Options For Youth
Public Charter Schools

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

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

Attending additional classes or programs assigned by the student's teacher, such as:
- Direct Instruction (DI): Math and Reading/Writing, Social Science, Science, or other subjects as assigned
- Sessions with Student Advisors and Resource Specialists
- RenStar Testing

State Mandatory Assessments such as:

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

Turning in all necessary paperwork and forms each school year a student wishes to remain enrolled, such as:
- Student Agreement Form
- Student Emergency Release Cards

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

_____	_____	_____
Signature of Student	Age	Date
_____		_____
Signature of Parent/Guardian *(Required for students under 18 years of age)*		Date

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

OFY-Acton-Agua Dulce Student Handbook

An exclusive WIOA Partner
2019-2020

This Student Handbook is also available on the
Options for Youth Website:
www.ofy.org

2019-2020 School Year

Dear Student,

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

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

Options for Youth 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,

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

Maricela Frymark, Charles Pak
Directors of Schools
Options For Youth Public Charter Schools

Acton-Agua Dulce Center Locations

Chino 1
7011 Schaefer Ave., Suite E
Chino, CA 91710
P: (909) 465-9529
F: (909) 465-9809

Fontana 1
16981 Foothill Blvd. #A6
Fontana, CA 92335
P: (909) 357-3168
F: (909) 357-2875

Fontana 2
17216 Slover Ave Suite L102
Fontana, CA 92337
P: (909) 429-0482
F: (909) 429-9212

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

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

Rancho Cucamonga
9849 E. Foothill Bvd., Suite G
Rancho Cucamonga, CA 91730
P: (909) 466-9082
F: (909) 466-9083

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

Victorville 2
11975 Hesperia Rd.
Hesperia, CA 92345
P: (760) 955-5900
F: (760) 955-5919

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Section 1 — Introduction

About the Student Handbook

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

History of the Program

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

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

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

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

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

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

Student Learning Outcomes

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

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

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

1. Take responsibility for own life.

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

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

Staff will measure progress by:

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

2. Think Critically.

Students will exhibit thinking critically by:

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

Staff will measure progress by:

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

3. Make Meaningful Interpersonal Connections.

Students will show they have made meaningful interpersonal connections by:

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

Staff will measure progress by:

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

Section 2 — General Information

General Enrollment Information

To enroll at OFY-AAD, the family should contact their local center. It is the goal of OFY-AAD to set students up for success. If a potential student has significant struggles with reading, independent study may not be the best option.

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

Lottery Policy

This procedure serves to streamline the process of randomly selecting future student to enroll at all school sites.

Options for Youth admits students entering the seventh through twelfth grades (but must be ages 14 and up) through a public, random lottery. Each site will initiate a lottery based on site capacity and current student enrollments. Lottery lists are kept for each site and last the duration of each academic school year.

If site is at enrollment capacity, the Center Coordinator will:

1. Notify parent/guardian
2. Add student to the lottery list
3. As space becomes available, randomly select a student from the lottery list using http://pickatrandom.com/
4. Regular enrollment practices resume

Who is responsible for compliance?

- Center Coordinator
- Principals as needed

Age of Enrollment[1]

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

Enrollment with Disabilities

As part of the enrollment process, OFY-AAD will request a copy of a current IEP from the district of residence or the parent may choose to provide a copy. The center staff will forward the documents to the special education department for review while moving forward with general enrollment practices. The school psychologist will notify the school team and any additional service providers of the student's enrollment so services can be setup and provided during the 30 day interim placement period.

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

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

Education of Homeless, Foster and Juvenile Justice System Students

Options for Youth Public Charter Schools provides open-enrollment to all students age 14 and older who reside in the county of or an adjoining county of the charter's authorizing school district regardless of nighttime residency. In accordance withThe McKinney-Vento Homeless Assistance Act (McKinney-Vento Act) (42 U.S.C. § 11431-11435), Options for Youth provides homeless students with equal access to free and appropriate education and support services necessary to meet the same academic standards as all other students.

Education Code Section 48853.5 provides foster youth with immediate enrollment in school regardless of the availability of school or immunization records. Foster and Juvenile Justice System students may qualify for certain graduation exemptions as explained in Education Code Section 51225.1.

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

Notice to Students Interested in Enlistment

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

Attendance and Academic Progress

Academic and social successes are significantly related to regular instruction and goal setting. OFY-AAD provides a successful alternative to traditional classroom-based school programs to empower students to achieve academic and

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

personal goals through the independent study program. The OFY-AAD independent study program allows students flexibility in scheduling their academic program. Teachers work with the students to determine their courses and appointments. To be successful and remain in the program, students must meet the minimum requirements:

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

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

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

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

Credit Policies

Credit Acceptance Policy

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

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

Withdrawal Credits

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

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

Repeating Courses

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

Grade Replacement Policy

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

Earning Credits at OFY-AAD

Students earn credit by completing the course work based on the material covered and learned in relation to the Carnegie Standard. Credits may be earned for grades "A" to "D" in all courses (grades 6-12). The charter school may accept transfer credits for grades "A" to "D" in applicable courses only from schools that have current Western Association of Schools and Colleges (WASC) or Association of Christian Schools International (ACSI) accreditations. (Credits from unaccredited schools will be evaluated on an individual basis.) However, actual mastery of skills represented by a "C" grade or higher is required for advancement in all

courses offered by the charter school. Standard credit is 5 units for each semester course passed. Physical Education and most elective courses are standard credit (5 unit maximum per semester). Since students have the flexibility to work at their own pace, they may require more or less time than the average 60 hours to complete 5 credits. Some courses are offered on a variable credit basis. In the courses that are variable credit, a student may earn more or fewer units than the standard. The amount of work completed and the content standards covered determine the course credit. Consult your instructor for prior approval.

Grading System and Grade Point Average

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

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

Superior achievement

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

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

Above average achievement

The student has done more than is expected of a student who satisfactorily completes the class objective.

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

Average achievement

The student has satisfied the objectives of the course.

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

Not meeting the Requirements

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

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

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 10 – Junior	120-179
Grade 10 – Senior	180-230

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

Grade Level Placement of Incoming Students

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

Pupil Grade Level Promotion and Retention Plan

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

Prohibited Grade Level Promotions or Retentions

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

leadership staff.

Standardized Testing

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

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

Smarter Balanced Test

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

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

California Science Test

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

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

Physical Fitness Test (PFT)

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

- ***Who Takes It:*** *5th 7th and 9th grade*
- ***When:*** *Feb–May*

English Language Proficiency Assessments for California (ELPAC)

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

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

PSAT

The PSAT provides firsthand practice for the SAT.

- ***Who Takes It:*** *Talk with your Student Advisor*
- ***When:*** *October*

SAT (School Day)

Students have opportunity to take SAT on-site

- ***Who Takes It:*** *Talk with your Student Advisor*
- ***When:*** *March*

SAT 2019–2020 Dates

- *August 24, 2019*
- *October 5, 2019*
- *Nov 2, 2019*
- *Dec 7, 2019*
- *March 14, 2020 (Subject Test not available)*
- *May 2, 2020*
- *June 6, 2020*

ACT 2019–2020 Dates

- *Sept 14, 2019*
- *Oct 26, 2019*
- *Dec 14, 2019*
- *Feb 8, 2020*
- *April 4, 2020*
- *June 13, 2020*
- *July 18, 2020 (No test centers scheduled in CA or NY)*

AP Exam

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

- ***Who Takes It:*** *talk with your Student Advisor*
- ***When:*** *May 4th – 15th. Contact your individual center for testing days and times, as well as the test preparation schedule.*

Star Renaissance

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

Student Activities

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

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

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

Student Holidays (2019-2020)

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, 2019
Labor Day	Sept. 2, 2019
Veteran's Day	Nov 11, 2019
Thanksgiving Holiday	Nov 25–29, 2019
Winter Recess	Dec 23, 2019–Jan 3, 2020
MLK Day	Jan 20, 2020
President's Day	Feb 17, 2020
Spring Recess	March 2-6, 2020
Memorial Day	May 25, 2020
Summer Recess	June 8-19, 2020

Disclosure of Information

OFY-AAD does not provide information to the general public regarding its students unless legally required to do so. OFY-AAD is required to disclose names, addresses, and telephone numbers of OFY-AAD students to military recruiters upon request, subject to a parent's/guardian's request that OFY-AAD not disclose such information. If you do not wish for your child's name, address and/or telephone number to be disclosed to military recruiters without your prior written consent, you may opt out of this automatic selective service reporting by filling out and providing OFY-AAD with a Selective Service Disclosure Opt Out Form, which is available through a teacher or Student Advisor.

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

Section 3 — Student Health

Wellness Policy

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

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

The Wellness Policy will be developed and monitored by the Wellness Council which will include, to the extent possible, but not limited to community partners, students, parents, guardians / caregivers, school board members, physical education resource teachers, school health professionals, mental health and social services staff, and school administrators.

The Wellness Council will meet a minimum of once a school year and will make any changes and the current policy available to the public on the school's website. The Wellness Council will also conduct an assessment of the Wellness Policy every three years to determine:

1. Compliance with the Wellness Policy
2. How the Wellness Policy compares with Model Wellness Policies, and
3. Progress made in attaining the goals of the Wellness Policy.

Each Assistant Principal and / or Principal will designate a staff member to serve as a School Site Wellness Coordinator. This coordinator will establish a School Site Wellness Committee which will include representatives of the school and school employees who have a direct impact on the physical, mental, emotional, nutritional, and educational well-being of students, as well as parents, students, and community partners.

Content of the Wellness Policy includes:

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

Who is responsible for compliance?

