy and interventions for English Language Learners.
- Track EL enrollment and student progress on a monthly basis and create action plans based on needs at their center.
- Identify students who need to be tested (labeled TBD) and follow up on appropriate assessment and classification for each student.
- Develop an individualized academic plan for each EL student in their center.
- Do initial CELDT assessment within 30 days of enrollment to make Individualized Learning Plans for English Learners that moves them effectively and efficiently to proficiency in English.
- Maintain current CELDT testing results and monitor progress thereof.
- Performs other administrative functions and duties as assigned.

Knowledge, Skills and Abilities Required:

- Experience working with second language learners and in second language acquisition.
- Ability to prepare and execute curriculum.
- Ability to work independently and efficiently, exercising reasonable judgment, in a fast-paced, multi-task environment with minimal supervision.
- Ability to work effectively under pressure and demonstrate problem-solving skills, while maintaining courtesy, professionalism, and a customer service attitude.
- Strong interpersonal skills.
- Excellent oral and written communication skills.
- Strong organizational skills and attention to detail.
- Working knowledge of MS Office and database management.

- BA/BS Degree
- California clear single or preliminary multiple subject teaching credential
- English Learner Authorization required
- Bilingual preferred.

^{*}The specific statements shown in each section of this description are not intended to be all inclusive. They describe the general nature and level of work being performed and/or represent typical elements and criteria considered necessary to successfully perform the job. The Company retains the discretion to add to or change the duties of the position at any time.

Job Title: Instructional Coach (Instruction) Dept: Professional Development: FTE: 1.00

Reports To: Professional Development Work Class: Credentialed FLSA Status: Exempt

Supervisor

General Summary:

The Instructional Coach for Instruction will be a content-specific instructional resource for teachers. They will be responsible for contributing to curriculum development, ongoing training and development of teachers, conducting professional development meetings, and assessing staff needs based on data. This position provides direct certificated instruction and instructional support 100% of the time. This position is primarily responsible for delivering our educational program to ensure data driven, results based instruction for students in the implementation of standards-aligned curriculum.

Essential functions include, but are not limited to:

- Be available to provide direct instruction to students through modeling, co-teaching, facilitating a cohort course, and piloting of new courses.
- Contribute to the ongoing development and implementation of trainings on content-specific instruction and/or strategies to support current educational pedagogy.
- Contribute to the development of curriculum for use in direct instruction. Serve as a coach to aid in the movement of teachers from Developing to Master by:
 - Facilitating the development and implementation of Professional Learning Plans with each member of the instructional staff.
 - o Implementing strategies to promote content-specific pedagogy.
 - o Implementing current research-based instructional practices.
 - o Providing opportunities for teachers to share their knowledge and expertise with their colleagues through activities such as PLCs, the UnConference platform, etc.
 - Utilizing the Novice to Master teacher metric.
- Aid in the pursuit of academic consistency across schools including effective lesson planning, instruction, assessment, and feedback for students.
- Utilize MasteryConnect data to measure the impact of instruction on student achievement.
- Facilitate the usage of advanced features of integrated software programs.
- Assist Principals and Assistant Principals with staff development needs including but not limited to assessment, research, writing, presenting, and training.
- Work with the leadership team to identify instructional needs.
- Attend regional in-services to provide professional development opportunities and stay current on regional goals and
 initiatives. Ensure annual Key Performance Indicators are met by consistently monitoring school-wide progress toward
 goals through data analysis.
- Implement a consistent training schedule and program for all instructional staff.
- Maintain content-specific teaching resources to reflect current program/instructional procedures and needs.
- Present various training modules to appropriate teaching staff as needed.
- Research and pursue external knowledge and practice in an effort to bolster innovative professional development offerings for instructional staff.
- Utilize training evaluation metrics to analyze effectiveness of delivered professional developments.
- Be an organizational expert in designated content area.
- Participate in various community groups or functions, faculty and professional meetings, educational conferences, and teacher training workshops.
- Facilitate the administration of assessments to evaluate student progress, skill growth, and mastery learning to ensure data-driven instruction.
- Assist with state mandated student testing as needed.
- Instruct students in related subject specialization, using various teaching methods, audiovisual aids, and other materials.
- Perform other functions and duties as assigned.

Knowledge, Skills and Abilities Required:

- Ability to teach and delegate responsibility to students.
- Ability to train and support teachers.
- Ability to work independently and efficiently, exercising reasonable judgment, in a fast-paced, multi-task environment with minimal supervision.
- Ability to synergize with field and corporate staff to implement the educational program.
- Ability to work effectively under pressure and demonstrate problem solving skills, while maintaining courtesy, professionalism, and a customer service attitude.
- Strong interpersonal skills.
- Ability to communicate effectively, verbally and in writing, with students, parents, co-workers, and business contacts in a courteous and professional manner.
- Working knowledge of MS Office and database management.

Education and Experience

- BA/BS Degree.
- NCLB compliant CA Single Subject teaching credential in subject (or Subject Matter Authorization in subject)
- At least 12 months of company teaching experience.

*The specific statements shown in each section of this description are not intended to be all inclusive. They describe the general nature and level of work being performed and/or represent typical elements and criteria considered necessary to successfully perform the job. The Company retains the discretion to add to or change the duties of the position at any time.

Job Title: Math Tutor Dept:

Reports To: Assistant Principal Work Class: FLSA Status: Exempt

General Summary:

Primary responsibility is to assist teachers in teaching the necessary concepts to students within the designated math units.

Essential Functions include, but not limited to the following:*

- Provide open tutoring as scheduled both in the math room and in the main room of the school site
- Clearly post and market availability of tutoring along with schedule
- Maintain a consistent schedule as arranged with their supervisor
- Support the teachers
- During open times, work to create step-by-step solution manuals for the school site
- Keep the work area neat and clean
- Instructs students in math within a small classroom environment and/or 1 on 1 situation.
- Communicates with AR (Academic Recovery) teachers, advising them on the conduct and performance of their students while they are participating in any classroom instruction.
- Meets with students to discuss areas of development.
- Counsels students in subject area concerns.
- Monitors student performance within the areas of class work, attendance and discipline as needed.

Knowledge, Skills and Abilities Required:

- Ability to communicate effectively, verbally and in writing, with teachers, co-workers, and business contacts in a courteous and professional manner.
- Strong organizational skills and attention to detail.
- Ability to work as a team player with colleagues and administrators.
- Ability to work independently and efficiently, exercising reasonable judgment, in a fast-paced, multi-task environment with minimal supervision.
- Access to daily reliable transportation.
- Ability to organize a variety of tasks locally and in different geographic areas.
- Ability to handle daily classroom instruction.

Knowledge, Skills, and Abilities Preferred:

- Proficient math knowledge thru Algebra II and Geometry.
- Proficient computer knowledge and previous experience with Microsoft software.
- Ability to share life experiences with students in relation to the class content.
- Ability to engage, motivate, support and encourage at-risk students coming from a variety of educational, socio-economic and cultural backgrounds.
- Provide an energetic classroom experience and tutoring.
- Ability to provide an example of strong self-esteem, confidence, and leadership.

Education and Experience:

Minimum high school degree.

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Job Title: Principal Dept.: Instruction

Reports to: Board of Directors Work Class: Credentialed FLSA Status: Exempt

General Summary:

The Principal will serve as the educational leader and will be responsible for implementing and managing the policies, regulations, and procedures of OFL to ensure that all students are supervised in a safe learning environment. To achieve academic excellence and accomplish the goals of the Instructional Leadership Team, the Principal will work collaboratively and communicate effectively with students, parents, members of the community, and the district. Inherent in the position are the responsibilities for planning, curriculum development, program evaluation, extracurricular activities, personnel management, financial management, emergency procedures, resource scheduling, and facilities operations. The Principal will provide direct certificated instructional support 80% of the time. The Principal position is a field and corporate position.

Essential Functions include, but are not limited to the following:*

Personnel Management

- Working within company guidelines to hire, train, and supervise teaching staff.
- Evaluating teacher performance and serving as a contact person for problem resolution or guidance.
- Conducts in-service training programs and supervises new staff development.
- Conducts weekly school site visits to provide support to Assistant Principals and staff.
- Assists the Director of Instruction in identifying and grooming new management candidates.
- Monitor and anticipate staffing vacancies and/or FTE needs. Conduct interviews

Financial Management

- Control student enrollment numbers for all school sites within the assigned area, including actively seeking referrals from surrounding schools.
- Monitors the expenses of the school sites of responsibility.
- Weekly monitoring of teacher data input to ensure accurate ADA reporting.
- Creatively seeks methods of maximizing the utilization of school sites.

Quality Educational Progress and Compliance

- Directs teaching staff to provide educational and vocational guidance for students.
- Supervises State mandated tests to ensure quality and compliance.
- Manages the bi-monthly and year-end audits for school sites of responsibility.
- Works with the Director of Educational Operations to ensure area's compliance with Special Education.
- Works with teachers to resolve student and parent conflicts as needed.

Building the Business

- Monitors and reports area growth to strategize with the Director of Instruction and the Director of Finance.
- Acts as a liaison with local school district personnel, assigned area, and corporate staff.
- Supports the Director of Business Affairs in establishing contacts for new contracts in areas of responsibility and community.
- Supervises the setup of new school sites in area of responsibility.
- Coordinates with other department managers to meet various needs of the school site

Knowledge, Skills and Abilities Required:

- Ability to train, direct and delegate responsibility to staff.
- Ability to work independently and efficiently, exercising reasonable judgment, in a fast-paced, multi-task environment with minimal supervision.
- Knowledge of virtual schools or distance learning and educational technology
- Ability to synergize with colleagues and corporate staff to manage and monitor the growth of the company.
- Ability to work effectively under pressure and demonstrate problem-solving skills, while maintaining courtesy, professionalism, and a customer service attitude.
- Strong interpersonal relationship skills, team building skills, and leadership development.
- Excellent oral and written communication skills.
- Ability to do formal presentations to districts regarding the company philosophy and educational beliefs.

- Strong organizational skills and attention to detail.
- Working knowledge of MS Office and database management.
- Supervisory or managerial skills.
- Ability to travel as needed.

Education and Experience:

- Minimum BA degree or equivalent.
- Previous experience as an Assistant Principal or managerial experience in an educational setting.
- Minimum 6 months company teaching experience preferred.

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Job Title: Regional English Language Learners Coach Dept: Instruction

Reports To: Principal Work Class: Credentialed FLSA Status: Exempt

General Summary:

The prime directive of this position is to accomplish the goals of the Instructional Leadership Team which includes: 9 or 10 similar schools rankings; all students meeting or exceeding standards on SBAC, and bringing our model to other regions and charters, This position is also responsible for assisting leadership in overseeing the development, modification, and coordination of English language curriculum out of California, as well as assisting with work on WASC reports, charter applications, and presentations regarding the curriculum and instruction of our model. This position will be available to provide direct instruction to students 6 hours a day.

Developing Curriculum for English Learners*

- Develops independent study and small group curriculum and lesson plans that incorporates strategies beneficial to this unique student population, including but not limited to SDAIE strategies and speaking, listening, reading, and writing strategies in English.
- Researches new material and recommends pilot projects for the purpose of providing the most effective program for the students.
- Provides training for staff on implementation of strategies and new curriculum, including modeling lessons and strategies.

Assessment and Instructional Support of English Learners

- Works with Assessment team to ensure appropriate CELDT testing of all English Learners
- Supports school leaders and teachers in utilizing assessment results (CELDT and other assessments) to make Individualized Learning Plans for each English Learner that moves them effectively and efficiently to proficiency in English.
- Coordinates communication between CAD and field regarding assessment strategies, analysis of results, and instructional support of English Learners.
- Creates and trains all stakeholders in re-designation of English Learners plan.
- Monitors and impacts data related to English Learner population, and serves as liaison to chartering districts about the progress of ELs.

Training on Instructional Strategies for English Learners

- Provides feedback to developers of common-core aligned curriculum
- Supports out-of-state English Learner Curriculum and Assessment needs
- Oversees the professional development to staff and leadership about SDAIE strategies, new curriculum, and other topics related to English Learner population.

Other Duties

- Participates in various community groups or functions, professional meetings, leadership development, and teacher training workshops.
- Performs other administrative functions and duties assigned.
- Works with leadership to identify and fill staffing needs
- Serve as mentor to new and existing ELL Coaches

Knowledge, Skills and Abilities Required:

- Knowledge of English Language Development and SDAIE
- Ability to work independently and efficiently, exercising reasonable judgment, in a fast-paced, multi-task environment with minimal supervision.
- Excellent presentation skills and ability to respond accurately and articulately to questions posed about our program and its curriculum.
- Ability to synergize with field and corporate staff to implement the educational program.
- Ability to work effectively under pressure and demonstrate problem solving skills, while maintaining courtesy, professionalism, and a customer service attitude.
- Strong interpersonal relationship skills

- Ability to communicate effectively, verbally and in writing, with students, parents, co-workers, and business contacts in a courteous and professional manner.
- Working knowledge of MS Office Suite

- Current NCLB CLAD/BCLAD California Teaching Credential
- English Language Development Specialist or similar experience
- Proficiency in Spanish preferred

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Job Title: Special Education Teacher Dept: Special Education

Reports To: Principal Work Class: Credential FLSA Status: Exempt

General Summary:

The primary responsibility of the Special Education Teacher is to provide instruction and other related services to Special Education students. The Special Education Teacher will also facilitate diagnostic assessment including administration, scoring and interpretation. Special Education teachers will review and revise IEP's as needed. The Special Education teacher will support instruction in reading, math, and written language for students, tutor individual and small groups of students, administer and score academic testing, write individualized education plans and support other academic programs as needed. The Special Education teacher will work under the leadership of the Principal.

Essential Functions include, but are not limited to the following:*

- Provide instruction to students with special needs and identified learning disabilities in a Special Education teacher program
- Tutor individual and small groups of students, reinforcing language and reading concepts
- Administer and score individual and group tests
- Schedule IEP meetings, coordinating schedules with parents, general education teacher(s), administrator, and all appropriate special education staff
- Conduct IEP meetings
- Communicate and coordinate special needs evaluation and testing with speech teacher, counselor, and other service providers.
- Communicate with parents regarding individual student progress and conduct
- Maintain progress records and record progress toward IEP goals
- Record progress within the independent study program
- Perform other duties in support of the Special Education teacher program
- Support other academic programs offered within the independent study program

Knowledge, Skills and Abilities Required:

- Special Education teacher license
- Ability to teach students in grades 7-12
- Ability to work with student of all ages
- Ability to understand, adopt, and support the independent study program, concepts and their philosophies
- Ability to organize and present ideas effectively in oral and written form.
- Ability to make skillful decisions
- Ability to work under pressure and meet deadlines
- Ability to operate a PC computer, word processor, copier, fax, and other office machines.