One or more LEA and / or school official with authority and responsibility to ensure the compliance of each school site.

Suicide Prevention Policy

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

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

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

Pregnant and Parenting Students

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

Immunization Policy

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

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

Effective January 1, 2016, parents and guardians of students in any California school are no longer allowed to submit a new personal beliefs exemption (PBE) to currently required vaccines. A PBE properly filed before January 1, 2016 is valid until entry into the next grade span.

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

Students who have properly submitted Personal Belief Waiver signed before January 1st 2016 at their enrollment to 7th grade, should be allowed to finish secondary school without completing vaccinations.

Students may be excused from being vaccinated if they present a Permanent Medical Waiver form, properly completed by a medical doctor, explaining reason for exemption, and containing doctor's name, license information, and signature. Not all medical exclusions are permanent, see conditional enrollment section for temporary medical waivers.

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

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

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

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

Any student seeking admission may be admitted conditionally if:

1. The student has received at least one dose in a series and the deadline for the next dose has not passed. Remaining dose(s) are due based on interval timing.
2. A valid statement of Temporary Medical Exemption is submitted with immunization records for required shots not exempted. The student must complete all the required immunizations when the temporary exemption terminates. Remaining dose(s) are due based on interval timing.

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

Starting July 1, 2019:

- Medical Exemptions can only be accepted from a physician (MD or DO) licensed in California
- Temporary Medical Exemptions expire 12 months from the date of signing and would have to be renewed in order to continue the exemption unless the immunization requirements are met

Medical Exemptions should state the following:

- The specific nature of the physical condition or medical circumstance for which the physician does not recommend immunization
- Each specific required vaccine that is being exempted
- Whether the medical exemption is temporary or

permanent
- Currently required immunizations as listed on SHOTSFORSCHOOL.ORG
  ShotsForSchool > Shots Required for K-12

Beginning July 1, 2019, Immunizations Requirements will change for newly enrolling and re-enrolling students and for students transferring from another school.

Students Admitted at Ages 4-6 years Need These Immunizations:
- Diphtheria,Tetanus, and Pertussis (DTaP, DTP, or DT) —5 doses (4 doses OK if one was given on or after 4th birthday)
- Polio – 4 doses will be required or 3 doses if one is given on or after the 4th birthday for K-12 admission.
- Hepatitis B – 3 doses will be required for K-12 admission.
- MMR – 2 doses will be required for K-12 admission (both must be received on or after the 1st birthday).
- Varicella (Chickenpox)—1 dose

Parents must show their child's Immunization Record as proof of immunization. These immunization requirements also apply to students entering transitional kindergarten.

Students Admitted at Ages 7-17 Years Need These Immunizations:
- Diphtheria,Tetanus, and Pertussis (DTaP, DTP, DT, Tdap, or Td)—4 doses (3 doses OK if last dose was given on or after 2nd birthday)
- Polio – 4 doses will be required or 3 doses if one is given on or after the 4th birthday for K-12 admission.
- Measles, Mumps, and Rubella (MMR)—1 dose (2 doses required at 7th grade)
- Varicella - 2 doses will be required for K-12 admission. Until 7/1/19, only one dose is required for ages 4-12 and two doses are required for ages 13-17.
- Tetanus, Diphtheria,and Pertussis (Tdap) —1 dose at 7th grade or out-of-state transfer admission at 8th–12th grades (1 dose on or after the 7th birthday)[1]
- MMR – 2 doses will be required for K-12 admission (both must be received on or after the 1st birthday).
- Hepatitis B – 3 doses will be required for K-12 admission.

Grace period: any immunization received 4 or fewer days prior to the minimum age required is valid.

These changes will only apply to students enrolling, re-enrolling or transferring to another school. Students who remain continuously enrolled are not subject to this chan

Mental Health

Mental health services are available at the school site. Students or parents/guardians may access mental health services, including but not limited to crisis intervention and counseling, by contacting the assistant principal.

Section 4 — CA Healthy Youth Act

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

Students complete a full-semester health course in Grade 7-8 and in Grade 9-12. These health courses include instruction on comprehensive sexual health and HIV prevention.

The California Healthy Youth Act, codified in California Education Code ("CEC") Sections 51930-51939, requires that comprehensive sexual health and human immunodeficiency virus ("HIV") prevention education be taught to students at least once in middle school and once in high school, beginning no later than grade 7.

Purpose of the CA Healthy Youth Act

Purposes of The California Healthy Youth Act (refer to CEC 51930)
(1) To provide pupils with the knowledge and skills necessary to protect their sexual and reproductive health from HIV and other sexually transmitted infections and from unintended pregnancy.
(2) To provide pupils with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family.
(3) To promote understanding of sexuality as a normal part of human development.
(4) To ensure pupils receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and provide educators with clear tools and guidance to accomplish that end.
(5) To provide pupils with the knowledge and skills necessary to have healthy, positive, and safe relationships and behaviors.

Required Comprehensive Sexual Health Education

Required Comprehensive Sexual Health Education and HIV Prevention Education
(refer to CEC 51933-51934)
All comprehensive sexual health education and HIV prevention education, whether taught or supplemented by Charter School personnel or by outside consultants or guest speakers shall satisfy the following criteria:

1. Instruction and materials shall be age appropriate.
2. All factual information presented shall be medically accurate and objective.
3. All instruction and materials shall align with and support the purposes of the California Healthy Youth Act and will not be in conflict with them.
4. Instruction and materials shall be appropriate for use with students of all races, genders, sexual orientations, and ethnic and cultural backgrounds, students with disabilities, and English learners.

   a. Instruction and materials shall be made available on an equal basis to a student who is an English learner, consistent with the existing curriculum and alternative options for an English learner student as otherwise provided in this code.

   b. Instruction and materials shall be accessible to students with disabilities, including, but not limited to, the provision of a modified curriculum, materials and instruction in alternative formats, and auxiliary aids.

   c. Instruction and materials shall not reflect or promote bias against any person on the basis of any category protected by CEC 220.

   d. Instruction and materials shall affirmatively recognize that people have different sexual orientations and, when discussing or providing examples of relationships and couples, shall be inclusive of same-sex relationships.

   e. Instruction and materials shall teach students about gender, gender expression, gender identity, and explore the harm of negative gender stereotypes.

5. Instruction and materials shall encourage a student to communicate with his or her parents, guardians, and other trusted adults about human sexuality and provide the knowledge and skills necessary to do so.

6. Instruction and materials shall teach the value of and prepare students to have and maintain committed relationships such as marriage.

7. Instruction and materials shall provide students with knowledge and skills they need to form healthy relationships that are based on mutual respect and affection, and are free from violence, coercion, and intimidation.

8. Instruction and materials shall provide students with knowledge and skills for making and implementing healthy decisions about sexuality, including negotiation and refusal skills to assist students in overcoming peer pressure and using effective decision-making skills to avoid high-risk activities.

9. Instruction and materials may not teach or promote religious doctrine.

The Charter School will ensure that all students in grades 7 to 12 receive comprehensive sexual health education and HIV prevention education from trained instructors. Each

student will receive this instruction once in junior high or middle school and once in high school. This instruction includes all of the following:

1. Information on the nature of HIV, as well as other sexually transmitted infections, and their effects on the human body.
2. Information on the manner in which HIV and other sexually transmitted infections are and are not transmitted, including information on the relative risk of infection according to specific behaviors, including sexual activities and injection drug use.
3. Information that abstinence from sexual activity and injection drug use is the only certain way to prevent HIV and other sexually transmitted infections and abstinence from sexual intercourse is the only certain way to prevent unintended pregnancy. This instruction shall provide information about the value of delaying sexual activity while also providing medically accurate information on other methods of preventing HIV and other sexually transmitted infections and pregnancy.
4. Information about the effectiveness and safety of all federal Food and Drug Administration (FDA) approved methods that prevent or reduce the risk of contracting HIV and other sexually transmitted infections, including use of antiretroviral medication, consistent with the federal Centers for Disease Control and Prevention.
5. Information about the effectiveness and safety of reducing the risk of HIV transmission as a result of injection drug use by decreasing needle use and needle sharing.
6. Information about the treatment of HIV and other sexually transmitted infections, including how antiretroviral therapy can dramatically prolong the lives of many people living with HIV and reduce the likelihood of transmitting HIV to others.
7. Discussion about social views on HIV and AIDS, including addressing unfounded stereotypes and myths regarding HIV and AIDS and people living with HIV. This instruction shall emphasize that successfully treated HIV-positive individuals have a normal life expectancy, all people are at some risk of contracting HIV, and the only way to know if one is HIV-positive is to get tested.
8. Information about local resources, how to access local resources, and students' legal rights to access local resources for sexual and reproductive health care such as testing and medical care for HIV and other sexually transmitted infections and pregnancy prevention and care, as well as local resources for assistance with sexual assault and intimate partner violence.
9. Information about the effectiveness and safety of all FDA-approved contraceptive methods in preventing pregnancy, including, but not limited to, emergency contraception. Instruction on pregnancy shall include an objective discussion of all legally available pregnancy outcomes, including, but not limited to, all of the following:

   a. Parenting, adoption, and abortion.
   b. Information on the law on surrendering physical custody of a minor child 72 hours of age or younger, pursuant to Section 1255.7 of the Health and Safety Code and Section 271.5 of the Penal Code.
   c. The importance of prenatal care.

10. Information about sexual harassment, sexual assault, sexual abuse, and human trafficking. Information on human trafficking shall include both of the following:

    a. Information on the prevalence, nature, and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance.
    b. Information on how social media and mobile device applications are used for human trafficking.

11. Information about adolescent relationship abuse and intimate partner violence, including the early warning signs thereof.