- Minimum BA degree or equivalent
- Active Licensure in CA with an endorsement in Special Education in required

Job Title: Student Advisor Dept: Instruction

Reports To: Principal Work Class: Credentialed FLSA Status: Exempt

General Summary:

This position will be the primary resource for students and teachers regarding post-secondary options. The Student Advisor will help students recognize and achieve their educational and post-secondary goals. The Student Advisor will support students by meeting with them individually and conducting college and career workshops. This position provides direct certificated instructional support 100% of the time.

Essential Functions include, but are not limited to the following:*

- Meets one-on-one with students (and parents, if required/desired) to discuss post-secondary goals; assists teachers in creating individualized plans for students to reach their goal(s).
- Acts as the primary contact for district ROP and vocational programs
- Monitors overall attendance, GPA and expectations for graduation
- Coordinates workshops or seminars quarterly to help inform students and teachers of their post-secondary options and equip students with specific skills required for post-secondary life (i.e., interviewing skills, filling out job or college applications, etc.). Workshops/seminars may include guest speakers and other resources such as "college fairs".
- Creates timely hand-outs (or posters) for teachers and students regarding requirements for specific options for students.
- Sets goals for the number of college-bound students each year. Track graduates to verify post-secondary activities.
- Obtains knowledge of the current UC A-G requirements and communicate with students and teachers.
- Tracks senior credit progression monthly to ensure students and teachers know what is required from each student for timely graduation.
- Monitors and informs area of SAT and ACT testing sessions, including an accurate master SAT and ACT testing calendar.
- Provides students resources for SAT and ACT preparation; facilitate SAT and ACT prep classes on site when appropriate.
- Stays up to date on, and inform students, parents, and teachers of the latest financial aid and scholarship information.
- Maintains post-secondary boards in school sites.
- Interviews students with 200+ credits to ensure students are following their post-secondary path and are aware of the needed requirements.
- Reports post-secondary data to Assistant Superintendent and Director of Instruction annually.

Knowledge, Skills and Abilities Required:

- Ability to work independently and efficiently, exercising reasonable judgment, in a fast-paced, multi-task environment with minimal supervision.
- Ability to synergize with field and corporate staff to implement the educational program.
- Ability to work effectively under pressure and demonstrate problem solving skills, while maintaining courtesy, professionalism, and a customer service attitude.
- Strong interpersonal relationship skills.
- Ability to communicate effectively, verbally and in writing, with students, parents, co-workers, and business contacts in a courteous and professional manner.
- Working knowledge of MS Office and database management
- Prefer bi-lingual in English and Spanish.

- Bachelor's degree.
- Valid California PPS credential or currently enrolled in a PPS program.

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Job Title: Teacher Dept: Instruction

Reports To: Assistant Principal Work Credentialed FLSA Status: Exempt

Class:

General Summary:

The Teacher is our most important resource. Their duties are to ensure that a student receives quality instruction, makes educational progress, and reaches their academic goals. This position is primarily responsible for delivering OFL's educational program to ensure data driven, results based instruction for students in the implementation of the Common Core Standards.

Essential Functions include, but are not limited to the following:*

- Instructs students in multiple subjects, using various teaching methods, technologies, audiovisual aids and other materials.
- Prepares outline for course of study, following curriculum guidelines or requirements of state and school.
- Assists pupils in selecting a course of study.
- Counsels students in adjustment and academic problems.
- Participates in various community groups or functions, faculty and professional meetings, educational conferences, and teacher training workshops. Meets with students and parents to discuss student progress and problems.
- Participates in related activities, such as student organizations or committees.
- Administers tests to evaluate pupil progress assesses student work product and record results.
- Maintains attendance records, student files, and transcripts.
- Assists with State mandated student testing.
- Responsible for file maintenance in preparation for random, bi-monthly, and year-end audits.
- Assists in maintaining a clean, inviting, professional school site for students to attend.
- Performs other administrative functions and duties assigned.
- Provides live instruction to students in a virtual environment
- Manages several administrative and educational programs for digital teaching and learning

Knowledge, Skills and Abilities Required:

- Ability to teach and delegate responsibility to students.
- Educational technology, digital teaching, or online teaching and/or learning experience or education preferred
- Ability to work independently and efficiently, exercising reasonable judgment, in a fast-paced, multi-task environment with minimal supervision.
- Superior organizational and record keeping skills.
- Ability to synergize with field and corporate staff to implement the educational program.
- Ability to work effectively under pressure and demonstrate problem-solving skills, while maintaining courtesy, professionalism, and a customer service attitude.
- Strong interpersonal relationship skills.
- Ability to communicate effectively, verbally and in writing, with students, parents, co-workers, and business contacts in a
 courteous and professional manner.
- Working knowledge of MS Office and database management.

- Minimum BA degree or equivalent
- Valid California Clear or preliminary Single Subject Teaching Credential teaching credential

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Job Title: Director of Instructional Operations Dept: Instruction

Reports To: Assistant Superintendent Work Class: Credentialed FLSA Status: Exempt

General Summary:

The Director of Instruction primary directive is to drive growth of the California charter school by 15 % annually. This position will be responsible for the academic programs enrollment, ADA, FTE, Calendar and SB 740 Budget. Additionally, this position is responsible for partnering with marketing to coordinate enrollment initiatives as well as partnering with accounting, facilities and charter development (sales) for budget development and roll out and implementation for each new California charter school.

Essential functions include, but are not limited to:

- Manages principals to develop ADA projections, enrollment growth and teacher utilization meets or exceeds the projections.
- Meet weekly 1 on 1 with each area Principal to train them on the business and performance expectations of running a charter school.
- Lead Strategic Planning for each principal and region with support from Business Strategy Manager.
- Creates School Track Calendar to maximize ADA for the program
- Responsible for new site locations and build outs and ensures enrollment goals and monthly fill rates are met for these new sites.
- Working closely with Accounting to drive ADA, SB 740 Financials
- Analyze student enrollment and utilization to determine how to increase enrollment to maximize ADA
- Project annual revenue for each charter school.
- Manages principals and their assigned areas to ensure centers and programs are being maximized.
- Creatively seeks ways to increase company revenue and control expenses. Serves on financial committee.
- Serves on the Instructional Leadership Team to drive improvement and progress of the educational program.
- Performs other administrative functions and duties as assigned.

Knowledge, Skills and Abilities Required:

- Ability to train, direct and delegate responsibility to staff.
- Ability to analyze and present data to drive instructional operations goals.
- Ability to cooperatively collaborate with other departments or administrative staff in a timely, responsive manner to meet business needs and reach company goals.
- Ability to independently take initiative and work efficiently, exercising reasonable judgment, in a fast-paced, multitasked environment with little or no supervision.
- Ability to work effectively under pressure and demonstrate problem solving skills, while maintaining diplomacy, courtesy, professionalism and a customer service attitude.
- Strong organizational skills and attention to detail.
- Excellent oral and communication skills.
- Working knowledge of MS Office and database management.
- Excellent managerial, leadership and team building skills.
- While performing the duties of this job, the employee is regularly required to sit and talk or hear. The employee is occasionally required to stand, walk, use hands to finger, handle, or feel; reach with hands and arms, climb or balance, stoop, kneel, crouch, or crawl, and taste or smell. The employee must occasionally lift and/or move up to 10 pounds. Specific vision abilities required by this job include; close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.
- Ability to travel as needed.

Knowledge, Skills and Abilities PREFERRED:

- Previous experience as Principal of a large district or equivalent administrative experience.
- Teaching experience and California Teaching Credential.
- Excellent knowledge of educational programs.

- Knowledge in CDE, State, and Federal regulations.
- Experience with and independent study program

Education and Experience

- PhD or Ed.D in Education.
- Admin credential preferred.
- At least 10 years teaching experience.
- At least 5 years experience in school administration.
- Strong administrative skills such as supervision of teachers, budgeting, and staff retention.
- Excellent academic focus.
- Creativity and innovation necessary.

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Job Title: Chief People Officer Dept: Human Resources

Reports To: President Work Class: Executive FLSA Status: Exempt

General Summary:

The Chief People Officer is responsible for determining and providing leadership in developing and executing human resources strategy in support of the overall business plan and strategic direction of the organization, specifically in the areas of succession planning, talent management, change management, organizational and performance management, training and development, and compensation. The Chief People Officer provides strategic leadership by articulating Human Resource needs and plans to the executive management team, shareholders and to the board of directors. The Chief -People Officer, for leading and managing employee communications, employee relations, policy development, legal compliance, compensation and benefits. The position is also responsible for Risk Management providing leadership and direction of Corporate Property & Casualty and other related Insurance programs. Is responsible for nurturing, shaping and sustaining the overall cultural strategy for the company. The Chief People Officer will work closely with executive leadership to make culture a strong component of the company's overall business strategy.

Essential functions include, but are not limited to the following:

- Establish and implement HR efforts that effectively communicate and support the firm's vision and strategic vision.
- Develop HR plans and strategies to support the achievement of the overall firm business objectives.
- Function as a strategic business advisor to the executive/senior management of each business unit or specialty group regarding key organizational and management issues.
- Working with the firm's executive management, establish a sound plan of management succession that corresponds to the strategy and objectives of the firm.
- Develop comprehensive strategic recruiting and retention plans to meet the human capital needs of strategic goals.
- Develop and implement comprehensive compensation and benefit plans that are competitive and cost effective for the firm.
- Develop and deliver/rollout corporate messaging through various communication vehicles/tools that effectively articulate company strategy encouraging employee engagement and driving desired performance.
- Provide overall leadership and guidance to HR function by overseeing talent acquisition, career development, succession planning, retention, training and leadership development, compensation and benefits.
- Provides direction for ensuring Property & Casualty and other related Insurance programs meet company needs, comply with legal requirements, and are cost effective.
- Develop and maintain HR budgets.
- The ability to communicate and collaborate patiently but effectively; to move an agenda along while maintaining the role of trusted advisor; to be an insightful and thought leader.
- Provide practical formal/informal executive coaching and development in all areas of leadership, particularly in cultural creation, alignment and change management at the individual, team, and organizational level, including the development and management of formalized performance management and feedback processes/system.
- Will perform strategic planning and project implementation along with project management

Talent Management:

- Act as an employee champion and change agent by anticipating HR-related needs and delivering value added services for the benefit of EMS employees.
- Supervises the HR team in creating an inviting and cohesive employee experience.
- Provide objective and strategic input and guidance to employees at all levels of the organization including career development, and general management / employee relationship issues.
- Guide managers and associates in resolving employee relations issues by providing effective conflict resolution and coaching.
- Identify and guide implementation of training programs.
- Drives the effective implementation of the overall strategy for talent management processes of learning and development.
- Strong leadership skills, Excellent supervision skills

- Translates the strategic plan into actionable and timely training and organizational development programs that will support the attainment of strategic business goals and operational objectives.
- Directs the design and delivery of both in-house and third parties learning such as coaching, classroom training, and online learning.
- Responsible for developing and maintaining a comprehensive safety program to drive safety and risk management strategies.

Risk Management:

- Overseas the planning organizing and development of corporate insurance, safety and loss prevention programs, policies, and procedures.
- Provides management support in the identification of potential risk throughout the organization.
- Leads the review of Property & Casualty programs, suggesting modifications, and ensuring achievement of competitive market position and other goals identified by the organization

HR Business Objectives:

- Develop, execute and monitor progress of business objectives.
- Provide leadership towards the achievement of maximizing and balancing profitability/cost mitigation and mission impact in organizational lines of business.
- Establish and execute plans and strategies to expand the organizations visibility and reputation as a workforce development organization and preferred business partner.

Education/Work Experience

- Requires a human resources executive with a minimum of 15 years of experience, with at least 10 years in international, national or publicly held organization, who will be able to strategically and tactically evaluate and implement sophisticated HR related programs and initiatives; be able to work with a variety of organizational leadership to build consensus around HR strategy and tactics; have a demonstrated background in talent management and leadership management; as well as have a proven ability to attract and retain outstanding talent and assemble and motivate high performance teams.
- The selected executive must have the ability to bring immediate credibility to the human resources function through his/her professional qualifications and leadership skills as well as project the highest levels of integrity. Superior interpersonal communication and presentation skills as well as proven organizational skills are required.

Qualifications:

- A BS/BA degree from an accredited college/university.
- MBA/MA or PHR/SPHR
- Proven record to lead and manage people and situations effectively and consistent with the Company's core values and a servant leadership mindset.
- Strong communication skills including but not limited to negotiation, influence and consensus building in order to interface with employees/customers at all levels within the organization as well as external customers, vendors and agencies.
- Knowledge of human resource management and talent development with an ability to provide a high level of customer service utilizing a very productive labor model.
- Must be able to exercise independent judgment and decision-making skills and inspire decision-making by others. Ability to work
 in a fast paced environment. Strong conceptual thinker with pragmatic approach to driving day-to-day operations. Collaborative
 style and approach.
- Strong leader with the ability to assess, attract and develop talent.
- Experience with managing growth and leading new business initiatives is critical.
- Work requires willingness to work a flexible schedule and travel locally.
- Experience working with people with disabilities preferred.
- Must have a valid driver's license and valid insurance.
- HRIS management (Workday a plus)

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Opportunities For Learning

Job Title: President Dept:

Reports To: Board of Directors Work Class: FLSA Status: Exempt

General Summary:

The primary goal of this position is to lead and carry out the instructional leadership team goals of 100% retention and all charters achieving a 9 or 10 compared to similar schools in a state wide ranking. Manages and directs the organization toward its primary goals. Leads and develops executive and department managers. Sets and models behavior and values. Responsible for the organization's prudent business and educational practices. This position provides direct instructional administrational support 25% of the time.

Essential functions include, but are not limited to the following:

Performs the following duties personally or through subordinate managers

- Plans, coordinates, and controls the daily operation of the organization through the organization's managers. Provides
 wisdom and leadership to subordinate managers and teachers. Along with the Vice President, hires, develops and
 reviews subordinates. Meets with subordinates regularly to get updates and provide advice. Meets with charter leaders,
 teachers and students.
- Along with the Vice President, establishes current and long range goals, objectives, plans and policies. Checks progress and adjusts direction. Reports progress to the Boards, districts and state through subordinate managers. Sets teaching standards and teaching policies.
- Meets with Board of Directors, charters and state educational officials to report on educational and financial progress.
- Member of the Instructional Leadership Team to create student curriculum and direction. Provides creative inspiration for educational innovations. Makes improvement recommendations for experiential learning and Curriculum. Provides creative ideas to keep the organization and teachers moving toward educational achievement goals.
- Meets with students, parents, and teachers. Coordinates all graduations and meets all graduating students. Speaks at graduation.
- Supervises public relations and represents the organization in the best light at meetings and government reviews. Works with outside firms and consultants to further the understanding of independent study and charter schools.
- Responsible for compliance to the complex laws governing charter schools. Works with outside legal advisors and with associations to help improve and interpret charter law. Trains subordinates to understand the laws and regulations.
- Dispenses advice, guidance, direction, and authorization to carry out major plans, standards, and procedures consistent with established policies and Board approval with all charter and teacher personnel.
- Meets with organization executives to ensure that operations are being executed in accordance with the organization's policies.
- Member of the Finance Committee, supervises all financial decisions. Along with the Vice President, oversees the adequacy and soundness of the organization's financial structure. Meets weekly with accounting and instruction to measure progress. Sets and reviews budgets.
- Supervises purchasing director and educational curriculum budget.
- Reviews operating and academic results of the organization and compares them to established objectives. Takes steps to ensure that appropriate measures are taken to correct unsatisfactory results.
- Directs investigations and negotiations pertaining to existing and new sites, expansion or potential contracts with districts. Meets with charter personnel and districts to develop growth and new locations. Approves facilities budgets.
- Establishes and maintains an effective system of communications throughout the organization. Meets annually with all charter teachers to provide inspiration and reaffirm values and goals.
- Represents the organization with CDE, various school districts, superintendent groups, and the public. Attends appropriate educational related functions.
- Responsible through subordinate supervisions for human resources management and costs. Approves positions, hires, promotions, and non-voluntary terminations. Interviews corporate personnel and school staff

Knowledge, Skills and Abilities Required:

- Ability to read, analyze, and interpret technical and regulatory information, financial reports, and legal documents.
- Ability to respond to complex inquiries or complaints from parents, districts and State offices or members of the business community.

- Ability to write speeches and articles for publication that conform to prescribed style and format. Ability to effectively present information to top management, state offices, and/or boards of directors.
- Ability to define problems, collect data, establish facts, and draw valid conclusions.
- Ability to interpret and provide an extensive variety of technical instructions that deal with several abstract and concrete variables.
- Ability to manage staff, financial matters, and educational services.
- Positive supportive outlook.
- Good negotiator and problem solver.
- Excellent communicator.
- Strong leadership skills, Excellent supervision skills
- While performing the duties of this job, the employee is regularly required to sit and talk or hear. The employee is occasionally required to stand, walk, use hands to finger, handle, or feel, reach with hands and arms, climb or balance, stoop, kneel, crouch, or crawl, and taste or smell. The employee must occasionally lift and/or move up to 10 pounds. Specific vision abilities required by this job include; close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.
- Must be able to travel up to 20% of the time.

Education and Experience

- More than 18 years related experience as a top executive of a large charter school operation; or equivalent combination of
 education and experience.
- Credentialed teacher
- Doctorate or experience equivalent.
- Knowledgeable about charter and school regulations.
- Ability to analyze and interpret complex and technical journals, financial reports, and legal documents.
- Ability to respond to complex inquiries or complaints from educators, regulatory agencies, or members of the business community.
- Ability to effectively present information to top management, public groups, and/or boards of directors..

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Exhibit K: Medical Policy



Dear Parents / Guardians:

We are fast approaching the end of the school year. Please remember to pick up your child's medication from the center before the last day of school. Your child's medications are listed below. All medication will be discarded after the last day of school, so if you need this medication please remember to stop by the school and pick it up.

According to Education Code (49480, 49423) we require a new medication form completed by your child's doctor, for your child to have medication kept at school. Attached is a medication form and remember we will need a new one completed for the new school year.

Student:	has the	has the following medication at school.		
Please call the school nurse if	you have any questions.			
Sincerely,				
DJ Clairville RN, BSN (818) 257-2664				

Request Form for Physician's Recommendation for Medication Education Codes: 49423 and 49480

The parent or legal guardian of any public school pupil on a continuing medication regimen for a non episodic condition, shall inform the school nurse or other designated certificated school employee of the medication being taken, the current dosage, and the name of the supervising physician. (EC 49480)

Student's Last Name		First Name	Age
Birth Date:	School:	Teacher:	Grade:
Diagnosis:		Today's I	Oate:
Medication Allergies:			
	d written statements fro	nted school personnel to assist the om a physician and the parent, gu	e student in taking prescribed ardian, or caregiver of the student
the medications listed the physician and scho	below as directed. (EC ol personnel regarding behavior, as well as po	or other designated school perso 49423) I also give the school nut the possible effects of the drug of ssible behavioral signs and symp	arse consent to communicate with n the child's physical,
I agree to provide the 1	necessary medication, s	upplies, and equipment.	
or site administrator, it	f there is a change in the	nsent to the school nurse, other do e student's medication, health sta care provider's authorizations.	uly qualified supervisor of health, tus, authorized health care
Parent, Guardian, or C	aregiver's full name (p	lease print):	
Street Address:		Home Phone:	
Mailing Address:		Work Phone:	
City:	Zip Code	Cell Phone:	
Parent Guardian or C	aregiver's Signature		

Medication Required at School (Must be Completed by Physician)

Diagnosis:	Diagnosis:
Medication #1	Medication #2
Dosage	Dosage
Time to be given	
Administration Method	Administration Method
Side Effects	Side effects
If PRN, please provide symptoms that for referral for medical evaluation:	necessitate administration, frequency of administration, and indications
Notes (if needed):	
. , ,	
	nistered by the student: In the authorized health care provider's opinion, administer the medication according to the conditions in the provider's
written statement above. Circle one: \(\frac{1}{2}\)	
Physician's Signature	Date
Printed Physician's Name	
Address	FAX #

Important: All medication will automatically be discontinued after the last day of school. New orders are required each year.

Administration of Medication During School Hours

A. General

- 1. No student shall be given medication during school hours except upon written request from a California licensed physician who has the responsibility for the medical management of the student. All such requests must be signed by the parent, guardian, or caregiver.
- 2. A new form is required for each prescription change and at the beginning of each new school year.

B. Responsibility of the Parent, Guardian, or Caregiver

- 1. Parents, guardians, or caregivers shall be encouraged to cooperate with the physician to develop a schedule so the necessity for taking medications at school will be minimized or eliminated.
- 2. Parents, guardians, or caregivers will assume full responsibility for the supply and transportation of all medication. Controlled medications, when delivered to school, will be jointly counted by parent, guardian, or caregiver, and the school site designee.
- 3. Students are not permitted to carry prescribed or over-the-counter medication on a school campus unless specified by their physician and when the parent, guardian, or caregiver has obtained written confirmation from the school site principal.
- 4. Parents, guardians, or caregivers may pick up unused medications from the school office during and at the close of the school year. Medications that were prescribed for that school year and remain after the last day of student attendance will be discarded by the end of the current school year.

C. Responsibility of the Physician and Parent, Guardian, or Caregiver

- 1. A Request Form for prescribed medication must be completed by the student's physician, signed by the parent, guardian, or caregiver, and filed with the school site principal or designee.
- 2. The container must be clearly labeled by the physician or pharmacy with the following:
 - a. Students name
 - b. Physician's name
 - c. Name of medication
 - d. Dosage and schedule
 - e. Expiration date of prescription
- 3. Each medication is to be in a separate pharmacy container for the student and ordered by a California licensed physician.

D. Responsibility of School Personnel

- 1. The school nurse, school site designee will assume responsibility for placing medication in a locked cabinet.
- 2. Students will be assisted with taking medications according to the physician's instructions and the procedure observed by a school staff member.

E. Responsibility of the Student

- 1. Students will go to a designated area for medication at prescribed times.
- 2. Students will not share a prescribed or over-the-counter medication with anyone else.

Exhibit L: Emergency Preparedness Guide



OPPORTUNITIES FOR LEARNING PUBLIC CHARTER SCHOOLS

Empowering Minds by Inspiring Hearts

Emergency Preparedness Guide

Charter:

Center:

Regional Supervisor:

Lead Teacher:

THIS GUIDE IS EFFECTIVE AS OF JUNE 2011.

INTRODUCTION: How to use this guide

Opportunities for Learning Emergency Preparedness Guide

This company-wide Emergency Preparedness Guide is designed to provide OFY's Center staff with guidelines, procedures and resources to help protect the safety, security and well-being of students and Center staff during many types of emergencies. It is not intended to be inclusive of all possible emergencies, nor is it intended to replace good judgment and common sense.

All staff members are responsible to familiarize themselves with this plan and to be prepared to act responsibly and quickly to adequately restore the Center to a safe and orderly learning environment.

In all emergency situations, always stay calm, and as soon as possible, Call 911, then contact Lead Teacher, Regional Supervisor, Director of Instruction, and CORPORATE OFFICE (626) 685-9300. It is also vital that events are immediately and thoroughly documented.

If you ever feel that your safety or the safety of anyone around you is in jeopardy, $call\ 911\ \text{IMMEDIATELY!}$

WHEN CALLING 911

- Remain calm.
- Speak slowly and clearly.
- Clearly state name and location of incident, and the phone number from which you are calling.
 - State your emergency.
 - Listen to ALL instructions. Allow the 911 dispatcher to direct conversation.
 - Answer all questions completely.

Implementing the Center's Emergency Plan

To implement your Center's emergency plan, Regional Supervisors and Center Staff would be in charge of managing the emergency. At times, there will not be a Supervisor or Lead in the Center. For that reason, two additional staff members should be designated as alternative managers in an emergency situation (one of these can be the Emergency Coordinator). An Emergency Coordinator is also designated to handle the additional tasks necessary to maintain the Emergency Preparedness Program and make sure that inspections and drills are held as scheduled and documented, and first aid supplies are maintained.

Responsibilities for the Regional Supervisors, Leads, Emergency Coordinators, and Designated Alternates

- Preparation and Implementation of the Emergency Plan.
- Become fully trained in how to respond in all emergencies.
- Hold earthquake, fire and evacuation drills as scheduled.
- Be prepared to take full charge in an emergency.
- Assure that drills and safety checks are completed as scheduled, documented and filed with Corporate.
- Update emergency procedures and contacts as necessary.
- Identify and post location of designated meeting place outside of the building.
- Post emergency exit information and evacuation routes.
- Review and update Student Release Procedure (at the back of this booklet) as necessary.

When an emergency occurs:

- Assume overall direction of all emergency procedures and action as outlined in Emergency Preparedness Plan
- Maintain calm.
- Assign specific tasks and responsibilities to staff.
- All steps necessary to ensure the safety of students, staff and others in the Center.
- Direct emergency protocols: DROP, COVER AND HOLD-ON, EVACUATION, LOCKDOWN, ETC.
- Evaluate extent of damage and injuries.
- Arrange for release of students or movement to a safe location. See student release procedures at the back of this booklet.
- Work with emergency service personnel (depending on the incident, it may be police, fire department, or other agencies involved for rescue procedure, investigations, etc.).
- Maintain communication and report status to Regional Supervisor, Deputy Superintendent, and Corporate Office.

- Prepare documentation of the incident and report to Corporate Office.
- Coordinate follow-up and assist with implementation of psychological/trauma care plan with your area's school psychologist and Director of Special Education.
- Notification to parents: let parents know an emergency occurred, and the current status of the situation.

Responsibilities for Emergency Coordinator

- Support Regional Supervisors, Leads and Designated Alternate in implementation of Emergency Preparedness Plan.
- When an emergency action is required, assist supervisor to act as quickly as possible.
- Prepare documents that confirm that safety inspections and evacuation drills have been held as required.
- Update emergency student roster and process for releasing students to parents and guardians (Student Release Procedure a the back of this booklet).
- Check and replenish first aid/safety equipment as needed (at least annually).
- Keep Emergency Preparedness Guide and emergency contact numbers up to date.
- Assist in documentation and reporting of incident.
- Post map of evacuation routes and direction to designated meeting place.
- Orient new Center employees in emergency procedures.
- Other related duties as assigned.

TRAINING, PRACTICE, and PLAN

School personnel have a moral and legal responsibility to all students in their care. Teachers will be relied on to provide care for their students during an emergency, so preparation for the emergency is critical.

Staff training:

- o General Awareness training for all staff
- o First Aid and Emergency Response Training for staff as appropriate
- Specific training for Regional Supervisors, Leads, Emergency Coordinator and designated Alternates on Emergency Preparedness Procedures
- Conduct safety drills as scheduled

Practice:

Hold evacuation drills as scheduled, DUCK COVER AND HOLD ON exercises, and other emergency procedures. See schedule in "Drill Schedules and Checklist" tab.

Staff's Personal Emergency Plans:

Staff members should develop personal and family emergency plans. Knowing that the family is prepared and can handle an emergency situation will enable Center staff to do their job of caring for students more effectively. This should include family contacts outside of the local area – in another part of California or out of state, setting up a meeting place or a specific local family contact. Staff should make alternative emergency plans with child care providers, so that they can be assured that their child is being cared for in an emergency.

LOCKDOWN

LOCKDOWN is initiated to isolate students and Center staff from danger. LOCKDOWN is used to prevent an intruder from entering the Center.

Activate LOCKDOWN

- Announce Lockdown is being initiated.
- Lock all Doors.
- Call 911, and follow their instructions.
- Instruct students and staff to move away from the windows and lie on the floor.
- Close shades, windows and blinds.
- Turn off the lights.
- Assign staff member to be by the door to let anyone left outside in only if it is safe to do so.
- Instruct staff and students that no one should "peek" outside to see what is going on.
- Remain very quiet.

Deactivate LOCKDOWN

- Staff in Charge will announce "all clear."
- Follow any instructions from local authorities or law enforcement.
- Unlock doors.
- Call Lead Teacher, Regional Supervisor, Director of Instruction, and Corporate Office.
- Document incident thoroughly.
- Follow up with your Area's school psychologist.

In the event of earthquake, fire or explosion, exiting the building will be eminent.

These procedures should be followed in all cases.

CALL 911.

Once out of the building:

- Take attendance to ensure all people (adults and students) are out of the building.
- Implement Student Release Procedure. (See Student Release Procedure section)
- DO NOT re-enter the building until local authorities have determined that it is safe.

If a student is transported via ambulance:

- Find out the name of the hospital.
- Call the parents/guardians, if possible.
- If possible, have a staff member accompany student in ambulance.
- Meet the student at the hospital as quickly as possible.
- Do not leave other students unattended.