The Charter School may provide optional instruction, as part of comprehensive sexual health education and HIV prevention education, regarding the potential risks and consequences of creating and sharing sexually suggestive or sexually explicit materials through cellular telephones, social networking Internet Web sites, computer networks, or other digital media.

In-Service Training for Staff

(refer to CEC 51935)

1. The Charter School will cooperatively plan and conduct in-service training for all Charter School personnel that provide HIV prevention education, through regional planning, joint powers agreements, or contract services.
2. In developing and providing in-service training, the Charter School shall cooperate and collaborate with the teachers who provide HIV prevention education and with the department.
3. In-service training shall be conducted periodically to enable Charter School personnel to learn new developments in the scientific understanding of HIV. In-service training shall be voluntary for Charter School personnel who have demonstrated expertise or received in-service training from the department or federal Centers for Disease Control and Prevention.
4. The Charter School may expand HIV in-service training to cover the topic of comprehensive sexual health education in order for personnel who provide comprehensive sexual health education to learn new developments in the scientific understanding of sexual health.

Outside Consultants or Guest Speakers

(refer to CEC 51936)

The Charter School may contract with outside consultants or guest speakers, including those who have developed multilingual curricula or curricula accessible to persons with disabilities, to deliver comprehensive sexual health education and HIV prevention education or to provide training for Charter School personnel. All outside consultants and guest speakers shall have expertise in comprehensive sexual health education and HIV prevention education and have

knowledge of the most recent medically accurate research on the relevant topic or topics covered in their instruction.

Role of Parents/Guardians

(refer to CEC 51937)

The Charter School encourages students to communicate with their parents or guardians about human sexuality and HIV and respects the rights of parents or guardians to supervise their children's education on these subjects. The Charter School has established procedures to make it easy for parents and guardians to review materials and evaluation tools related to comprehensive sexual health education and HIV prevention education, and, if they wish, to excuse their children from participation in all or part of that instruction or evaluation. The California Healthy Youth Act recognizes that while parents and guardians overwhelmingly support medically accurate, comprehensive sex education, parents and guardians have the ultimate responsibility for imparting values regarding human sexuality to their children.

Parent/Guardian Notice and Rights

Parent/Guardian Notice, Rights and Excuse of Child From Participation

(refer to CEC 51938-51939)

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

- Comprehensive sexual health education or HIV prevention education will be taught by Charter School personnel and/or by outside consultants. The Charter School may provide comprehensive sexual health education or HIV prevention education, to be taught by outside consultants, and may hold an assembly to deliver comprehensive sexual health education or HIV prevention education by guest speakers, but if it elects to provide comprehensive sexual health education or HIV prevention education in either of these manners, then parents/guardians will be notified by mail or another commonly used method of notification, no fewer than 14 days before the instruction is to be delivered, and such notice will include the date of the instruction, the name of the organization or affiliation of each guest speaker, and information stating the right of parents or guardians to request a copy of CEC 51938, CEC 51933, and CEC 51934. The use of outside consultants or guest speakers is within the discretion of the Charter School.

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

- A parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent or "opt-out" policy. Pursuant to CEC 51938, the Charter School does not require active parental consent or "opt-in" policy for comprehensive sexual health education and HIV prevention education. To exercise this right, a parent or guardian must state their request in writing to the Charter School. Please submit this request to the child's teacher.

- The Charter School may administer anonymous, voluntary, and confidential research and evaluation tools to measure students' health behaviors and risks, including tests, questionnaires, and surveys containing age-appropriate questions about the students' attitudes concerning or practices relating to sex. Parents/guardians shall be given prior notice of these assessments, the opportunity to review the assessment instrument, and their right to withdraw their child from the assessment by a passive consent or "opt-out" policy. To exercise this right, a parent or guardian must state their request in writing to the Charter School. Please submit this request to the child's teacher.

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

- A student may not be subject to disciplinary action, academic penalty, or other sanction if the student's parent or guardian declines to permit the student to receive comprehensive sexual health education or HIV prevention education or to participate in anonymous, voluntary, and confidential tests, questionnaires, or surveys on students health behaviors and risks.

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

Section 5 — Student Behavior

Academic Honesty

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

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

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

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

- Immediate removal from the course(s) where the infraction occurred (without replacement) and possible failure of the course
- A due process hearing
- Suspension
- Expulsion

1st 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 meeting will be held with the teacher and/or administrator.

3rd Offense:

Any student who continuously defies the authority of school officials by engaging in this behavior may be subject to suspension or expulsion

Honor Policy

Goal Statement

The purpose of this Honor Policy is to communicate the meaning and importance of academic integrity to all members of OFY-AAD and to identify, sanction, and educate those who fail to live up to these standards.[1] 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.

Summary

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

Definitions

Terms Supporting this Honor Policy[2]

- **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 others
- **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

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 by Michael 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

Definitions of Academic Dishonesty [4 5 6]

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

- Copying from others during a test or examination
- Using unauthorized materials (electronically on calculators, cell phones or crib notes) to complete an examination or assignment,
- Copying parts of an exam and giving it to other students who have to take the test
- Changing, altering, or being an accessory to changing or altering a grade on a test, assignment, or project
- Violating any other specific procedures specified by the teacher
- Unpermitted collaboration on assigned work, or work submitted by any student, including, but not limited to, papers, projects, products, lab reports, other reports, and homework
- Creating a disadvantage for another student by hoarding or by sabotaging materials or resources
- Unauthorized prior knowledge and/or use of tests, quizzes, midterms, finals, or other assignments
- Having another individual take a test or prepare an assignment, or assist in the test or assignment without approval

To Lie or Commit a Fraud: [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.

Responsibilities of Student and Staff

Each STUDENT will maintain and support academic integrity by:

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

4. Merriam-Webster Online – http://www.m-w.com/
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 NewWorld 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/StaplesCT.pdf
11. Council Rock High School, Council Rock, PA – Public – http://www.crsd.org/5039511188345/site/default.asp

or peers to understand lessons and assignments.

Each TEACHER will:
- present the Honor Policy to students.
- support the school's core values that prioritizes student learning over letter grades.
- teach the process of learning and creating academic products while providing sufficient time for products to be competed.
- be accessible outside of class for students to seek help with questions and other learning needs.
- maintain the integrity of the evaluation/testing process (use multiple forms, seek responses that require thinking and not just facts, provide sufficient spacing of students, maintain supervision).
- explain the use of permissible study aids – including tutors – in coursework.
- check student papers for plagiarism.
- report to supervisors 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 Pledge[12]

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 Options for Youth 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 the 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 the 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 his or her teacher and follow-up 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 Schools: (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 Schools
- 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 Schools (the student will not be told recommended consequences until the Director of Schools approves)
- After the Director of Schools'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

- **First:** Redo activity/assignment with a maximum grade of 70%, written reflection assignment for teacher

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.

- **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

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:

5. Be courteous and respectful to others
6. Respect the property of others
7. Be prepared to learn at all times
8. Follow learning center's written discipline policy

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

Transportation Policy

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

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

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

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

During OFY-AAD provided transportation, students are bound by all rules and standards of conduct established by OFY-AAD (including those set forth in this Student Handbook), by the driver and/or transportation company, and by OFY-AAD provided chaperones. Students transported by bus shall be under the authority of, and responsible directly to, the driver, and the driver shall be responsible for the orderly conduct of the students during transport, consistent with California Code of Regulations Title 5, Section 14103(a).

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

Dress Standard

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

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

The teachers and staff of the learning center will monitor student dress. Discretion will be used by the administration and will prevail in all instances. If a problem arises, the teacher or administrator may 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 OFY-AAD to prohibit harassment by any means, including, but not limited to, sexual, physical, verbal, written, electronic, mental, emotional and visual harassment; intimidation, bullying, and cyber bullying. Whether direct or indirect, such intentional acts substantially harm and interfere with a student's education, threaten the overall educational environment, and substantially disrupt the operation of school.

Harassment for any reason, including, but not limited to, race, 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.

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

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

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

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

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

Rules and Regulations:

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

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

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

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

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

As the parent or guardian of this student, I have read, understand and agree with the provisions set forth above as to my child's internet usage privileges. I have also read, understand and agree with the OFY-AAD Internet Rules & Regulations. I will ensure that my child fulfills his or her obligations under this Consent and Waiver and the Rules and Regulations and acknowledge responsibility for any of my child's conduct in variance with this Consent and Waiver as well as the Rules and Regulations. I understand that this access is designed for educational purposes. I also recognize that it is impossible for OFY-AAD to restrict access to controversial materials and I will not hold them responsible for materials acquired.

Laptop Restitution Policy

Policy

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

A. Overview

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

In the case of theft or vandalism, the school administrator can consult we ith police to determine any criminal justice recourse and the Student Suspension & Expulsion Policy for possible disciplinary action.[14] If a criminal case is filed, the courts may order restitution upon successful prosecution. In cases where no criminal charges are filed, the school is responsible for the collection of damages from the student and parent/guardian.

The authority to withhold grades, diploma, or official transcripts applies only to situations where the student, parent or guardian has requested a copy of the student's records. When a student transfers to another K-12 school, the student's

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

permanent record must be sent to the requesting K-12 school. If the student transfers to a K-12 school, a copy of the student's permanent record must be sent to the requesting district. The permanent record, or copy, must be sent even though there may be charges or fees owed by the student, parent, or guardian. In such cases, upon sending the permanent student record to the new (receiving) school, the new school shall be notified of the restitution debt so that the new school may likewise withhold the grades, diploma, or transcripts.