As soon as possible:

- Call Lead Teacher, Regional Supervisor, Director of Instruction, and Corporate Office.
- Follow up with your area's school psychologist.
- Document incident thoroughly.

Lockdown • Earthquake • Fire • Explosion

Earthquake

Give DROP, COVER AND HOLD ON instruction:

- Do not cross the room to take cover; drop where you are.
- DO NOT RUN, if for any reason you need to change your location.
- IF POSSIBLE:
 - Move away from windows, free standing partitions, and shelves.
 - Take cover under a desk or table that might be immediately close.

When the shaking stops:

- Evacuation should never be automatic:
 - o There may be more danger outside your building or facility that there is inside.
 - There may be no safe assembly area outside. There may be no clear routes to get outside, and alternate routes may need to be cleared.
 - Before any decision is made to vacate all or part of a Center, person in charge must find out if there is: 1) a safe route out, and 2) a safe place to assemble the students outside.
- Evacuate the building and gather at the Designated Meeting Place.
- Instruct student and teachers to stay clear of trees, building overhangs, and power lines.
 - Keep in mind that local phone lines will most likely be jammed and Center phones may have been shaken off the cradle.
- Look for loose power lines and broken glass; smell for smoke or gas leak.

If safe to do so, when leaving the building, staff should:

- Call 911 Phone lines may be jammed and it may be difficult to get through.
- Bring Emergency Kit and Emergency Cards/Roster.
 - Each teacher should bring their clipboard, cell phone, and keys, if possible and without delaying the evacuation or other safety procedures.
- Check restrooms.
- Stay alert for aftershocks.

Once out of the building:

- Warn students again to avoid touching electrical wires and keep a safe distance from power lines and buildings.
- Take attendance to ensure all people (adults and students) are out of the building.
- Implement Student Release Procedure. (See Student Release Procedure section)
- DO NOT re-enter the building until local authorities have determined that it is safe.

If a student is transported via ambulance:

- Find out the name of the hospital.
- Call the parents/guardians, if possible.
- If possible, have a staff member accompany student in ambulance.

- Meet the student at the hospital as quickly as possible.
- Do not leave other students unattended.

- Call Lead Teacher, Regional Supervisor, Director of Instruction, and Corporate Office.
- Follow up with your area's school psychologist.
- Document incident thoroughly.

Fire

Sound or announce Emergency Fire Alarm

• Only use a fire extinguisher if the fire is the size of wastepaper basket or smaller.

Evacuate to Designated Meeting Place

- Get everyone out of the building as quickly as possible using primary and alternate fire routes.
- DO NOT RUN.
- Call 911.

If safe to do so, when leaving the building, staff should:

- Bring Emergency Kit and Emergency Cards/Roster.
 - Each teacher should bring their clipboard with student appointment times, cell phone, and keys.
- Check restrooms, conference rooms, break areas, and other enclosed spaces.

Once out of the building:

- Check for injuries.
- Take attendance to ensure all people (adults and students) are out of the building.
- Implement Student Release Procedure. (See Student Release Procedure section)
- No person should re-enter the building unless cleared to do so by Fire officials.

If a student is transported via ambulance:

- Find out the name of the hospital.
- Call the parents/guardians.
- If possible, have a staff member accompany student in ambulance.
- Meet the student at the hospital as quickly as possible.
- Do not leave other students unattended.

As soon as possible:

- Call Lead Teacher, Regional Supervisor, Director of Instruction, and Corporate Office.
- Follow up with your area's school psychologist.
- Document incident thoroughly.

How to use a Fire Extinguisher:

 $P_{
m ull\ Pin}$ $A_{
m im\ at\ Base\ of\ Fire\ S}$ queeze Handle

 $S_{\,\rm weep}$

Explosion Inside the Building

Initiate DUCK, COVER AND HOLD procedure:

• Call 911

When explosion and resulting effects subside, check for injuries

• Do not move those who are seriously injured unless they are in immediate danger or at risk for further injury.

Prepare to Evacuate to Designated Meeting Place:

- If safe to do so, when leaving the building, staff should:
 - Bring Emergency Kit and Emergency Cards.
 - Each teacher should bring their clipboard, cell phone, and keys.
 - Check restrooms conference rooms, break areas, and other enclosed spaces.

Once out of the building:

- Take attendance to ensure all people (adults and students) are out of the building.
- Implement Student Release Procedure. (See Student Release Procedure section)
- No person should re-enter the building unless cleared to do so by local officials.

If a student is transported via ambulance

- Find out the name of the hospital.
- Call the parents/guardians.
- If possible, have a staff member accompany student in ambulance.
- Meet the student at the hospital as quickly as possible.
- Do not leave other students unattended.

- Call Lead Teacher, Regional Supervisor, Director of Instruction, and Corporate Office.
- Follow up with your area's school psychologist.
- Document incident thoroughly.

Explosion Outside the Building

- Call local authorities to determine if evacuation or lockdown is necessary.
- Keep students a safe distance from the site of explosion.
- Move away from windows and doors.
 - Do not release students into the neighborhood until it is determined by local authorities that it is safe to do so.

As soon as possible:

- Call Lead Teacher, Regional Supervisor, Director of Instruction, and Corporate Office.
- Follow up with your area's school psychologist.
- Document incident thoroughly.

Other emergency situations may or may not require the assistance of a 911 operator and may or may not require building evacuation.

Study procedures as a matter of preparedness and follow them carefully in the event of an emergency.

Chemical Emergency • Blackouts • Flood

Chemical Emergency in the Building

If incident is not in immediate area, determine if remaining inside is safest course of action:

- Turn off A/C and ventilating systems.
- Close windows and doors.
- Call 911.
- Wait for local authorities to advise that it is safe to leave the building.

If EVACUTION is necessary:

- Evacuate to Designated Meeting Place.
- Bring Emergency Kit and Emergency Cards.
- Each teacher should bring their clipboard, cell phone, and keys.
- Check restrooms.

Once out of the building:

- Take attendance to ensure all people (adults and students) are out of the building.
- Implement Student Release Procedure. (See Student Release Procedure section)
- No person should re-enter the building unless cleared to do so by local officials.

If a student is transported via ambulance:

- Find out the name of the hospital.
- Call the parents/guardians.
- If possible, have a staff member accompany student in ambulance.
- Meet the student at the hospital as quickly as possible.
- Do not leave other students unattended.

- Call Lead Teacher, Regional Supervisor, Director of Instruction, and Corporate Office.
- Follow up with your area's school psychologist.
- Document incident thoroughly.

Blackouts/Power Outages

- Unplug all appliances.
- Turn off lights. Leave one light on to know when power returns.

Call Regional Supervisor to inform:

- If natural light and room temperature is sufficient for staff/student safety.
- If room temperature is sufficient for student/staff safety.

Regional Supervisor will determine if Center needs to be closed.

Call Facilities Manager at (626) 616-2071.

Center only blackout:

• Students may be released on their own.

City-wide blackout:

• Implement Student Release Procedure. (See Student Release Procedure section)

Floods

- The extent and time before a flood occurs will determine the course of action.
 - Call 911 or tune to an emergency warning station to determine if evacuation is necessary.
- Call Lead Teacher/Regional Supervisor.
- Call Facilities Manager/Department at (626) 616-2071.
- Provide care for students until it is safe to release them.
- Implement Student Release Procedure. (See Student Release Procedure section)

Or

Evacuate to Designated Meeting Place

• Call 911.

If safe to do so, when leaving the building, staff should:

- Bring Emergency Kit and Emergency Cards.
- Each teacher should bring their clipboard, cell phone, and keys.
- Check restrooms.

Once out of the building:

- Take attendance to ensure all people (adults and students) are out of the building.
- Implement Student Release Procedure. (See Student Release Procedure section)
- No person should re-enter the building until it has been inspected and cleared to by local officials.

If a student is transported via ambulance:

- Find out the name of the hospital.
- Call the parents/guardians.
- If possible, have a staff member accompany student in ambulance.
- Meet the student at the hospital as quickly as possible.
- Do not leave other students unattended.

- Call Lead Teacher, Regional Supervisor, Director of Instruction, and Corporate Office
- Document incident thoroughly.

Threats of any kind against Center property or an individual should be taken very seriously. Often the result of high emotion, the perpetrator may be difficult to understand or to reason with.

These procedures should be followed in all cases.

CALL 911 when it is safe, or if anyone is in immediate danger.

As soon as possible:

- Call Lead Teacher, Regional Supervisor, Director of Instruction, and Corporate Office.
- Follow up with your area's school psychologist.
- Document incident thoroughly.

Bomb Threat • Bomb Threat Checklist • Intruder • Hostage

Bomb Threats

Take all bomb threats seriously.

Threat by telephone:

- Listen. Do not interrupt caller.
- Keep caller on the line with statements like:
 - "I am sorry. I did not understand you. What did you say?"
- Become familiar with the Bomb Threat Checklist.

Telephone Bomb Threats

- Remain calm/courteous.
- Read phone's visual display.
- Listen, don't interrupt.
- Keep caller talking. Pretend hearing difficulty.
- Notice details: background noises, voice description.
- Ask: When? Where? What? How? (See Bomb Threat Identification Checklist)
- Don't touch any suspicious objects.
- Call 911 from a land line.
- Alert another teacher with a prearranged signal to call 911.
- DO NOT HANG UP. Keep the phone line open to trace the call.
 - o Instruct staff and student to turn off cell phones. DO NOT use those devices during a bomb threat, since explosive devices can be triggered by radio devices.
- Evacuate building if threat concerns a bomb placed inside the building.
- Move staff and students at least 100 feet away from the building.
- Implement Student Release Procedure. (See Student Release Procedure section)
- \bullet Wait for police or fire department to determine if building is safe to return.

Threat by mail or note:

- Limit handling of item, placing it in an envelope or plastic bag to protect any fingerprints.
- Call 911 or notify police immediately.
- Pay attention to where, when, and how the note was delivered.
- If a suspicious item is found, do not examine, move or investigate.
- Evacuate building.
- Implement Student Release Procedure. (See Student Release Procedure section)

When safe, but as soon as possible:

- Call Lead Teacher, Regional Supervisor, Director of Instruction, and Corporate Office from a land line. (keep in mind the danger of using cell phones)
- Follow up with your area's school psychologist.
- Document incident thoroughly.

BOMB THREAT CHECKLIST

To be completed by the individual receiving the call

CALL RECEIVED BY:		DATE: _	TIME:_	
REMAIN CALM! Notify other s interrupt the caller except to asl		gnal while caller is c	on the line. Listen. I)o not
Words used by caller:_				
Description of Caller: Male	☐ Female ☐ Adult ☐	□ Juvenile		
Estimate Age of caller:_	Other	Notes:_		
Words used by caller:_				
Description of caller: Male	☐ Female ☐ Adult	☐ Juvenile		
Estimated age of caller:_	Other notes:_			

Voice characteristics: Voice Characteristics: □ Loud □ Soft □ Deep □ High Pitched □ Raspy □ Pleasant □ Intoxicated □ Nasal □ Other:_
Speech: □ Rapid □ Slow □ Disguised □ Normal □ Laughing □ Slurred □ Lisp □ Stutter □ Other:_
Manner: □ Calm □ Angry □ Irrational □ Excited □ Coherent □ Incoherent □ Deliberate □ Crying □ Emotional □ Righteous □ Laughing □ Foul
Language: □ Excellent □ Good □ Fair □ Poor
Use of certain phrases:_
Accent: □ Local □ Foreign □ Regional □ Other:_
Background Noises: ☐ Airplane ☐ Animals ☐ Industrial Machines ☐ Static ☐ Motors ☐ Office Machines ☐ Quiet ☐ Music ☐ Party Scene ☐ Street Traffic ☐ Trains ☐ PA System ☐ TV ☐ Voices ☐ Other: _
What time is the bomb set for?_
Where has it been placed?_
What does it look like?_
Why are you doing this?_
Who are you?_

Intruder/Threatening Individuals

If you feel that you or anyone else is in immediate danger, call 911.

Ask the person to leave:

- Remain Calm.
- Be courteous and confident. Speak in a soft, non-threatening manner.
- Keep distance from the intruder.
- Listen and give him/her an opportunity to vent.
- Attempt to be helpful. Use phrases such as:

"What can we do to make this better?"

"I understand the problem and I am concerned."

"We need to work together on this problem."

If the person does leave:

- Call 911
- Initiate LOCKDOWN. Close blinds. Stay clear of windows.
- Contact Lead Teacher, Regional Supervisor, Director of Instruction, and Corporate Office.
- No person should leave the building unless cleared by the authorities.
- Try to keep intruder in sight until authorities arrive.
- Make notes regarding appearance, clothing, direction intruder was going, car, etc.
- Remain inside until authorities have given an ALL CLEAR to leave.

If the person does not leave:

- Have another staff member call 911.
- Keep the person occupied until police arrive.
- Try to isolate intruder from students.
- Remain calm and outwardly cooperative.

If you don't feel you are in immediate danger, but there is still disruption:

- Ask another staff member to assist you.
- Do your best to persuade the person to move to a location away from students.
- Tell the person you will have your supervisor contact him/her to assist his/her needs.

- Call Lead Teacher, Regional Supervisor, Director of Instruction, and CORPORATE OFFICE.
- Follow up with your area's school psychologist.
- Document incident thoroughly.

Hostage Situation

Call 911 only when it is safe.

Provide all known essential details of the situation:

- Number of hostage takers and description
- Type of weapons
- · Any names hostage takers have used
- Any demands or instructions that have been given
- Description of area

Stay calm - your actions will be limited pending arrival of law enforcement officers. Be

careful of your word choice

• Do not use words such as hostage, negotiate, captive, etc.

Watch your behavior

- Act restful, calm, almost sleepy.
- Do not agitate the suspect. Do not allow students to agitate the suspect.
- Try to establish a rapport with the suspect.
- Ask the suspect for permission for any movement.
- Be calm and outwardly cooperative.
- Keep radios, TVs, computers, etc, off so suspect cannot see news reports.

Be patient

- Most hostage situations last 6-8 hours.
- Time is on your side.

When police arrive

- Assist them in a quiet, orderly evacuation away from the hostage situation.
- Wait for instructions from police that is is now safe to release students.

When situation is over, contact your area's school psychologist to initiate First Aid and Counseling for students and staff.

- Prepare a statement for parents.
 - Document incident thoroughly.
 - o Any media contact should be handled directly from CORPORATE OFFICE. Do not take any interviews with TV, radio or make comments on blogs, Facebook, Twitter, or other social media/networking resources.