B. Procedures: Responsibilities of the School – Policy Implementation

1. The school shall make use of the inventory system that clearly identifies the student and type of school property issued to the student. No student shall have grades, diploma, or official transcripts withheld in the absence of satisfactory evidence of an accounting (inventory) system for school property.
2. At the time of enrollment or at the beginning of each school year, the school shall notify the student and parent or guardian of the school's policies regarding the parents' or guardians' financial responsibility for school property that is not returned or where the student causes damage to school property. The school policy shall be included in the student handbook. Attachment A contains a sample letter to parents in English explaining the policy. Attachment B contains a notice to parents/guardians informing them of lost or damaged equipment.
3. The school shall implement a restitution process by which students are afforded the opportunity to return the missing property or pay for the damages. Schools may initiate a payment process. Upon completion of the restitution process, the debt is discharged and any withheld grades, diploma, or official transcripts of the student shall be released and the full privileges of participation in school activities shall be restored.
4. The school shall adopt the due process procedure listed below that allows the parent/guardian or student an opportunity to review, discuss, and respond to the imposition of any fees or charges resulting from this policy.

a. The parent or guardian shall be informed in writing immediately after any alleged loss which gives rise to an obligation under applicable law and policy.

i. The parent or guardian may first be allowed to present information on behalf of the student, during a conference at the school, as to the reasons why a fee should not be imposed; or

ii. A student may write a 500-word explanation to the school to present information as to why the laptop is unable to be returned and a fee should not be imposed.

iii. After reviewing any information provided by the parent/ guardian and or students, the principal/designee shall decide whether or not to withhold grades, diploma, or official transcripts and/or impose the fee for damages. The parent/guardian and student shall be notified in writing of the decision. The decision of the principal is final. There is no appeal beyond the school level.

5. 5. Upon receiving notification of the school's decision, the parent or guardian may, if necessary, pay the outstanding obligation via money order or cashier's check, payable to the charter school the student attends, with a notation that shows what the payment is for.

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

Section 6 — Discipline Policy

Due Process Statement

OFYPCS 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 OFYPCS policy, regulation, or law.

In all cases OFYPCS 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. OFYPCS'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. OFYPCS 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 non- charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

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

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

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

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

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

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

expulsion procedures described below.

A. Grounds for Suspension and Expulsion of Students

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

B. Enumerated Offenses

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

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

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

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

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

e) Committed or attempted to commit robbery or extortion.

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

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

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

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

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

k) 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. This section shall apply to pupils in any of grades 4 to 12, inclusive.

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

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. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

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

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

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

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 or 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, video, or image.
ii. A post on a social network Internet Web site including, but not limited

to:
(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph
(1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
iii. An act of cyber sexual bullying.
(a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
(b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

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)(a)-(b).

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 student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

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

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

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

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

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

e) Committed or attempted to commit robbery or extortion.

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

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

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

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

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

k) 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, which includes but is not limited to, electronic files and databases.

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. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

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

person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

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

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 or 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, video, or image.
ii. A post on a social network Internet Web site including, but not limited to:
(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph
(1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a

profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
iii. An act of cyber sexual bullying.
(a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
(b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

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 (3)(a)-(b).

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.

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

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

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

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

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

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

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

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

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

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion

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

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

D. Authority to Expel

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

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

E. Expulsion Procedures

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

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

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

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

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

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing

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

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

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

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

G. Record of Hearing

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

H. Presentation of Evidence

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

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

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

1. Notification of District and/or SELPA

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

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim 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 direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without

disabilities.

4. Due Process Appeals

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

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

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

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

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

5. Special Circumstances

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

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

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

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

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

6. Interim Alternative Educational Setting

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

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

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

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

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

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

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

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

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

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

Section 7 — Complaint Policy/Hotline

Options for Youth 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 OFYPCS'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" and the "Annual Notification of The Uniform Complaint Procedures" are available in this handbook, at each learning center, and/or online at the school website.

Pursuant to the complaint policy, students and parents/guardians should follow the "chain of command" of OFYPCS 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
- Maricela Frymark, Charles Pak; Directors of Schools

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", OFYPCS understands there may be times when parents/guardians might feel uncomfortable discussing certain school-related concerns with school employees. As a result, OFYPCS 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 OFYPCS. 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. Students and parents/guardians may choose to give their names; however, if they don't, there may be limitations to OFYPCS's ability to resolve the matter. Based on the results of the review, appropriate corrective action will be taken. Parents/guardians and students will not be negatively affected by any disclosure of information to the HOTLINE staff.

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

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

Section 8 — Uniform Complaint Policy

Uniform Complaint Policy and Procedures

OFY-AAD 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 unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, 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; and

2. Complaints of violations of state or federal law and regulations governing the following programs including, but not limited to: Adult Education Programs, After School Education and Safety Programs, Agricultural Vocational Education Programs, American Indian Education Centers and Early Child Education Program Assessments, Consolidated Categorical Aid Programs, Career Technical and Technical Education and Career Technical and Technical Training Programs, Child Care and Development Programs, Child Nutrition Programs, Foster and Homeless Youth Services, Migrant Education Programs, Every Student Succeeds Act / No Child Left Behind Act (2001) Programs (Titles I-VII), including improving academic achievement, compensatory education, limited English proficiency, and migrant education, Regional Occupational Centers and Programs, Special Education Programs, State Preschool, Bilingual Education, Economic Impact Aid, and Tobacco-Use Prevention Education.

3. A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
   a. "Educational activity" means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
   b. "Pupil fee" means a fee, deposit or other charge imposed on pupils, or a pupil's parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in Hartzell v. Connell (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:
      i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
      ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
      iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
   c. A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.
   d. If the Charter School finds merit in a pupil fees complaint the Charter School shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.
   e. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.

4. Complaints of noncompliance with the requirements governing the Local Control Funding Formula or Sections 47606.5 and 47607.3 of the Education Code, as applicable.

5. Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus. If the Charter School finds merit in a complaint, or if the Principal finds merit in an appeal, the Charter School shall provide a remedy to the affected pupil.

The Charter School acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall

be investigated in a manner that protects (to the greatest extent reasonably possible) the confidentiality of the parties and the integrity of the process. The Charter School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate. The Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Principal 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 unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance Officers

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

Maricela Frymark, Charles Pak, Compliance Officers
Attn: Legal Department
Uniform Complaint Form
Options for Youth Public Charter Schools 320 N. Halstead Street, Suite 220 Pasadena, CA 91107
mfrymark@propelcmg.org
cpak@propelcmg.org

The Principal 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.

Should a complaint be filed against the Principal, the compliance officer for that case shall be the President of the Charter School Board of Directors.

Notifications

The Principal or designee shall annually provide written notification of the Charter School's uniform complaint procedures to students, employees, parents/guardians, the Board of Directors, advisory committees, appropriate private officials or representatives, and other interested parties (e.g., Adult Education).

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

The annual notice shall include the following:

a. A statement that the Charter School is primarily responsible for compliance with state and federal laws and regulations.
b. A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
c. A statement identifying the responsible staff member position, or unit designated to receive complaints.
d. A statement that 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. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation, or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.
f. A statement that copies of the local educational agency complaint procedures shall be available free of charge.

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, harassment, intimidation or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying.
- Pupil fee complaints shall be filed not later than one
- (1) year from the date the alleged violation occurred.
- 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 (3) 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 an unlawful discrimination, harassment, intimidation or bullying 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 (5) 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
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 sixty (60) days of the Charter School's receipt of the complaint.

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 unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, 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 unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law, such complaint 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 Principal 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 complain without waiting for action by the Charter School when one of the conditions listed in Title 5, California Code of Regulations, Section 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 unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (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.

OFY-AAD HOTLINE

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

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

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

Uniform Complaint Policy and Procedures Form

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

Full Name: _____

Student Name (if applicable): _____

Grade: _____ Date of Birth: _____

Street address: _____Apt #:___

City: _____ State: ____ Zip Code: _____

Home Phone: _____Cell Phone: _____

Work Phone: _____

School/Office of Alleged Violation:

_____

Mailing address (optional): _____

_____

_____

_____

1. For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

□ Adult Education
□ American Indian Education
□ Child Development Programs
□ Migrant Education
□ Special Education
□ Pupil Fees
□ Bilingual Education
□ After School Education and Safety
□ Consolidated Categorical Aid
□ Child Nutrition
□ No Child Left Behind Programs
□ Every Student Succeeds Act Program
□ State Preschool
□ Local Control Funding Formula
□ Agricultural Vocational Education
□ Career/Technical Education
□ Foster/Homeless Youth
□ Regional Occupational Programs
□ Tobacco-Use Prevention Education
□ Lactating Pupils
□ Economic Impact Aid

2. For allegation(s) of unlawful discrimination, harassment, intimidation, or bullying, please check the basis of the unlawful discrimination, harassment, intimidation, or bullying described in your compliant, if applicable:

□ Age
□ National Origin
□ Ancestry
□ Race or Ethnicity
□ Color
□ Religion
□ Disability (Mental or Physical)
□ Sex (Actual or Perceived)
□ Ethnic Group Identification
□ Sexual Orientation (Actual or Perceived)
□ Medical Condition
□ Based on association with a person or group with one or more of these actual or perceived characteristics
□ Gender/Gender Expression/Gender Identity
□ Genetic Information
□ Marital Status

3. Please give facts about the complaint. Provide details such as the name of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

_____
_____
_____
_____
_____
_____
_____
_____

4. Have you discussed your complaint or brought your complaint to any Charter School personnel? If you have, to whom did you take the complaint, and what was the result?