- Call Lead Teacher, Regional Supervisor, Director of Instruction, and Corporate Office.
- Continue to follow up with your area's school psychologist.
- · Document incident thoroughly.

Violence on Center property can occur for a variety of reasons. It can be perpetrated by a student or another person outside in the community.

Once again, reasoning with the person may be difficult and precautions for personal safety should be taken into account.

These procedures should be followed in all cases.

 $CALL\ 911$ when it is safe, or if anyone is in immediate danger.

As soon as possible:

- Call Lead Teacher, Regional Supervisor, Director of Instruction, and Corporate Office.
- Follow up with your area's school psychologist.
- Document incident thoroughly.

Fights • Weapons • Shooting

Fights

Fights in the Building:

- Get fellow staff member's attentions regarding fight.
- Do not step in between people who are fighting.
- In a commanding voice say, "Stop! I am calling the police."
- Call 911.
- If necessary and safe to do so, move people and objects out of harm's way.
- Verbally instruct parties involved to go to different rooms.
- Call students by name.
- Students should not be visible to each other.
- Call parents of any individuals involved in fight who are under 18.
- Parents/guardians must pick up students involved in the fight if they are under 18.
- Take statements from all involved in the fight and from witnesses.
 - Document incident and send to corporate, and obtain a copy of police report, and follow up with the police/sheriff.

As soon as possible:

- Call Lead Teacher, Regional Supervisor, Director of Instruction, and Corporate Office.
- Follow up with your area's school psychologist.
- Document incident thoroughly.

Fights outside the Center (but visible from the Center):

- Call 911
- Inform other staff, Call Lead Teacher.
- All students should remain in the Center.
- Students who are not involved in the fight should be kept together inside the Center.
- In a commanding voice say, "Stop! The police have been called."
- Verbally instruct parties involved to separate. Call students by name.
- Bring any students involved back into Center, in separate areas, if safe to do so.
- Call parents of any individuals involved in fight who are under 18.
- Parents/guardians must pick up students involved in fight if they are under 18.
- Document the incident thoroughly.

If individuals fighting are not students:

- Remain inside.
- Lock doors.
- Do not attempt communication.
- Call 911.
 - o If the police are involved, follow up to learn what investigation reveals, and what the Center needs to do in future incidents.

Weapons Inside the Center

- Call 911
- Follow the authorities' instructions.

As soon as possible:

- Call Lead Teacher, Regional Supervisor, Director of Instruction, and Corporate Office.
- Follow up with your area's school psychologist.
- Document incident thoroughly.

Weapons Outside the Center

- Call 911
- Initiate LOCKDOWN procedure.
- Move all students and staff away from windows and doors.
- Close blinds.
- Turn off lights.
- Follow authorities' instructions.
- Only release students when authorities say it is safe to do so.

- Call Lead Teacher, Regional Supervisor, Director of Instruction, and Corporate Office.
- Continue to follow up with your area's school psychologist.
- Document incident thoroughly.

Shooting

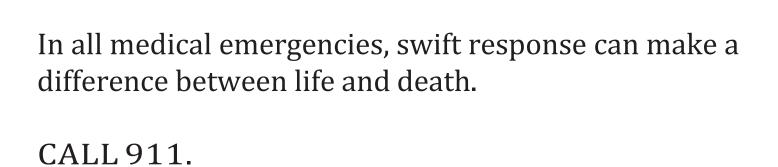
- REMAIN CALM.
- Do not confront the shooter.
- Assess the situation:
 - Is the shooter in the Center?
 - O Has shooter been identified?
 - o Has weapon been found and/or secured?
 - o Initiate LOCKDOWN or EVACUATION.
 - o If shooter has left, secure all exterior doors to prevent reentry.
 - o Isolate the suspect and /or area.
 - CALL 911

Provide authorities with essential details:

- Suspect's description
- Location
- Weapons
- Number of persons involved
- Current status at Center Lockdown, etc.
 - Account for all students. Maintain order in Center. Wait for arrival/assistance from law enforcement.
- Assist police in entering the Center.
- Provide officers with critical information.
- Ensure injured persons receive medical attention.
 - Keep crime scene secure. If a firearm is known to exist, do not touch it. Allow police to take possession of weapon.
- Isolate and separate witnesses.
- Notify parents/guardians.
- Do not talk to the media. Refer media inquiries to Corporate Office.

Once the Center is secure, and threat of danger has subsided:

- Call Lead Teacher, Regional Supervisor, Director of Instruction, and Corporate Office.
- Follow up with your area's school psychologist/Special Education Department for crisis intervention.
- Document incident thoroughly.
- Prepare letter for parents/guardian and OFY staff.
- Provide follow-up for staff through company's EAP program.



Medical Emergency • Allergic Reaction • Potential Suicide/Self Harm

Student/Staff Medical Emergencies

- Call 911.
- Follow their instructions.
- Call Lead Teacher/Regional Supervisor.

If a student is transported in ambulance:

- Find out the name of the hospital.
- Call the parents/guardians.
- If possible, have a staff member accompany student in ambulance.
- Meet the student at the hospital as quickly as possible.
- Do not leave other students unattended.

- Call Lead Teacher, Regional Supervisor, Director of Instruction, and Corporate Office.
- Follow up with your area's school psychologist.
- Document incident thoroughly.

Allergic Reaction

Review health cards for your students, so that you are fully aware of any allergies, and what medication the student carries for use in emergencies. Be sure you are familiar with all laws/restrictions about giving medication to students before administering any type of medication.

Signs of allergic reaction:

- Itching
- Rash or Hives
- Sneezing
- · Localized swelling
- Swollen tongue
- Sweating
- Fright or shock
- Shortness of breath
- Vomiting
- Cough and hoarseness

Key items to keep in mind:

- CALL 911
- Follow their instructions.
- Remain calm.
- Assist in getting EPI-pen if student or adult carries one.
- Except for safety reasons, do not move the person having the allergic reaction.
- Notify Lead Teacher, Regional Supervisor, Director of Instruction, Corporate Office, and parent/guardian as soon as possible.

Insect sting

- If person is allergic to bee venom, CALL 911. Immediately administer EPI-pen, if they have one.
- Remove stinger immediately. Do not use tweezers, as they can squeeze a stinger, and can push more poison into the skin. Gently flick the stinger horizontally with a finger or credit card.
- Apply ice pack to affected area.
- Record time and site of insect sting, and any medicine administered. Attach to person's clothing.

Potential Suicide or Other Self-Harm

Because this situation requires specialized responses, your first action will be to contact the Director of Special Education Services or your area's school psychologist.

OFY's school psychologists provide specific intervention training on an on-going basis to new and veteran staff. The following information is a brief summary of some of the information/training that will be covered:

If a student should exhibit signs of self-harm, steps must be taken to protect that

student. If you suspect a student may harm him/herself, ask the student these

following questions:

- Do you plan to harm yourself or someone else?
- What plan do you have?
- Do you have access to those items (e.g., pills, gun, etc.)?

If the answer to any of these, or other similar questions, is "yes", or if you are unsure, follow these procedures:

- Keep the student in the Center. Contact either the Director of Special Education Services, or your area's school psychologist. If neither one of these people is available, contact the Regional Supervisor, or Director of Instruction. Only release the student to a parent or guardian.
- If the student expresses despair but reports no plans or means to hurt him/herself, contact your area's school psychologist to alert them to your concerns and request that they talk with the parent and the student. The school psychologist will follow up with the student to determine her/his emotional status and what additional interventions might be needed.

Ongoing training by Special Education Services will provide teachers with intervention methods to be used with students who are experiencing severe emotional distress.

- \bullet If a student refuses to stay and walks off campus, call 911 and explain the situation to the authorities. Be prepared to share the student's personal information, such as home address and parents' name.
- If a student has a weapon on him/her or has already taken steps to harm him/herself, call 911.

While you are waiting for the Director of Special education, school psychologist or supervisor, continue to engage the student. Here are a few suggestions to do while you are waiting:

- Encourage him/her to talk and listen to what they are saying. Keep comments and advice to a minimum.
- Encourage the student to write down their feelings.

Reminder! If the student refuses to remain with an adult until the school psychologist or the parent arrives, call 911!

Harassment, parent issues, restraining orders, or even the death of a classmate or staff member are issues that may affect the emotional health of a student. Great care must be taken in dealing with problems or situations as they arise so that the student(s) may continue to pursue their goals without conflict.

Harassment • Parent Issues • Restraining Order • Death

Harassment

Harassment includes, but is not limited to, physical(bullying), sexual, verbal, emotional, mental, or visual harassment. Keep in mind that "cyber bullying" is also considered harassment and must be taken seriously, and dealt with immediately. If a student, parent/guardian, or staff member feels they are being harassed and want to report it confidentially, or they feel their concerns are not being handled, please call the OFY Employee Hotline at (866) 689-4685 or Human Resources at (626) 685-9300.

If the student feels he or she is being harassed:

- Document what the student tells you.
 - Inform the Regional Supervisor immediately.
 - The Regional Supervisor will contact the appropriate parties for a meeting.
- Once the Regional Supervisor contacts the family, the alleged harasser may not come into the Center until the meeting occurs.
- Ensure the alleged victim and harasser(s) are not in the Center at the same time before the meeting occurs.

If a staff member reports harassment by another staff member or adult:

- Document what the person tells you. Obtain as much detail as possible who, what, when, where, any witnesses, frequency of alleged harassment.
- Inform the Regional Supervisor, who will report the incident to corporate Human Resources.
 - Review the Employee Handbook instructions on reporting alleged incidents of harassment.
 - To the extent possible, protect the victim from further incidents and retaliation.

Parent Issues

- Listen!
- Provide immediate, direct, active, authoritative intervention.
- Recognize people in crisis as in a temporary state of disturbance.
- Communicate confidence in yourself.
- Communicate in a calm, organized way; help limit disorganization and confusion.
- Provide accurate information about the situation, i.e., answer questions.
- Accept every person's right to his/her own feelings.
 - Attempt to calm the victim and relieve the anxiety and stress, but do not make unrealistic promises.
 - Do not impose your methods of problem-solving upon them; exploring the person's own solutions will be most successful.
- Use active listening techniques.
- Accept your own limitations in a relief role; do not attempt to be all things to all people.
- Illicit the help of your Lead Teacher/Regional Supervisor.

Restraining Orders

We must abide by terms of restraining orders.

If the adult named in the restraining order tries to contact the student:

- Inform the adult they may not enter the Center.
- If they enter, or contact the student outside of the Center, remove the student to another room.
- Explain we must abide by the law.
- Call 911 if the adult does not leave.
- Document the incident.

Harassment • Parent Issues • Restraining Order • Death

Death of a Student or a Staff Member

A student/staff member's death, whether the result of a car accident, homicide, suicide, or other causes, will have a deep impact on students and staff alike. Developing a communication strategy before such a tragedy occurs will help staff to know what to say to the student's family and the Center's community.

Key items to keep in mind:

- Verify the death and obtain as much information as possible.
- Contact Lead Teacher, Regional Supervisor, Director of Instruction, Deputy Supervisor, and Corporate Office as soon as possible.
- Contact the student's family to offer condolence and support. Obtain information about the funeral/memorial service. Respect their wishes.
- Protect the privacy of the family. OFY neither gives nor confirms information to the media or other entities.
- If the death occurred outside of Center days/hours, try to inform the staff prior to notification of the students.
 - Contact your area's school psychologist and begin crisis intervention as soon as possible.
- Hold a staff meeting led by the leadership team as soon as possible to share details that
 are known, discuss notification of students, availability of support services, and the
 referral process for students and staff who want or need counseling support and
 assistance.
- Develop a plan for notifying students and sharing information about availability of support services.
 - Prepare a parent/guardian information letter for students to take home.
- Meet w/Staff and crisis team to evaluate response and determine what additional resources might be needed.
 - Continue to monitor staff and students for additional supportive needs.

For a civil disturbance, precautionary measures must be taken to keep students and staff from undue exposure to danger. Staff must remain calm to avoid provoking aggressions and to keep students in the Center, away from potential harm. Threat Level Red is determined by Homeland Security ADVISORY System and is specific to each community.

Civil Disturbance/Student Riot

For a civil disturbance, precautionary measures must be taken to keep students and staff from undue exposure to danger. Staff must remain calm to avoid provoking aggressions and to keep students in the Center, away from potential harm.

- Initiate LOCKDOWN, if warranted.
- · Close and lock all doors.
- Close curtains and blinds.
- Move away from the windows to protect student from flying glass.
- Duck and cover.
- Call 911.
 - Remain with students until the local authorities have said it is safe to leave.
 - Maintain an accurate record of events, conversations and actions.

In a student riot situation, controlling the students that are threatening the safety and security of others is the primary task.

- Initiate LOCKDOWN, if warranted (see above). Notify police if assistance is needed.
- Call 911.
- Control student access to the Center. Move non-involved students away from the area of agitation.
- Communicate to students that they must stop the disruptive behavior immediately, and that further participation in the disruption may lead to suspension or arrest.
 - Identify the reason/reasons for the disturbance.
 - Provide a controlled opportunity for students to vent.
- Follow up with crisis intervention or counseling. Contact Director of Special Education Services.
 - Notify parent/guardians about the incident, as appropriate.

As soon as possible:

- Call Lead Teacher, Regional Supervisor, Director of Instruction, and Corporate Office.
- Continue after-care with your area's school psychologist.
- Document incident

Threat Level Red/Terrorist Attack/War

Threat Level Red is determined by Homeland Security ADVISORY System and is specific to each community.

A terrorist attack may result in the following:

- Damage beyond the Center's boundaries.
- Victims who are contaminated or seriously injured.
- Widespread fear and panic.
- A crime scene to protect.

Key items to keep in mind:

- Keep Students Calm.
- Listen to the radio and television for current information and instructions.

Initiate appropriate ACTION for the specific situation:

- DUCK, COVER AND HOLD
- EVACUATION
- SHELTER IN PLACE
- TAKE COVER
- Do not release students unless told to do so by the appropriate authorities.
- Continue to monitor information on radio and television.

Who is in Charge and Who to Call (Complete both copies of this list, and post detachable copy in a visible spot.)

In addition to the guidelines presented here, each Center will have specific needs, layouts and community resources. To accommodate differences in location, it is imperative that each Center add information that is pertinent and applicable to their site.