_____
_____
_____
_____
_____
_____
_____
_____
_____

5. Please provide copies of any written documents that may be relevant or supportive of your complaint. You may file this complaint at your local learning center, or mail it and any relevant documents to:

Attn: Maricela Frymark, Charles Pak; designee
Uniform Complaint Form
Options for Youth Public Charter Schools
320 N. Halstead Street, Suite 220
Pasadena, CA 91107

I have attached supporting documents: ☐ Yes ☐ No
Signature: _____
Date: _____

Section 9 — FERPA

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

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

1. The right to inspect and review the student's education records within forty-five (45) days after the day OFY-AAD receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask OFY-AAD to amend a record should write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information ("PII") from the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by OFY-AAD to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

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

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

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

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

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

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

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

As part of OFYPCS's annual notification under FERPA, OFYPCS has designated the following categories of information as directory information for the 2019-2020 school year:

- Student's name
- Telephone number
- Email address
- Home address
- Drop Code
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received

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

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

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

If you do not want OFY-AAD to disclose any or all of the types of information designated below as directory information from your child's education records without your prior written consent, you must complete the attached "Request for Non-Disclosure of School Directory Information" and return to OFY-AAD within sixty (60) days of receipt of this notice. Failure to notify OFY-AAD in writing within sixty (60) days will be interpreted by OFY-AAD as your permission to release any and all school directory information regarding the student without limitation.

OFY-AAD FERPA Request for Non-Disclosure of Directory Information Form

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

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

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

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

Name of Student: _____ Student's DOB: _____

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

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

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

OR

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

   _____

   _____

OR

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

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

Signature of Parent/Guardian: _____ Date: _____

Name of Parent/Guardian: _____

Address: _____

Telephone: _____ Email Address: _____

Preferred method of communication: _____ Telephone _____ Email

For Office Use Only: Charter OFYPCS - _____

Section 10 — Tips for Success

Identify Your Dream Career

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

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

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

HEALTH PATH
Health Servicves
Research and Technology
Support Services
Medical

NATURE PATH
Natural Resources & Agriculture
Natural Energies
Food Resources
Agriculture

HELPING PATH
Human Services
Government & Public Administration
Hospitality
Education

BUILDING/FIXING PATH
Industrial & Engineering Technology
Architecture & Construction
Law & Public Safety
Engineering

BUSINESS PATH
Business Management & Technology
Information Technology
Management
Marketing
Finance

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

Develop a Study Schedule

Just like the daily schedule of classes you had in traditional school, make your own work schedule for the guided independent study program. You can design your schedule to include not only the 4 to 6 hours you need to study each day, but your job, family responsibilities, community college classes, or any other activities you want to do. By making and keeping your personal schedule, you will find it is easy to complete one (if not more) unit a week. Do not leave study time up to chance.

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

Take Breaks

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

Set Daily/Weekly/Monthly Goals

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

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

Develop Effective Study Strategies

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

1) Preview the unit or chapter

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

2) Read the questions

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

3) Read the unit or chapter

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

4) Use the question to answer the question

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

5) Ask for help

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

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

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

7) When you start your next study session, review

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

Section 11 — Study Requirements

Planning a Course of Study

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

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

Community Service

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

Guidelines:

The service MUST be for a Non-profit organization.

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

Examples of Community Service:

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

Church/Religious Organizations

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

Workforce Skills Training

As a graduation requirement, students must:

- Complete workforce readiness content and skill development integrated into core course content. Students receive instruction designed to assist them in gaining employment and keeping it, and specifically in the workforce readiness components under WIOA (Workforce Innovation and Opportunity Act), Conservation Corps, and other similar statutes, such as financial literacy and entrepreneurial skills.

- Complete at least one workforce readiness class taught in collaboration with the Workforce Partner coach/instructor on workforce focus areas under WIOA, Conservations Corps, and other similar statures (such as financial literacy, entrepreneurial skills, and workforce readiness). Students will be scheduled for this class by their teacher of record.

Standardized Testing

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

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

California State Mandated Physical Fitness Testing

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

Middle School Promotion

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

Two-Year Subject Requirements Core Subjects:

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

Other Subjects:

Physical Education	4 semesters

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

Minimum Requirements for Participation in High School Graduation Ceremonies

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

OFYPCS Middle School Planning Guides (7-8)

Note: Minimum age for enrollment is 14

Grade 7			
Language Arts 7A		Language Arts 7B	
Math 7A		Math 7B	
Life Science 7A		Life Science 7B	
P.E.		P.E.	
World Hist./Geog. 7B		World Hist./Geog. 7B	
Elective		Elective	

Grade 8			
Language Arts 8A		Language Arts 8B	
Math 8A		Math 8B	
Physical Science 7A		Physical Science 7B	
P.E.		P.E.	
U.S. History 8A		U.S. History 8B	
Elective		Elective	

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

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

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

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

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

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

Plus

Community Service 10 Hours This is to be completed in grades 9-12 while enrolled at OFY-AAD and students must submit verified hours on a letterhead from an approved service agency.
Participation in Workforce Program Subject Matter This is to be completed in grades 9-12 while enrolled at OFY-AAD . Hours must be verified by completion of all required coursework and receipt of a passing grade.

Section 12 — College and Career Plan

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

Student Advisor Contact Information

Chino 1
Rachel Trudo
rtrudo@ofy.org

Fontana 1
Brianna Benson
bbenson@ofy.org

Fontana 2
Felisha Rodriguez
frodriguez@ofy.org

Hesperia, Victorville 2
Lindsey Ellsworth
lindseyellsworth@ofy.org

Rancho-Cucamonga
Robert Bracken
rbracken@ofy.org

Upland
Jason Brown-Galindo
jasonbrown@ofy.org

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

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

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

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

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

A–G Subject Requirements

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

A–G Approved Course List

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

A — History/Social Science

US Government
US History
World History

B — English

American Literature CP
English 9 iLit
English 9
English 10
English 11
English 12
CSU Expository Reading and Writing

C — Math

Algebra 1
Geometry
Algebra 2
Algebra IAI ; IA2
Algebra IB1 ; IB2
Integrated Math 1
Integrated Math 2
Integrated Math 3

D — Lab Science

Biology
Biology & Sustainable Agriculture
Engineer your World
Physical Science
Physics

E — Foreign Language

Spanish 1
Spanish 2

F — Visual/Performing Arts

Art & Visual Culture
Art History
Careers in Visual Arts
Introduction to plays & theathers
Music Appreciation
Visual Arts

G — College Prep Electives

African American History
Criminal Justice
Economics
Psychology
Science Fiction
Urban Agriculture
World Geography

A–G Approved Course List: Online Courses

A — History/Social Science

World History Survey
World History
World History, Culture and Geography
US History
AP United States History
US Government
US Government and Politics
American Government

B — English

English 9
English 10
English 11
English 12
AP English Literature and Composition

C — Math

Algebra 1
Geometry
Algebra 2
Precalculus
AP Calculus AB
Probability & Statistics
Integrated Math 1
Integrated Math 2
Integrated Math 3
Math I
Math II
Math III

D — Lab Science

Earth Science
Earth and Space Science
Environmental Studies
Biology
Chemistry
Physics

E — Foreign Language

French 1
French 2
Spanish 1
Spanish 2
Spanish 3

F — Visual/Performing Arts

Art Appreciation
Graphic Design & Illustration
Introduciton to Visual Arts
Music Appreciation
Professional Photography
Theather, Cinema, & Film Production

G — College Prep Electives

African American Studies
Art History & Appreciation
Audio/Video Production 1

Business Information Management

Child Development and Parenting
Computer Programming 1
Computing for College and Careers
Creative writing
Culinary Arts

Digital and Interactive Media

Economics
Entrepreneurship
Ethnic Studies

Game Development
Geography & World Cultures
Gothic Literature: Monster Stories

Health
Health Education
Health Science 1
Health Science 2
Human Resources Principles

Information Technology applications
Intermediate Business Marketing
Intermediate Health Science
Intro to Anthropology
Intro to Archeology
Intro to Astronomy

Intro to Business and Marketing
Intro to Criminology
Intro to Culinary Arts
Intro to Cybersecurity

Intro to Fashion Design
Introduction to Finance
Intro to Forensic Science

Intro to Health Science
Intro to Marine Biology
Intro to Military Careers

Intro to Philosophy
Intro to Social Media
Intro to Veterinary Science

Law, Public Safety, Corrections, & Security

Legal Environment of Business

Native American Studies: Contemporary Perspectives

Native American Studies: Historical Perspectives

Nutrition and Wellness

Personal Finance
Psychology

Principles of Engineering and Technology
Principles of Health Science
Principles of Hospitality & Tourism
Principles of Human Services
Principles of Information Technology

Principles of Business, Marketing, and Finance

Sociology
Structure of Writing
Sports & Entertainment Marketing

Web Technologies
Women's Studies
World Geography

College Examination Requirements

University of California
- Requires SAT or ACT (including writing)

California State University
- Requires the SAT or ACT

UC and CSU A–G Eligibility Requirements

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

Community College Admission Requirements

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

If you are an NCAA college-bound student-athlete please be aware that courses taken at OFY-AAD may not meet NCAA eligibility requirements. OFYPCS does not guarantee that its courses are or will be NCAA approved. Should OFY-AAD courses currently be approved by NCAA, OFY-AAD does not guarantee that those courses will continue to meet NCAA eligibility requirements and is under no obligation to notify parents, students or guardians of any changes in NCAA eligibility status.

High School Check List for College Admissions

Freshman Year Calendar

It's never too early to plan for the future!
- Build strong academic, language, mathematics and critical thinking skills by taking challenging courses.
- Study hard to get excellent grades.
- Strengthen your vocabulary by increasing your reading.
- Become involved in co-curricular activities.
- Meet with your 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 may be of interest to you.
- Check out what high school courses colleges require.
- Know NCAA (National Collegiate Athletic Association) requirements if you want to play sports in college.
- Keep an academic portfolio and co-curricular record.
- Research career possibilities.
- Begin saving money for college.

Sophomore Year Calendar

Concentrate on academic preparation and continue to develop basic skills and co-curricular activities.
- Consult your Teacher and Student Advisor about taking the PSAT in October. The PSAT is a preliminary test that will prepare you for the SAT Reasoning Test. All Sophomore students are required to take the PSAT.
- If you plan on taking the ACT, talk to your Teacher and 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 identify 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.
- See your Student Advisor to see if you are eligible to receive an SAT or ACT fee waiver.

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

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

May
- Attend a college fair to get more information about colleges on your list. NACAC sponsors college fairs in cities across the country during the fall and the spring. Visit NACAC's National College Fairs web page to check out the schedule for the National College Fairs and the Performing and Visual Arts College Fairs.
- Get a jump start on summer activities. Consider enrolling in an academic course at local college, pursuing a summer school program, applying for an internship, working, or volunteering. If you work, save part of your earnings for college.
- Begin visiting colleges. Phone to set up appointments. Interviews are always a good idea. Many colleges will tell you they are optional, but an interview will show interest, enthusiasm and initiative on your part and provide an excellent opportunity to have your questions answered. Do a practice interview with your 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 thank-you notes to those who write recommendations and keep them informed of your decisions.
- Plan visits to colleges and set up interviews (if you didn't get them during summer or if you want to return to a campus for a second time). Read bulletin boards and the college newspaper. Talk with current students and professors.

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

November
- Take the SAT Reasoning Test or SAT Subject Tests if appropriate. Don't forget to have test scores sent to your colleges on your list.
- Continue completing applications to colleges. Print copies of all applications before mailing the applications.
- Consult your 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.
- All applications to CSU & UCs are due Nov. 30.
- Keep all records, test score reports and copies of applications for admission and financial aid. Do not throw anything away until at least the end of your first year in college. Having detailed records will save you time and effort should anything be lost or should you decide to apply in the future to other colleges or scholarship programs.

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

January
- Keep working in your classes! Grades and courses continue to count throughout the senior year.
- Request that your 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, willingness, adaptability, and determination to succeed.
- Pack for college. Don't forget to include things that remind you of your friends and family. Be prepared for the new opportunities and challenges. Have a great freshman year!

College Preparatory Plan

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

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

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

University of California

University of California admission is limited to the upper 12.5% of high school graduates. Selection by the University of California depends on performance over and above the minimums. Students who expect to be successful in the University of California must expect to complete 30 credits (6 courses) each semester for a total of eight semesters (240 credits), to include at least four academic courses each semester with special attention to advanced courses in the junior and senior years.[1]

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

Cal State University

The CSU requires a minimum 15-unit pattern of courses for admission as a first-time freshman. Each unit is equal to a year of study in a subject area. A grade of C or higher is required for each course you use to meet any subject requirement. Effective with the class of 2003, the University of California and California State University systems agreed to adopt the

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

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.

University Websites:

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

University of California

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

Cal State University

Northern Campuses	
California Martime Academy https://www.csum.edu/	
CSU Chico http://www.csuchico.edu/	
CSU East Bay http://www.csueastbay.edu/	
Humboldt State University http://www.humboldt.edu/	
CSU Sacramento http://www.csus.edu/	
San Francisco State http://www.sfsu.edu/future/	
San Jose State http://www.sjsu.edu/	
Sonoma State http://www.sonoma.edu/	
Central Campuses	
Fresno State http://www.fresnostate.edu/	
CSU Monterey Bay http://csumb.edu/	
Cal Poly San Luis Obispo http://www.calpoly.edu/	
CSU Stanislaus http://www.csustan.edu/	
Southern Campuses:	
CSU Bakersfield http://www.csub.edu/	
CSU Channel Islands http://www.csuci.edu/	
CSU Dominguez Hills http://csudh.edu/	
CSU Fullerton http://fullerton.edu/	
CSU Northridge http://www.csun.edu/	
CSU Long Beach http://csulb.edu/	
CSU Los Angeles http://www.calstatela.edu/	
Cal Poly Pomona http://www.cpp.edu/	
CSU San Bernardino http://www.csusb.edu/	
San Diego State http://www.sdsu.edu/	
CSU San Marcos http://www.csusm.edu/	

School Code
Acton-Agua Dulce:
051237

Additional Online Resources

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

Financial Aid Resources

Asian American Scholarships
- www.apiasf.org

Athletic Scholarships
- www.ncaa.org

Borrow Smart: for information on low-interest federal loans and strategies for smart borrowing
- www.studentloans.gov

Cal Grants/California State Aid
- www.calgrants.org
- www.csac.ca.gov
- www.webgrants4students.org

Cash for College Workshops
- www.californiacashforcollege.org

California Community Colleges
- www.icanaffordcollege.com
- www.cccapply.org

College Costs and More
- collegenavigator.ed.gov

College Savings Plans
- www.scholarshare.com
- www.collegesavings.org
- www.independent529plan.org

Dream Act
dream.csac.ca.gov

FAFSA on the Web
- studentaid.ed.gov/sa/fafsa

Foster Youth Grants
- www.chafee.csac.ca.gov
- www.fosteryouthhelp.ca.gov
- www.calyouthconn.org
- www.orphan.org

Gates Millennium Scholarships
- www.gmsp.org

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

Military and Vetarans
- www.todaysmilitary.com
- www.gibill.va.gov

National Student Loan Data System
- www.nslds.ed.gov

Native American Grants and Scholarships
- www.bia.gov
- www.collegefund.org
- www.aises.org/scholarships

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

Scholarship Scams
- www.ftc.gov/scholarshipscams
- www.studentaid.ed.gov/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.finaid.org

National Association of Independent Colleges and Universities
- www.naicu.edu

University of California
- www.universityofcalifornia.edu

Other Web Resources

Citizenship Information
- www.uscis.gov

Social Security Number
- www.ssa.gov

Tax Benefits for Education
- www.irs.gov/publications/p970/index.html

Career Web Resources

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

California Career Colleges
- www.cappsonline.org

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

Job Search/Careers
- www.collegegrad.com
- www.coolworks.com
- www.careeronestop.org

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

National Guard (California)
- www.calguard.ca.gov

Salaries
- www.bls.gov/oco

Other College Web Resources

College Data
- www.collegedata.com

Inside Higher Ed
- www.insidehighered.com

Princeton Review
- www.princetonreview.com

Section 13 — High School Courses

English – Core Classes

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

English 9 A/B
HS1077, HS 1078 *9th Grade*
Credits: 10
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 non-fiction 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 9 A/B (2019)
HS1120, HS1121 *9th Grade*
Credits: 10
The purpose of English 9 A/B is to expose students to various forms of fiction and nonfiction. Students will understand an assortment of literary concepts, including point of view, authors' purpose and literary analysis. This course will allow students to increase reading comprehension by making predictions, analysis of structure and format and inferences. This course is designed to expose students to a wide array of texts and concepts in order to prepare them for future English courses in which they will work through increasingly difficult literary concepts and ideas, both abstract and concrete in nature. Students will work through a number of Common Core standards as they structure multiple academic essays to increase writing skills. Finally, students will engage with questions about communication and conflict as they connect all of their readings to the world in which they live these days

English 9 sem1/sem2 (Online – Apex)
HSES113, HSES114 *9th Grade*
Credits: 10
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 9 A/B (Online – Edmentum)
HSED1001, HSED1002, HSES175, HSES1764 *9th Grade*
Credits: 10
English is the study of the creation and analysis of literature written in the English language. In English 9A, you will study a variety of techniques to improve your reading comprehension and writing skills. The instruction covers many types of writing: creative, descriptive, expository, narrative, and persuasive. In English 9A, you will read and analyze literature in different genres as well as practice skills related to good study habits. You will sharpen your writing skills as you evaluate literary works with regard to literary technique, form, and theme.

English 10 A/B
HS1081, HS1081A, HS1082 *10th Grade*
Credits: 10
In this course, students will be expected to use reading and thinking skills as they analyze and apply literary concepts to grasp the authors' purpose and the central idea of the texts. Guided instruction and modeling will cause students to develop their own voice and point of view. In each unit, the students participate in writing workshops that blend grammar and writing concepts to help understand the writing process. The novel for this course is narrative non-fiction of a historical event that will be incorporated as additional reading material for the course to allow the students to broaden their perspectives and help them make personal connections with real-world issues.

English 10 sem1/sem2 (Online – Apex)

HSES115, HSES116 *10th Grade*

Credits: 10

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 10 A/B (Online – Edmentum)

HSED1003, HSED1004, HSES177, HSES178 *10th Grade*

Credits: 10

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

English 11 A/B

HS1085, HS1086 *11th Grade*

Credits: 10

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

English 11 sem1/sem2 (Online – Apex)

HSES119, HSES120 *11th Grade*

Credits: 10

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 Douglas 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 11 A/B (Online – Edmentum)

HSED1005, HSED1006, HSES179, HSES180 *11th Grade*

Credits: 10

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

English 12 A/B

HS1089, HS1090 *12th Grade*

Credits: 10

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

English 12 sem1/sem2 (Online – Apex)

HSES121, HSES122 *12th Grade*

Credits: 10

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.