(Complete and post)
CENTER NAME_
CENTER ADDRESS _
CENTER PHONE NUMBER
This Center's designated meeting place is:
(include specifics of location and an evacuation map)
Designated Emergency Coordinator _
Designated Alternate _
ORDER OF CONTACT FOR MANAGEMENT
1. Lead Teacher _
2. Regional Supervisor _
3. Director of Instruction _
4. OFY Corporate Office _

Emergency Phone Numbers • Student release procedure

COMMUNITY RESOURCES

(Complete both copies of this list, and post detachable copy in a visible spot.)

EMERGENCY: 911

All contacts current as of 4/2010

Local Police/Sheriff
Local Fire Station
Emergency radio station
County Emergency Operations Center
Red Cross Emergency(888) 737-4306
OFY Corporate Office(626) 685-9300
Child Abuse Hotline(800) 540-4000
Or (800) 4-A-CHILD
Rape & Sexual Assault Hotline(800) 656-4673
Or (800) 339-3940
California Youth Crisis Line(800) 843-5200 (24 hours)
Suicide Prevention Crisis Line(800) 273-TALK
HIV&STDTesting(free&confidential)(800)610-0346
CA HIV & AIDS Hotline(800) 367-2347
National Runaway Switchboard(800) 621-4000
Or (800) RUNAWAY
Teen Dating Abuse Hotline(866) 331-9474
Local Homeless Services and
Local Free/Low-cost Clinicswww.lahsa.org/hotlines.asp
Poison Control(800) 222-1222
Alcohol and Drug Help Line(800) 229-7708

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Local Homeless Services and					
Local Free/Low-cost Clinicswww.lahsa.org/hotlines.asp					
Poison Control(800) 222-1222					
Alcohol and Drug Help Line(800) 229-7708					

Student Release Procedure

In case of an emergency, and to the extent possible, the following guidelines will be followed in releasing students:

No Student under 18 will be released from school unless a parent, guardian or authorized adult comes for them.

No student under 18 will be allowed to leave with another person unless the Center has prior written permission.

Student 18 and over will be allowed to leave on their own after the local authorities have said it is safe to do so.

All parents or designated adults who come to pick up students must provide a photo ID.

Release Process

Incident Commander (Supervisor, Lead, Emergency Coordinator or Designate)

- Notify Staff to evacuate and advise "This is not a drill!"
- Direct teachers and students to a pre-designated meeting place
- Analyze situation and re-evaluate evacuation spot to determine if students should be moved
 - Assign emergency tasks to staff
 - Determine need for medical and other assistance
 - Determine search and rescue needs
 - Reassess as situation changes
 - Keep staff informed as to status of missing or injured students or staff
 - Set up Student Release Station and assign team
 - Establish a waiting places for parents/guardians
- Of missing or injured students, where they can meet with a school psychologist for crisis intervention
 - Of students waiting to be released

All Center Staff

- Evacuate student to designated meeting area. MAINTAIN CALM.
- Take roll. Use the following code:

A = Absent

M = Medical for injured students

U = Missing or Unaccounted for

H= Transferred to medical facility or hospital (include name of facility)

- Report population assessment to Incident Commander
- Organize students in a group to stay together
- Monitor students' medical and emotional condition
- Conduct a secondary population assessment after about 10 minutes to check on any changes in student's medical or emotional condition

Student Release Team

(as assigned by Incident commander)

- Gather student lists from teachers and master roster (if available)
- Set up Release Station
- One Release Team Member should be a runner to locate students and bring them to the Release Station as parents arrive for pick up.
- As parents/guardians come for students, record child's name, and ask parent or guardian for a photo ID and to sign out the student, along with their relationship to the students:

Example: Student John Smith	Parent/Guardian George Smith	Relationship Father	ID Name and signature X
Jo Garcia	Catalina Garcia	Mother	X
Jessie Jones	Mary Brown	Guardian	X

• Refer parents/guardians of injured or missing students to Incident Commander

Parent Notification

- The Incident Commander will initiate parent notification instructions to the Student Release Team. To the extent possible, phone calls will be made to the authorized parent or guardian, instructing them where and how to pick up their student.
- All students under 18 will remain under the supervision and care of the school until released to a parent or authorized designee
- Students will only be released to a parent, guardian or authorized adult listed on the student Enrollment/Emergency card
- Students must be signed out by a parent, guardian or authorized adult
- Students who are not picked up or who are unable to proceed home safely on their own, will be kept at the school or at a designed alternative shelter
- Parent should notify the persons designated as emergency contact for their child so that they are aware of such authorization and any medical needs of the child.
- Students over 18 may be released without parent authorization.

Exhibit M: Job Safety Handbook



Job Safety Handbook

General Safety and Health Program

It is our goal to eliminate occupational injuries and illnesses and to provide a safe and healthy work place for all employees. The priority of workplace safety and health is of such importance that it is placed above operating efficiency and productivity whenever necessary.

To attain this goal, a job safety and health program has been adopted to provide information, training, and precautions concerning safe and healthy work practices applicable to the workplace in general, and to the more unique requirements of each job. The program also includes systems for investigating work-related injuries and illnesses, identifying and evaluating workplace hazards, and correcting unsafe work conditions.

To be successful, the program requires cooperation in all safety and health matters, not only between supervisor and employee, but also between each employee and his or her coworker. It is the obligation of every employee to comply with the requirements of the safety and health program at all times.

Employees who fail to adhere to job safety and health standards are subject to disciplinary action, including, but not limited to verbal reprimands, written warnings, suspension, and/or immediate discharge. The degree of discipline in any instance is at the sole discretion of management. Nothing in our job safety and health program, however, changes any other lawful employment policy or practice including the right of any employee or the employer to terminate employment at any time with or without cause or notice.

Reporting Unsafe Work Conditions

Employees have the RIGHT and OBLIGATION to report unsafe conditions, safety and health hazards, and safety violations of others. If you wish to make a report, it may be made orally to your supervisor or to another member of management, or you may submit a report in writing, either signed or anonymously. An Employee Report of Safety/Health Hazard form (a copy is located in the rear of this handbook) may be used for this purpose. All reports are considered whether or not they are signed. You also have the right to report any such matter to the appropriate state or federal Occupational Safety and Health agency. Employees who report unsafe work conditions or practices are protected by law and may do so without fear of reprisal.

Reporting Work-Related Injuries or Illnesses

All work-related injuries and illnesses, regardless of their type or seriousness, must be reported to management IMMEDIATELY. Ordinarily, a written report concerning the incident and a request for workers' compensation benefits, if applicable, are required. Employees who report work-related injuries and illnesses are protected by law and may do so without fear of reprisal.

It is illegal for any person to knowingly make any false or fraudulent statement or representation for the purpose of obtaining workers' compensation benefits. Certain acts, including, but not limited to violation of restrictions concerning drugs and/or alcohol, failure to properly report a work-related injury or illness, refusal to submit to medical treatment when such treatment is warranted, or failure to follow treatment directions of an attending health care provider may forfeit the right of an employee to workers' compensation benefits.

First Aid and Medical Attention

Proper treatment must be obtained for all injuries and illnesses, no matter how slight:

- 1. Basic first aid is ordinarily adequate treatment for minor cuts, abrasions, and similar injuries; more comprehensive emergency medical attention must be obtained in the case of more serious injuries or illnesses. The following actions should be taken as required by the extent of the injury:
 - a) First aid should be administered if needed to control bleeding or prevent further injury. Persons who may have broken bones should not be moved unless absolutely necessary. If the victim is in contact with a live electric current, the electricity should be turned off before rescue contact is made.
 - b) The appropriate emergency response personnel (fire department, ambulance, etc.) must be notified immediately if on-site medical attention and/or transport to an emergency hospital is required because of the seriousness of the injury.
 - c) If, because of the lesser degree of injury, emergency response personnel is not needed for transportation, the injured should be transported for treatment to an approved licensed medical professional and/or facility approved by management.
- 2. If a toxic or hazardous material comes in contact with the body, the applicable treatment must be administered in accordance with the Material Safety Data Sheet for the substance. While chemical contact with the eyes or skin normally is treated by immediate flushing with water, there may be exceptions. MSDS instructions and professional medical advice must be followed.

General Safety Rules

A good safety record is the result of safe working conditions combined with an alertness to common sense safe and healthy work practices by all employees. Compliance with the following general safety rules can lead to injury and illness prevention:

- 1. Sound judgment and safe practices must be exercised in the work habits of all employees.
- 2. No person shall be knowingly allowed on the job with illegal drugs in his/her system or if his/her ability to safely perform the assigned task is impaired by the use of alcohol, prescription drugs, over the counter medications, or other foreign substances.
- 3. Personal safety protection equipment must be used as, and where, required by OSHA regulations and/or management.
- 4. Equipment is to be operated only by those authorized as a result of their knowledge, training, and experience.
- 5. Guards and safety devices installed over a point of operation, moving parts, power transmissions, or electrical connections must be in place at all times.
- 6. Fire protection and prevention practices, including the clearance of passage aisles and doorways, proper storage of flammable materials, and control of smoking and open flame, must be observed at all times.
- 7. In the event of fire, sound alarm and evacuate.
- 8. Upon hearing fire alarms stop work and proceed to the nearest clear exit. Gather at the designated location. For more information contact the designated emergency coordinator.
- 9. Only trained workers may attempt to respond to a fire or other emergency.

- 10. Exit doors must comply with fire safety regulations during business hours.
- 11. Never leave desk or cabinet drawers open that present a tripping hazard. Use care when opening and closing drawers to avoid pinching fingers.
- 12. Appliances such as coffee pots and microwaves should be kept in working order and inspected for signs of wear and tear, or fraying of cords.
- 13. Equipment such as scissor, staplers, etc. should be used for their intended purposes only and should not be misused as hammers, pry bars, screwdrivers, etc. Misuse can cause damage the equipment and possible injury to the user.

In addition to the general rules listed above and the practices listed in this Job Safety Handbook, other more specific safe and healthy work practices may apply to your assignment. If so, you are required to know and follow them carefully. All employees must comply with all laws, rules, and regulations concerning safe and healthy work practices as published by governmental agencies having jurisdiction over such matters.

Emergency Action

An Emergency Action Plan has been developed to designate the actions that must be taken to ensure employee safety in the event of fire, flood, earthquake, and other emergencies. It includes: 1) emergency actions to be taken as determined by the nature of the event, escape procedures, and emergency route assignments; 2) procedures to be followed by employees who remain to perform critical operations before they evacuate; 3) procedures to account for all employees after emergency evacuation has been completed; 4) rescue and medical duties for employees who are to perform them; 5) the preferred means of reporting fires and other emergencies; and 6) names or job titles of persons or departments who can be contacted for further information or explanation of duties under the plan.

SPECIFIC INSTRUCTIONS: As applicable to the facility in general and to specific work areas, the above information is posted and diagrammed (unique procedures and information may apply to specific work areas). All employees have the obligation to make themselves familiar with the procedures.

Workplace Security

VIOLENCE: Acts or threats of violence are not tolerated in the workplace. Any such behavior may result in offenders being removed from the premises; referral to law enforcement; and/or, if involving an employee, disciplinary action including immediate discharge. All violent acts and/or threats must be immediately reported to management; such reports may be made without fear of retaliation.

SUSPICIOUS PERSONS: All employees must be alert to persons whose actions or presence appear to be of a suspicious nature not typically expected of an ordinary employee or visitor. If there are doubts concerning the intentions of any such person, you should avoid the individual as best possible, quickly but quietly notify a supervisor, and/or follow other applicable security procedures.

KEYS: Keys to the premises, buildings, offices, or storage units must, at all times, be kept where they are securely in the possession of the employee to whom they are assigned; they should not be loaned to others and may not be duplicated.

ASSAULT BY AN INSIDER is a violent act or event by a current or former employee, supervisor, manager or other person who has had some employment-related involvement, such as an employee's spouse or significant other, relative or friend, or another person who has a dispute with an employee.

Every effort must be made to minimize the chances of such violent acts or events by performing the following: 1) all acts or threats of violence within the workforce must be immediately reported to management; 2) doors should be

kept locked to prevent unauthorized persons from entering areas where they do not belong; 3) keys that allow access to work areas should be readily available for use in case of emergency; 4) any sign of agitated or hostile discussions between employees should be immediately reported to management; 5) alarm or warning devices should be used to alert others of the need for assistance; 6) employees should not enter any area or location where they feel threatened or unsafe; and 7) use of buddy systems to support, protect, and account for employees.

ASSAULT BY AN OUTSIDER is a violent act or event in the workplace (other than robbery) by a person (normally the recipient of a service provided by the organization such as a customer, student, etc.) who is not an employee and/or has no employment-related involvement with the employer.

Every effort must be made to minimize the chances of such violent acts or events by performing the following: 1) limit outsider access to designated public areas only; 2) maintain counters and/or physical barriers to create separation between employees and outsiders; 3) identify escape routes to be used in the event of violent acts or incidents; 4) communicate with outsiders in an effective and calm manner to diffuse hostile situations; 5) use warning systems to summons assistance and/or to notify others of security dangers; and 6) use buddy systems to support, protect, and account for employees.

LOCKDOWN: Lockdown is initiated to isolate students and school staff from danger. Lockdown is used to prevent intruders from entering occupied areas of the building. During, Lockdown, all exterior doors are locked and student and staff are to remain in the Center or designated locations at all times. No one is permitted to enter or leave during Lockdown. Students are instructed to lay down on the floor, and the doors are locked and all shades or blinds are closed When clearance is received, an all clear signal will indicate that is it is safe to unlock the doors and return to normal class routine.

ROBBERY is a violent act by persons (armed or unarmed) who enter the premises to commit a theft.

Every effort must be made to minimize the chances of robbery by: 1) keeping counters and unobstructed views from exterior windows; 2) to the extent possible, maintaining adequate lighting of the building and parking lots after dark; 3) employees being aware of activity outside the building and reporting suspicious persons or events.

During a robbery, employees must take steps to minimize the chance of personal injury by: 1) remaining calm and speaking to the robber in a cooperative tone; 2) not arguing or fighting with a robber, there should be no resistance whatsoever and money or demanded items should be handed over; and 3) moving slowly and explaining each move to the robber before the move is made.

Following robbery, actions must be taken to increase the chance of apprehending the robber/s: 1) employees should stay where they are until they are certain the robber(s) have left the premises; 2) all doors should be immediately locked and the police called; 3) a written description should be made of everything remembered about the robber(s) and the robbery; 4) until police arrive, doors should not be opened for anyone except known security or management personnel; and 5) no attempt should be made to follow or chase a robber.

General Work Environment

All work areas must be kept clean and orderly.

When meals are eaten on the premises, they must be eaten in areas where there is no exposure to toxic materials or other health hazards.

All spilled materials or liquids must be cleaned up immediately. Work surfaces must be kept dry or appropriate means taken to assure that surfaces are slip-resistant.

Waste, scrap, and debris must be stored safely and removed from the worksite regularly. 10 Toilets and washing facilities must be kept clean and sanitary.

Toilets and washing facilities must be kept clean and sanitary.

Individual heaters at work areas should be kept clear of combustible materials such as drapes or waste from waste baskets. Newer heaters which are equipped with tip-over switches should be used.

Fans used in work areas should be guarded. Guards must not allow fingers to be inserted through the mesh. Newer fans are equipped with proper guards.

Fire Prevention

NO SMOKING is allowed inside buildings, or outside within 20 feet of the premises?

Fire extinguishers must be used as directed by the manufacturers' instructions. Standard classes are as follows:

Class A - Ordinary combustible material fires.

Class B - Flammable liquid, gas or grease fires.

Class C - Energized-electrical equipment fires.

Fire doors and shutters must be unobstructed.

Proper clearance (18 inches) must be maintained below sprinkler heads and they must be protected by metal guards when exposed to physical damage.

Combustible scrap, debris, and waste must be stored safely and removed from the worksite promptly.

Flammable liquids must be kept in closed, fire-resistant containers when not in use or until removed from the worksite.

All spills of flammable or combustible liquids must be cleaned up promptly.

Electrical

All employees are required to report, as soon as practical, any obvious hazard to life or property observed in connection with electrical equipment or lines. Preliminary inspections and/or appropriate tests must be made to determine what conditions exist before starting work on electrical equipment or lines.

All machines, equipment, appliances, portable electrical tools, and extension cords must be grounded or have a grounding conductor as applicable.

Employees are prohibited from working alone on energized lines of equipment over 600 volts.

Lifting

Back injuries can happen as quickly as one wrong move. Lifting and carrying objects can be safer if: 1) when lifting items from below arm level, bend your knees, not your back, to lower your body to the object; 2) bring the load as close as possible to the body before lifting; 3) grip firmly with your hands (not just fingers) and keep your arms and elbows tucked in for more strength; 4) lift by letting your legs push you up, not your back; 5) be sure you can see where you are going and move slowly enough to avoid bumping into other objects; and 6) do not twist your body while carrying heavy objects; twisting is a major cause of injury. If you need to change directions, move your feet in that direction first.

Lifting is safest when you keep your back straight and your stomach muscles tight. Staying in good physical condition and getting proper exercise are also important.

Loads should be broken down to movable weights, routes planned, and legs used to do the work. If an object is too heavy, help should be obtained or a handcart or device used.

Ergonomics

Work should be performed in a position that eliminates eye strain and/or glare.

Work should be performed so that prolonged raising of the arms is not required and so that the neck and shoulders do not have to stoop to view the task.

Equipment should be positioned so that tasks can be performed comfortably; furniture should be adjusted and arranged to minimize strain on all parts of the body.

Work should be performed in a way that eliminates pressure points on parts of the body (wrists, forearms, back of thighs, etc.).

Computer monitors should be placed approximately 12 to 18 inches from the operators face with the top line of the display just below eye level. Positioning the screen to eliminate backlight and glare is helpful in eliminating eye strain. A document holder should be positioned at the same height as the screen.

Keyboards should be tilted to a comfortable angle that allows access to all keys. Wrists should be as straight as possible and elbows at a 90 degree angle so that the operator's hands and lower arms are parallel to the floor.

Chairs should be adjusted so that keyboard operators sit with their back straight and head level. Feet should be on the floor or on a footrest. The backs of knees should be at a 90 degree angle and slightly higher than the chair scat. The lower back should be supported to allow for a natural inward curve.

Before and periodically during computer monitor and keyboard use, the operator should stretch and exercise the hands and forearms.

Exits

All exit doors and passages must be clear and free of obstruction.

Exit signs, and their illuminating light source, must be kept clear of obstruction and in place at all times.

Walkways

Aisles and passageways must be kept clear of obstruction.

Materials spilled in walkways must be cleaned up immediately.

Materials or equipment must be stored in such a way that sharp projectiles will not interfere with walkways.

Materials must be stored so that adequate headroom is provided for the entire length of any aisle or walkway.

Stairs and Stairways

Handrails on stairways must be used to prevent falling; steps should be taken one at a time.

Slip resistant material applied on the surface of steps must not be removed.

Where stairs or stairways exit directly into any area where vehicles may be operated, barriers and warnings must be observed to prevent stepping into the path of traffic.

Hazard Communication (Right-to-Know)

Easy reference to important information regarding hazardous substances in the workplace is found on labels and in Material Safety Data Sheets (MSDS) for each such substance.

MSDS information includes: 1) the name of the substance and the name, address, and emergency telephone number of its manufacturer; 2) the substance's hazardous components, chemical ID and common names, worker exposure limits, and other recommended safe exposure limits; 3) a description of the substance's boiling point and melting point, vapor pressure, vapor density, and evaporation rate, solubility in water and specific gravity, and normal appearance and odor; 4) the flash point, flammability levels, type of equipment needed to put out a fire, and special fire-fighting procedures to follow; 5) what happens if the substance is combined with other chemicals, air, or water, and what conditions to avoid; 6) possible health hazards, signs and symptoms of exposure, medical conditions generally aggravated by exposure, and emergency and first aid procedures; 7) what to do in case of a spill, leak, or any accidental release; waste disposal method; and precautions to be taken in handling and storing; and 8) the type of protective equipment and safe work practices to be used and followed when working with the substance.

You must review the MSDS before starting any job using a hazardous material about which you are not familiar. Read labels and the MSDS carefully, follow warnings and instructions, use correct protective clothing and equipment when directed, learn emergency procedures, and practice safe work habits. If you have questions about a hazardous material, ask your supervisor for a complete explanation. Failure to comply with the requirements of a MSDS may result in disciplinary action up to and including immediate discharge.

This description of the hazard communications standard is provided as a summary only. Full details, including a list of the hazardous materials known to be used in this organization, are attached to the employer's official Hazard Communication Plan. A copy may be obtained from your supervisor.

Vehicle Safety

Because vehicle accidents are a leading cause of work-related injuries and deaths, vehicle operation, while in the course of your employment, must display safe driving habits and not reflect exhibitions of speed or recklessness. Compliance with all local, state, and federal traffic laws is required.

You should drive defensively at all times by continually watching for hazardous conditions, understanding how to defend against them, and taking action in time to avoid problems. Keep your eyes and attention on the road and others, and adjust your speed and driving to changing weather and traffic conditions.

A full charged fire extinguisher, in good condition, with at least a 4 B:C rating must be maintained in each employee's transport vehicle.

Effective July 1, 2008, it is illegal to drive a motor vehicle while using a wireless telephone, unless using a telephone designed and configured for hands-free listening and talking. This offense would be punishable by a fine issued by law enforcement agencies.

This does not apply to a person who is using the cellular telephone to contact a law enforcement agency or other public safety entity for emergency purposes, or to an emergency services professional while he or she operates an authorized emergency vehicle.

Effective January 1, 2009, text-based communication while driving is prohibited as well, with the same penalties as using a cell phone while operating a vehicle. Specifically, the law prohibits writing, sending, or reading text-based communication – including text messaging, instant messaging, and e-mail – on a wireless device or cell phone while driving.

DRIVER LICENSES AND DRIVING RECORDS: All employees who, as a part of their duties, have need to operate vehicles on public roads must hold a valid, properly classed driver license and possess a driving record acceptable to management. Failure to do so may result in loss of driving privileges, change of assignment, or disciplinary action up to and including discharge.

SEAT BELTS: Employees are required to wear seat belts at all times when operating or riding in an employer-owned vehicle and/or when operating or riding as a passenger in any other vehicle during the course of their employment.

ALCOHOL AND DRUGS: The consumption of alcohol or drugs (even over-the-counter medications and prescriptions), can slow reactions, blur vision, reduce ability to determine distance, and impair judgment. It is, therefore, a violation of our safety policy for any employee to operate a vehicle with illegal drugs in his/her system or while impaired by alcohol, prescription drugs, or over-the-counter medication.

Housekeeping Assignments

Lights should be turned on before entering a dark room.

The contents of wastebaskets should be emptied into rubbish receptacles for disposal. Hands should not be put into a wastebasket.

To avoid electrical shock, hands should be dry before switching on lights or handling electric appliances.

Mops, brooms, buckets, etc. must be stored in safe places; they are not to be left in halls, passageways, or on stairs where they may cause falling accidents.

Hand Tools

All hand tools and equipment (both employer and employee-owned) used by employees at the workplace must be in good condition. Worn or bent tools must be replaced. Broken or fractured handles on any hand tool must be replaced promptly. Appropriate handles must be used on files and similar tools. Tool handles must be wedged tightly in the head of all tools. Tool cutting edges must be kept sharp so the tool will move smoothly without binding or skipping.

Portable Power Tools

Power tools must be used with the correct shield, guard, or attachment as recommended by the manufacturer.

ACKNOWLEDGEMENT OF RECEIPT AND UNDERSTANDING

EMPLOYER: Education Management Systems, Inc.

I have received a copy of the Job Safety Handbook for the employer named herein. I acknowledge my obligation to read, understand, and comply with its contents and directives.

Name (Print):	
Title:	
Signature:	
Date	

Opportunities For Learning Public Charter School Suspension and Expulsion Policy and Procedure

This 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 noncharter 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 the 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 ("IDEIA") 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.

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 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.
 - g) Stole or attempted to steal school property or private property.
 - 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) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
 - 1) Knowingly received stolen school property or private property.

- m) 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.
- n) 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.
- o) 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.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) 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.
- r) Made terroristic threats against school officials and/or school property. 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, or the personal property of the person threatened or his or her immediate family.
- s) 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.

- t) 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.
- u) Intentionally harassed, threatened or intimidated 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 student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) 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 and transmission originated on or off the schoolsite, 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, 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. 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.
- w) 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).
- x) 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 students 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.
- g) Stole or attempted to steal school property or private property.
- 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.
- 1) 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.

- q) Made terroristic threats against school officials and/or school property. 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, 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 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 student rights 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 and transmission originated on or off the schoolsite, 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, 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. 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).
- 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 students 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 Board of Managers that a student has brought a fire arm 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.

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 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. This conference shall be held within two 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 guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. 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

A student may be expelled either by the Charter School Board of Managers following a hearing before it or by the Charter School Board of Managers upon the recommendation of an Administrative Panel, to be assigned by the Board of Managers as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a member of the Charter School Board of Managers. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

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 at least three (3) days prior to the 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 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 person 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 person 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 person 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 hearsay. Sworn declarations may be admitted as testimony 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 of Managers, which will make a final determination regarding the expulsion. The final decision by the Board of Managers shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Managers 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 of Managers to expel, shall send written notice of the decision to expel, including the Board of Managers 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 of Managers' decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County 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 of Managers 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 Board of Managers or the Administrative Panel following a meeting with the Principal or designee and the pupil and 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 Administrative Panel or Board of Managers following the meeting regarding his or her determination. 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 and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student who the Charter School or District 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, 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 alterative 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 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 or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

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) 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 USC 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 USC 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 IDEIA 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 IDEIA-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.

Adopted: March 2015	
Amended:	2017

Exhibit P: Projected Budget

Opportunities for Learning - Santa Clarita Projected Budget 2017 - 2022

			<u> 2017 - 2018</u>		<u> 2018 - 2019</u>		<u> 2019 - 2020</u>		<u> 2020 - 2021</u>		<u> 2021 - 2022</u>
ADA Projections			2,563		2,563		2,563		2,563		2,563
Resources Available	<u> </u>										
	A1b	LCFF	\$ 20,041,616	\$	22,334,250	\$	25,104,651	\$	25,083,929	\$	25,083,929
	A1b	Mandate Block	101,931		101,931		101,931		101,931		101,931
	A1b	EPA	3,588,929		1,716,444		-		-		-
	A1b	College Prep	359,016		421,621		462,938		483,657		483,657
	A1b	Restricted District Funding	-		-		-		-		-
	A1c	State Lottery	484,407		484,407		484,407		484,407		484,407
	A1d	In Lieu Property Taxes	3,581,357		3,581,357		3,581,357		3,581,357		3,581,357
	A1j	Special Ed	 -		-		-		-		
		Total Resources Available	\$ 28,157,256	\$		\$	29,735,284	\$	29,735,281	\$	29,735,281
			100%		100%		100%		100%		100%
Instruction Expense	s										
	B1a1	Certificated Salaries & Benefits	\$ 11,557,327	\$	11,788,474	\$	12,142,128	\$	12,142,128	\$	12,142,128
	B1a2	Classified Salaries & Benefits	643,200		656,064		675,746		675,746		675,746
	B1b	Books, Supplies & Equipment Contracts for Instructional Services -	1,915,340		1,953,647		2,012,256		2,012,256		2,012,256
	B1c1	Special Education	100		102		105		105		105
	B1c2	Contracts for Instruction Support	9,043,768		9,224,644		9,501,383		9,501,383		9,501,383
	B1c3	All Other Instruction	441,607		450,439		463,952		463,952		463,952
		Total Instruction Expenses	\$ 23,601,343	\$,,	\$	24,795,570	\$	24,795,570	\$	24,795,570
			84%		84%		83%		83%		83%
Operation & Facilities											
	B2c	Services & Other Operating Costs	\$ 1,675,120	\$	1,708,623	\$	1,759,881	\$	1,759,881	\$	1,759,881
	B2d	Facilities Acquisition & Construction	 10,137		10,340		10,650		10,650		10,650
		Total Operation & Facilities Expenses	\$ 1,685,258	\$		\$	1,770,532	\$	1,770,532	\$	1,770,532
			6%		6%		6%		6%		6%
Admin and Other	B3a1	Certificated Salaries & Benefits	\$ 363,932	\$	371,211	\$	382,347	\$	382,347	\$	382,347
	B3a2	Non-Certificated Salaries & Benefits	514		524		540		540		540
	B3c1	Contracts for Administrative Costs	30,997		31,617		32,565		32,565		32,565
	B3c2	Supervisorial Oversight	272,119		276,321		286,860		286,653		286,653
	B3c3	All Other Administration	1,950,678		1,989,691		2,049,382		2,049,382		2,049,382
		Total Admin and Other	\$ 2,618,239	\$		\$	2,751,694	\$	2,751,487	\$	2,751,487
			9%		9%		9%		9%		9%
Change in Net Asset	t		\$ 252,416	\$	178,314	\$	417,488	\$	417,692	\$	417,692
			1%		1%		1%		1%		1%
			2017 - 2018		<u>2018 - 2019</u>		2019 - 2020		2020 - 2021		2021 - 2022
		Cash Expenditures	\$ (27,904,840)	¢	(28,461,696)	¢	(29,317,796)	¢	(29,317,589)	¢	(29,317,589)
		Cash Receipts	\$ 28,157,256		28,640,010		29,735,284		29,735,281		29,735,281
		Investing Activities	\$ (1,100,000)		(1,100,000)		(1,100,000)		(1,100,000)		(1,100,000)
		Financing Activites		\$	1,000,000		500,000		750,000		500,000
		Change in Cash	\$ (847,584)	\$	78,314		(182,512)		67,692		(182,308)
		Beginning Cash	\$ 1,735,694	\$	888,110	\$	966,424	\$	783,912	\$	851,604
		Ending Cash	\$ 888,110		966,424	\$	783,912		851,604		669,296
						_					