English 12 A/B (Online – Edmentum)

HSED1007, HSED1008, HSES181, HSES182 *12th Grade*

Credits: 10

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

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

HSED1015, HSED1016 *12th Grade*

Credits: 10

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

American Literature

HS10AL *9th – 12th grade*

Credits: 5

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

Contemporary Composition

HS1023 *9th – 12th grade*

Credits: 5

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

CSU Expository Reading/Writing A/B
HS1091, HS1092 *9th – 12th grade*
Credits: 10
Aligned to Common Core Standards, this course prepares students for the demands of college reading and writing. Through scaffolding, the rhetoric-based course advances students' proficiency in comprehension, and their responses to non-fiction and literary texts. By the end of the course, students will act as motivated self-directed learners, write a variety of text-types for real audiences and purposes, determine an author's point of view and purpose, analyze the writers' use of rhetorical devices, and initiate and participate effectively in a range of collaborative discussions with peers and more.

English – Electives

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

Creative Writing (Online – Edmentum)
HSES117 *9th – 12th grade*
Credits: 5
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.

Critical Literacy
HS65C *9th–12th Grade*
Credits: 5
Students will gain reading and writing skills through the acquisition of new thinking skills, including Metacognition, Active Reading Strategies, Mind Mapping, Think-Alouds, personal and critical oral responses, and reading. In addition, students will complete an independent reading assignment from the California Approved Book List that is at his or her reading level. The culminating projects will be a Book Talk and Book Review, as well as a Literary Autobiography, all of which will demonstrate the students' growth over the course of the class.

English Foundations I sem1/sem2 (Online – Apex)
HSES56, HSES57 *9th–12th Grade*
Credits: 10
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. 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 sem1/sem2 (Online – Apex)

HSES58, HSES59 *9th–12th Grade*

Credits: 10

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.

English Readiness A/B

HS10RA, HS10RB *9th–12th Grade*

Credits: 10

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

Multicultural Literature

HS10ML *9th–12th Grade*

Credits: 5

This course will expose students to a variety of authors and stories from around the world. Students will explore each story in depth by completing various activities that will challenge their thinking and open them up to new ways of learning. Through the reading selections, students will be exposed to the various cultures contained 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

HS1032 *9th–12th Grade*

Credits: 5

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

Principles of English

HS10PE *9th–12th Grade*

Credits: 5

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

Reading Fiction

HS10RF *9th–12th Grade*

Credits: 5

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

Science Fiction

HS6502 *9th–12th Grade*

Credits: 5

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 work

Writing Skills

HS1028 *9th–12th Grade*

Credits: 5

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

Math – Core Classes

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

Algebra IA1, IA2, IB1, IB2 (2 year course)

HS2IA1, HS2IA2; HS2IB1, HS2IB2 *9th Grade*

Credits: 20

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

Algebra 1 A/B

HS2040, HS2041 *9th–12th Grade*

Credits: 10

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

Algebra I sem1/sem2 (Online – Apex)

HSES103, HSES104 *9th–12th Grade*

Credits: 10

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 1 A/B (Online – Edmentum)

HSES185, HSES186, HSED2001, HSED2002 *9th–12th Grade*

Credits: 10

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

Financial Algebra sem1/sem2(Online – Apex)

HSES84, HSES85 *9th–12th Grade*

Credits: 10

Financial Algebra 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 morgages, stocks, insurance, and retirement planning.

Geometry A/B

HS2038, HS2039 *9th–12th Grade*

Credits: 10

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

Geometry Common Core sem1/sem2 (Online – Apex)

HSES105, HSES106 *9th–12th Grade*

Credits: 10

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.

Geometry A/B (Online – Edmentum)

HSES189, HSES190, HSED2003, HSED2004 *9th–12th Grade*

Credits: 10

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

Algebra 2 A/B

HS2045, HS2046 *9th–12th Grade*

Credits: 10

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

Algebra 2 Common Core sem1/sem2 (Online – Apex)

HSES107, HSES108 *9th–12th Grade*

Credits: 10

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 2 A/B (Online – Edmentum)

HSES187, HSES188, HSED2005, HSED2006 *9th–12th Grade*

Credits: 10

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

Precalculus sem1/sem2 (Online – Apex)

HSES26, HSES27 *9th–12th Grade*

Credits: 10

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.

Precalculus A/B (Online – Edmentum)

HSED2007, HSED2008, HSES191, HSES192 *9th–12th Grade*

Credits: 10

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

AP Calculus A/B (Online – Edmentum)

HSED2019, HSED2020 *9th–12th Grade*

Credits: 10

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

Probability and Statistics (Online – Apex)

HSES92 *Grade 11-12*

Credits: 5

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.

Integrated Math 1 A/B

HS2042, HS2043 *9th–12th Grade*

Credits: 10

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

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

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

Integrated Math 1 A/B (Online – Edmentum)

HSED2013, HSED2014 *9th–12th Grade*

Credits: 10

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

Integrated Math 2 A/B

HS2055, HS2056 *9th–12th Grade*

Credits: 10

This Integrated Math 2 course covers algebra, geometry and probability topics such as: performing operations on polynomials, graphing and solving quadratic and exponential functions/inequalities, using postulates and theorems to create two-column proofs to explore properties of angles, triangles and similar shapes, volume and surface area and calculating probabilities. Throughout the course, students will use close reading skills to make sense of problems and apply critical thinking to construct arguments and justify reasoning. Each unit will require students to apply the skills they have learned to model real world mathematical phenomena and create multiple representations of key concepts. By the end of the course students will have developed mastery in the core topics and will have further developed skills in quantitative reasoning, constructing viable arguments and choosing appropriate tools to make sense of and model mathematical concepts.

Integrated Math 2 A/B (Online – Edmentum)

HSED2015, HSED2016 *9th–12th Grade*

Credits: 10

Building on the concepts covered in Integrated Math 1, these courses are based on proven pedagogical principles and employ sound course design to effectively help students master rules of exponents and polynomials, advanced single-variable quadratic equations,

independent and conditional probability, and more. Online and offline activities combine to create an engaging learning experience that prepares high school learners for their next step in their studies of mathematics.

Integrated Math 3 A/B
HS2057, HS2058 *9th–12th Grade*
Credits: 10
Integrated Math 3 is the third course in the high school integrated math sequence and build upon concepts and topics from Integrated Math 1 and 2. In this course, students will explore and analyze polynomial, exponential, logarithmic, radical, rational, and trigonometric functions using appropriate tools (e.g. Fundamental Theorem of Algebra, properties of exponents, function transformations, etc) and technology (e.g. graphing calculators, spreadsheets, online resources, etc.). Students will learn how to communicate data visually and numerically and will discover how various features relate to different types of data and probability distributions. They will also expand their understanding of measurement in two- and three-dimensions with geometric modeling and application.

Integrated Math 3 A/B (Online – Edmentum)
HSED2017, HSED2018 *9th–12th Grade*
Credits: 10
Beginning with the simplification of rational and polynomial expressions, Semester A takes students through the next steps in mastering the principles of integrated math. These two semester-long courses focus on meeting Common Core objectives with engaging and interactive content. Semester B begins with the derivation of the trigonometric formula for the area of a triangle, and proceeds through the use of functions and on developing the critical thinking skills necessary to make logical and meaningful inferences from data..

Mathematics I Common Core sem1/sem2 (Online – Apex)
HSES154, HSES155 *9th–12th Grade*
Credits: 10
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 sem1/sem2 (Online – Apex)
HSES156, HSES157 *9th–12th Grade*
Credits: 10
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 sem1/sem2 (Online – Apex)
HSES158, HSES159 *9th–12th Grade*
Credits: 10
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.

Math – Electives

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

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

HS2047, HS2048, HS2049, HS2050, HS2051 HS2052 *9th–12th Grade*

Credits: 30

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

Basic Math A/B

HS2001, HS2002 *9th–12th Grade*

Credits: 10

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

Business and Consumer Mathematics (Online – Edmentum)

HSES284 *9th–12th Grade*

Credits: 5

Explore practical mathematics skills that can help you in your everyday life. Learn budget, manage bank accounts, and figure the cost of a good or service. You will also learn about taxes, payroll deductions, and how to invest and borrow money. This course will help you make informed decisions about buying or renting a home or car and teach you how to protect your purchases and investments with insurance. Finally, you will study economics, or the science of the creation, distribution, and consumption of goods and services. You'll see how economics affects you as an individual and how it affects the country as a whole.

Business Math

HS2007 *9th–12th Grade*

Credits: 5

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

Financial Algebra sem1/sem2 (Online – Apex)

HSES84, HSES85 *9th–12th Grade*

Credits: 10

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.

Financial Literacy (Online – Apex)

HSES86 *9th–12th Grade*

Credits: 5

Financial Literacy helps students recognize and develop vital skills that connect life and career goals with personalized strategies and milestone-based action plans. Students explore concepts and work toward a mastery of personal finance skills, deepening their

understanding of key ideas and extending their knowledge through a variety of problem-solving applications. Course topics include career planning; income, taxation, and budgeting; savings accounts, checking accounts, and electronic banking; interest, investments, and stocks; cash, debit, credit, and credit scores; insurance; and consumer advice on how to buy, rent, or lease a car or house. These topics are solidly supported by writing and discussion activities. Journal activities provide opportunities for students to both apply concepts on a personal scale and analyze scenarios from a third-party perspective. Discussions help students network with one another by sharing personal strategies and goals and recognizing the diversity of life and career plans within a group. This course is built to state standards as they apply to Financial Literacy and adheres to the National Council of Teachers of Mathematics' (NCTM) Problem Solving, Communication, Reasoning, and Mathematical Connections Process standards.

General Math sem1/sem2 (Online – Apex)

HSES38, HSES39 *9th–12th Grade*

Credits: 10

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.

Introductory Algebra sem1/sem2 (Online – Apex)

HSES32, HSES33 *9th–12th Grade*

Credits: 10

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.

Math Foundations II sem1/sem2 (Online – Apex)

HSES42, HSES43 *9th–12th Grade*

Credits: 10

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.