Exhibit Q: School Calendar

		Jı	ıly 20	17		
S	M	T	W	Th	F	S
2	3	4	5	6	7	8
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30	31					
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		Septe	ember	2017		
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		Oct	ober í	2017		
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1 8 15 22	2 9 16 23	T 3 10 17 24	4 11	Th 5 12	6 13	7 14
1 8 15	2 9 16	T 3 10 17	W 4 11 18	Th 5 12 19	6 13 20	7 14 21
1 8 15 22	2 9 16 23	T 3 10 17 24 31	W 4 11 18 25	Th 5 12 19 26	6 13 20	7 14 21
1 8 15 22 29	2 9 16 23 30	T 3 10 17 24 31 Nove	W 4 11 18 25	Th 5 12 19 26 2017	6 13 20 27	7 14 21 28
1 8 15 22	2 9 16 23	T 3 10 17 24 31	W 4 11 18 25 ember W	Th 5 12 19 26 2017 Th	6 13 20 27	7 14 21 28
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School Closed/Holiday
Parent-Teacher Conferences
Last Day of School Year

31

2017-2018 School Calendar



Opportunities For Learning Public Charter Schools

Publi	c Charter Schools
June 25	Registration Opens
July 4	Independence Day
Sept.4	Labor Day
Sept. 19-20	Parent-Teacher Conferences
Nov. 10	Veteran's Day (observed)
Nov. 23-24	Thanksgiving Holiday
Dec. 24-31	Winter Break Holiday
Jan. 1	New Year's Holiday
Jan 2	Spring Semester Begins
Jan. 15	Martin Luther King Jr. Day
Feb. 19	President's Day
Feb. 20-21	Parent-Teacher Conferences
March 19-20	Spring Break Holiday
May 23	Graduation
June 18-22	Summer Break

	Renaissance STAR Assessments							
1 st	Upon Enrollment							
2 nd	December/January							
3 rd	April/May							

State Examinations								
Test	Testing Window							
CAASPP	TBD (April-May)							
CAST	TBD (Spring 2017)							

CELDT/ELPAC							
Initial	CELDT (Upon enrollment)						
Summative	ELPAC (Spring 2018)						
	ACT/SAT Exams						
ACT	Scheduled with advisor						
SAT	Scheduled with advisors						

AP I	Exams
May 7 to 11	May 14 to 18
A-Track Begins	A-Track Ends

A-Track Begins	A-Track Ends
B-Track Begins	B-Track Ends
C-Track Begins	C-Track Ends
D-Track Begins	D-Track Ends

		Jan	uary 2	2018		
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1 8 15 22 29 S	2 9 16 23 30 M	T 3 10 17 24 M T 1 8 15	W 4 11 18 25 (ay 20 W 2 9 16	Th 5 12 19 26 18 Th 3 10 17	6 13 20 27 F 4 11 18	21 28 S 5 12 19
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Operating Hours Monday-Friday, 8:00 am to 5:00 pm

		Mor	ıday			Tues	sday		V	Vedn	esda	y		Thur	sday	Friday	
8:00 AM	Prep	Prep		Prep	Prep	Prep		Prep	Prep	Prep	Prep		Prep	Prep	Prep	ning	
8:30 AM	\/B	/B		ention	\/B	ЛВ		ention	\/B	Љ	se A/B		\/B	Љ	se A/B	onal Lear	
9:00 AM	English 11 A/B	Algebra I A/B		Literacy Intervention	English 11 A/B	Algebra I A/B		Literacy Intervention	English 11 A/B	Algebra I A/B	Physical Science A/B		English 11 A/B	Algebra I A/B	Physical Science A/B	Profession	
9:30 AM	Eng	Alg		Literac	Eng	AI_{g}		Literac	Eng	βIA	Physic		Eng	Alg	Physic	ainings,]	
10:00 AM	v/B	\/B		ention	√B	\/B		ention	v/B	\/B	/B		√B	\/B	/B	cation tra	
10:30 AM	English 9 A/B	Geometry A/B		Literacy Intervention	English 9 A/B	Geometry A/B		Literacy Intervention	English 9 A/B	Geometry A/B	Biology A/B		English 9 A/B	Geometry A/B	Biology A/B	pment cial Edu msibiliti	
11:00 AM	En	ğ		Litera	En	Ge		Litera	En	Ge	Bi		En	Ge	Bi	Teacher Prep and professional development onal student support, student portfolios, Special Educat Communities, and other administrative responsibilities)	
11:30 AM	Lunch	Lunch		Lunch	Lunch	Lunch		Lunch	Lunch	Lunch	Lunch		Lunch	Lunch	Lunch	fessiona nt portfo ministrat	
12:00 PM	Lu	Lu		Γn	Γn	Γn		Γn	Lu	Γn	пŢ		Lu	Lu	Lu	and pro rt, studer	
12:30 PM	A/B	VB		ention	A/B	ΛB		ention	A/B	v/B	ce A/B		A/B	V/B	ce A/B	er Prep nt suppo ies, and	
1:00 PM	English 10 A/B	Algebra I A/B		Literacy Intervention	English 10 A/B	Algebra I A/B		Literacy Intervention	English 10 A/B	Algebra I A/B	Physical Science A/B		English 10 A/B	Algebra I A/B	Physical Science A/B	Teach nal stude	
1:30 PM	Eng	Ϋ́		Litera	Eng	Al		Litera	Eng	Al	Physic		Eng	Al	Physic	additior	
2:00 PM	ΛB	A/B		ention	VB	A/B		ention	ΛB	A/B	/B		ΛB	A/B	/B	pelnped	
2:30 PM	English 9 A/B	Algebra II A/B		Literacy Intervention	English 9 A/B	Algebra II A/		Literacy Intervention	English 9 A/B	Algebra II A/	Biology A/B		English 9 A/B	Algebra II A	Biology A/B	ations, so	
3:00 PM	En	Αlg		Litera	En	Αlβ		Litera	En	Alg	Bj		En	Αlξ	B	Teacher Prep and professional development (ILP modifications, scheduled additional student support, student portfolios, Special Education trainings, Professional Learning Communities, and other administrative responsibilities)	
3:30 PM	Prep	Prep		Prep	Prep	Prep		Prep	Prep	Prep	Prep		Prep	Prep	Prep	(ILP	
4:00 PM																	
4:30 PM																	
5:00 PM										enter	Clos						
Key		E	nglis	h				Math				S	cienc	e		Literacy	

	Monday			Tuesday			Wednesday				Thursday				Friday		
8:00 AM	Prep				Prep				Prep				Prep				ning
8:30 AM	ss 1)	ss 1				ss 1				ss 1				al Lear
	Class 1		nent	alists	GIS Class 1		nent	ialist)	GIS Class 1		nent	ialist)	GIS Class 1		nent	ialist)	ssiona
9:00 AM	CIS	Prep	SpEd Support Services and IEP Development	Student Support (e.g. counselors, EL specialists)	GIS	Prep	SpEd Support Services and IEP Development	Student Support (e.g. counselors, EL specialist)	CIS	Prep	velopi	Student Support (e.g. counselors, EL specialist)	CIS	Prep	GIS Class 2 GIS Class 1 Prep SpEd Support Services and IEP Development	Student Support (e.g. counselors, EL specialist)	Teacher Prep and professional development eduled additional student support, Student Portfolios, Special Education trainings, Professional Learning Communities, and other administrative responsibilities)
9:30 AM	Class 2	GIS Class 1			GIS Class 2	GIS Class 2 GIS Class 1			Class 2	GIS Class 1	I IEP De		GIS Class 2	Jass 1			
10:00 AM	GIS C								GIS C	GIS C	/ices and	g. couns	GIS C	GIS C			
10:30 AM	GIS Class 3	GIS Class 2			GIS Class 3				GIS Class 3	GIS Class 2	SpEd Support Services and IEP Development	pport (e.	GIS Class 3	Class 2			
11:00 AM	GIS	GIS C	pEd Sup	ıdent Suş	GIS (GIS (pEd Sup		OSIS (GIS C		udent Su	GIS	GIS C			
11:30 AM	Lunch	GIS Class 3	S	Str	Lunch	GIS Class 3	S	St	Lunch	GIS Class 3	S	Stı	Lunch	GIS Class 3	S	Sth	ofessions ant Portfe ministrat
12:00 PM	Lu	GIS (Lunch	Lunch	Lu) GIS	Lunch	Lunch	Lu	OSIS (Lunch	Lunch	Lu	GIS (Lunch	Lunch	and pro
12:30 PM	Class 4	Lunch	Lu	Lu	GIS Class 4	Lunch	Lu	Lu	GIS Class 4	Lunch	Lu	Lu	Class 4	Lunch	Lu	Lu	ner Prep
1:00 PM	GIS (Lu	nt	sts)	GIS (Lu	nt	ist)	GIS (Lu	nt	ist)	GIS (Lu	int	ist)	Teach
1:30 PM	GIS Class 5	GIS Class 4	EP Development	Student Support (e.g. counselors, EL specialists)	GIS Class 5	GIS Class 6 GIS Class 5 GIS Class 4	SpEd Support Services and IEP Development	Student Support (e.g. counselors, EL specialist)	GIS Class 5	GIS Class 4	SpEd Support Services and IEP Development	lors, EL specialist)	GIS Class 5	GIS Class 4	EP Development		(ILP modifications, Scheduled addition
2:00 PM	GIS C	GIS C			GIS				GISC	GIS		elors, EI	GISC	GISC	SpEd Support Services and IEP Dev		
2:30 PM	GIS Class 6	Jass 5	rices and		GIS Class 6				GIS Class 6	GIS Class 5		g. couns	GIS Class 6	Jass 5			
3:00 PM	GISC	GIS Class	port Serv		CISC				CIS C	CIS C	port Serv	Student Support (e.g. counsel	GIS C	GIS Class			
3:30 PM	Prep	GIS Class 6	SpEd Support Services and		Prep				Prep	GIS Class 6	Ed Sup		Prep	GIS Class 6			(ILP 1
4:00 PM		CIS C	$^{\mathrm{I}}\mathrm{S}$	Stu		GISC	SI	Str		OSIS C	$^{ m IS}$	Str		OSIS C	$^{\mathrm{I}}\mathrm{S}$	Str	
4:30 PM		Prep				Prep				Prep				Prep			
5:00 PM		1.	TIC T	1		-	1.	OTC 5		enter C			Т.	1 _/_		~	. 1 6
Key	A	.M. (IS T	eache	r(s)	Р	.M. (JIS I	Гeach	er(s)	S	pEd	Leac	her(s))	S	tudent Support



Conflict of Interest and Standards of Conduct Policy Disclosure of Financial Interest

Whereas, OFL-WSH, LLC ("Company") by its governing board desires to adopt a Conflict of Interest Policy ("Conflict of Interest Policy"), to ensure the independence of its board members and officers, the disclosure of any interests, financial or otherwise, that could impair an officer's or governing board member's independence, and to ensure the disclosure of any material conflicts;

Therefore, be it resolved that the following Conflict of Interest Policy is hereby adopted as the policy of the Company:

1. Designated Positions

Each person who is a member of the governing board ("Board Member") or who serves in the capacity of president, vice president, treasurer or secretary ("Officer") of the Company shall be subject to this policy.

2. Interested Person

Any person described in section 1 who has an actual and/or potential conflict of interest pursuant to section 3, is an Interested Person ("Interested Person"), for the purposes of this policy.

3. Conflict of Interest Defined

All Officers and Board Members are required to avoid any conflict of interest during his or her tenure or position with the Company. Any interest or involvement that conflicts with such person's duties or responsibilities or which could actually or apparently affect the person's independent judgment in matters affecting the Company shall be considered a conflict of interest. This includes any direct or indirect business, management or financial interest or activity, whether or not for compensation, in any business or entity that is a competitor, supplier or vendor of the Company or has any business dealings with the Company whatsoever.

4. Statement of Policy

Officers and Board Members are expected to conduct their personal affairs in a manner that does not affect the Company's integrity, reputation, or credibility. Off-duty conduct that affects the Company's legitimate business interests or an Officer and/or Board Member's ability to perform his or her work will not be tolerated.

5. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment or family (a) an ownership or investment interest in any entity with which the Company has a transaction, (b) a compensation arrangement with any entity or individual with which the Company has a transaction, and/or (c) has a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Company is negotiating a transaction. A financial interest is not necessarily a conflict of interest. Upon any disclosure of a financial interest by a Board Member(s) and/or Officer(s) pursuant to section 6, the remaining Board Members will determine whether the person with a financial interest also has a conflict of interest in connection with the subject transaction or arrangement.

6. Duty to Disclose

In connection with any actual or potential conflict of interest, an Interested Person shall disclose the existence of his or her financial interest, or any other interest that could be reasonably perceived as having the potential to compromise the Interested Person's independence. The Interested Person will be given the opportunity to disclose all material facts to the governing board of the Company or to any board committee ("Board Committee") to which the board may have delegated power to consider the proposed transaction or arrangements. Absent good cause, as determined by the governing board or Board Committee, the Interested Person shall be excluded from participating in any Company or governing board business related to the actual or apparent conflict.

7. Distribution of Policy

A copy of this policy shall be distributed to each person who holds any of the positions identified in section 1. Each such person shall execute a copy of this policy thereby acknowledging receipt, review, and understanding of the policy and by which such person agrees to be bound.

8. Acknowledgment of Independence

By executing this policy each person who holds any of the positions identified in section 1 further acknowledges that it is his/her legal duty to fulfill his/her position independently and free from the influence of any other person or entity.

The undersigned hereby certifies that he or	she has received a copy of the Conflict of Interest
Policy, has read and understood it, and agree	ees to abide by its terms.
Date:, 2017	<i>'</i> .
Print:	
Signed:	