Math Readiness A/B/C/D

HSMM01, HSMM02, HSMM03, HSMM04 *9th–12th Grade*

Credits: 20

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

Personal Finance

HS2030 *9th–12th Grade*

Credits: 5

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

an understanding of the monetary considerations when buying a house or car.

Personal Finance (Online – Edmentum)

HSES289, HSED9004 *9th–12th Grade*

Credits: 5

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

Pre-algebra A/B

HS2015, HS2016 *9th–12th Grade*

Credits: 10

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

Social Science – Core Classes

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

World History A/B

HS3040, HS3041 *9th–12th Grade*

Credits: 10

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

World History Culture, and Geography sem1/sem2 (Online – Apex)

HSES350, HSES351 *10th Grade*

Credits: 10

World History, Culture, and Geography 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.

World History Since the Renaissance sem1/sem2 (Online – Apex)

HSES141, HSES142 *10th Grade*

Credits: 10

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. Primary source documents, which appear frequently, encourage students to make connections to evidence from the past. Writing skills are honed through a spiraled sequence of short analytic pieces.

World History Survey A/B (Online – Edmentum)

HSES168, HSES169, HSED3001, HSED3002 *9th–12th Grade*

Credits: 10

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

U.S. History A/B

HS3005, HS3006 *9th–12th Grade*

Credits: 10

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. History and Geography sem1/sem2 (Online – Apex)

HSES464, HSES465 *9th–12th Grade*

Credits: 10

United States History and Geography begins with the establishment of European colonies in North America and then traces the nation's history from post-Civil War to the present. Students examine the beliefs and philosophies that informed the American Revolution

and the subsequent formation of the government and political system, then evaluate the attempts to bind the nation together during Reconstruction while simultaneously 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. The course emphasizes the development of historical analysis skills such as comparing and contrasting, differentiating between facts and interpretations, considering multiple perspectives, and analyzing cause-and-effect relationships. These skills are applied to text interpretation and in written assignments that guide learners step-by-step through problem-solving activities.

U.S. History

HS3043, HS3044 *9th–12th Grade*

Credits: 10

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

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

US History A/B (Online – Edmentum)

HSES166, HSES167, HSED3003, HSED3004 *9th–12th Grade*

Credits: 10

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

AP US History A/B (Online – Edmentum)

HSED3007, HSED3008 *9th–12th Grade*

Credits: 10

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

U.S. Government

U.S. Government (2016)

HS3007, HS3032, HS3050 *9th–12th Grade*

Credits: 5

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

American Government (Online – Edmentum)

HSES170, HSED3005 *9th–12th Grade*
Credits: 5
US Government is the study of the founding principles of democracy in the United States, the structures and details of how the government functions, and the role of the individual citizen in participating in that democracy. In US Government, you will learn about the principles and events that led to the founding of the United States in the eighteenth century; examine how the operations of the US government are spread among three branches of government and distributed between the national, state, and federal levels of government; explore the role of the individual citizen in the operations of the government; and, finally, apply these concepts to understanding the concrete areas of foreign, domestic, and economic policy. You'll explore timelines to gain an understanding of how events link to each other and to the structures of government that exist today, and you'll analyze historical documents for a firsthand sense of how government structures were designed. You'll also gather evidence from relevant documents and historical texts to develop credible explanations of how and why the government exists as it does. You'll then use that evidence to express viewpoints on the operations of government by writing essays and creating presentations about topics of relevance to modern US citizens.

U.S. Government & Politics Lit Adv (Online – Apex)
HSES72 *11th Grade*
Credits: 5
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. Government and Politics Core (Online – Apex)
HSES64 *12th Grade*
Credits: 5
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.

Economics
HS3008 *9th–12th Grade*
Credits: 5
This course will expose the student to the basic concepts found in the American and global economy of today. Students will learn the finer points of becoming a responsible consumer through building budgets and learning how to develop credit. Students will also learn about the various economic models, theories, and their effects on our economy. They will learn about investing, saving, and the risks involved in each. Students will also learn how other countries' economies compare to the economy of the United States. They will learn how and why some economic theories work, while others do not.

Economics (Online – Apex)
HSES73 *12th Grade*
Credits: 5
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.

Economics (Online – Edmentum)
HSES228, HSED3006 *9th–12th Grade*
Credits: 5
Economics is a social science that teaches how goods and services are created, consumed, and exchanged. Economics can cover topics locally, like how buyers and sellers of goods and services interact with one another. But it also covers topics on a larger scale, like studying a country's role in the international marketplace. Economics examines the efforts, decisions, and thought processes of people. Studying economics can tell why individuals, industries, and governments behave in certain ways. In Economics you will learn about your role as a consumer and also the basic principles of the U.S. free-enterprise system and how that system ties into the global market. You will also learn about the role that business and industry plays in a nation's economy and the relationships that industry has with the government. You'll also learn more about the people who initiate businesses and the ups and downs that occur in a business cycle. Furthermore, you'll study important historical events surrounding labor laws and the responsibilities you have as a consumer in an economic system.

Social Science – Electives

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

American Dreamers A/B
HSAD01, HSAD02 *9th–12th Grade*
Credits: 5
This course details the lives and times of some of the most famous Americans of the 20th Century. Students will learn about various historical figures from public service, sports, arts and entertainment, business, and science and medicine. The student will explore the life of each person and learn how their dreams, their successes, and their failures helped to invigorate, inspire, and advance the American Dream during different phases of the 20th century.

Comparative Religions
HS30CR *9th–12th Grade*
Credits: 5
This course will provide the student with an introduction to the historical and philosophical foundations of the major living world religions. The students will examine theories about the origins of religions as well as explore facets that are unique to each religion. Students will discover where religious movements arose, cultural factors that influenced them, the lives of their founders, their basic teachings, their historical development, and their current status in this world.

Criminal Justice
HS3030 *10th–12th Grade*
Prerequisite: Teacher Approval
Credits: 5
Students will study the criminal justice system in America and its three basic components: police, courts, and corrections. The course begins with examining the concept of justice, and how this ideal relates to the everyday practice of criminal justice in the United States today. Students will then explore the history, activities, and legal environment surrounding the police. Students then build upon what they have learned by understanding the court, prisons, probation, and parole. Throughout these units students will be exposed to concepts that will allow them to come away from the course with a more informed position on criminal justice topics. This course will benefit those with interest in pursuing a criminal justice career or simply responding as more informed citizens.

History of American Sports
HS3037 *9th–12th Grade*
Credits: 10
This course focuses on the history and cultural impact of the five major professional sports in America today: basketball, football, baseball, hockey, and soccer. Students will explore the intricate and colorful history of each sport beginning from its inception, through its early developmental stages, and into the current times. Students will learn about various athletes who have greatly impacted each sport. Students will also study how each sport has found a niche in American culture and will explore the future possibilities for each sport.

History of the Ancient World
HS8502 *9th–12th Grade*
Credits: 5
This course explores the major civilizations of ancient history and makes connections to how their beliefs and customs affect the modern world. The class begins with prehistory and the beginnings of man and continues through all of the fall of Rome. The focus of this course includes the ancient civilizations of the Fertile Crescent and Mesopotamia, Egypt and Nubia, India, China, Greece, and Rome.

Latin American History
HS30LH *9th–12th Grade*
Credits: 5
This course emphasizes the development of the three Latin American regions. Students will study Central America, the Caribbean, and

South America. They will learn about each area's geography, culture, climate, history, and tradition. Students will cover some countries in detail and learn how political systems and ideals have shaped its history.

Psychology A/B
HS3016, HS3017 *9th–12th Grade*
Credits: 10
This elective course introduces students to the scientific study of human behavior and mental processes. Students will enhance their comprehension, critical thinking, and communication skills through research and analysis in written assignments. Lessons will develop and increase students' fluency, vocabulary, imagination, and creativity. Topics include: research methods and statistics, human growth and development, the senses and perception, learning and memory, thinking and motivation. This course addresses Common Core State Standards of Literacy in Reading and Writing in History/Social Studies and requires grade-level to advanced reading and critical thinking skills.

Psychology (Online – Apex)
HSES70 *10th–12th Grade*
Credits: 5
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.

Psychology A/B (Online – Edmentum)
HSED9007, HSED9008, HSES227, HSES246 *9th–12th Grade*
Credits: 10
In Psychology, Semester A, you will trace the history of psychology and examine key psychological theories. You will discuss human development and explain how the nervous and endocrine systems affect human development and behavior. You will explain various theories related to language development and acquisition. You will discuss the influence of heredity, environment, society, and culture on human behavior.

We the People
HS8006 *9th–12th Grade*
Credits: 5
This course is designed to look at the history of the LGBT movement. Students will explore major milestones in the movement including Stonewall, the AIDS epidemic, Proposition 8 and current events affecting the LGBT community. Students will explore how individuals as well as organizations played a role in the visibility and progress of the movement. Students explore the movement through a variety of resources, including books, online resources and videos. Students will complete a book review on a memoir they will read throughout the course and an injustice project that relates to a hardship they have or someone they know has faced in their lifetime.

World Geography A/B
HS3521, HS3522 *9th–12th Grade*
Credits: 10
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.

World Geography
HS3046, HS3047 *9th–12th Grade*
Credits: 10
World Geography A is a five-unit course in which students will examine the perspectives of the human and physical world. Students will create written responses throughout their studies to establish prior knowledge and to make connections with what they know and new information regarding the world around them.
In the first semester of this course, students will begin with an examination of the World, which will include how geographers look at the world. This will include examinations of the physical world, climates of Earth, as well as the human world. Students will then look at the United States and Canada. They will then study Latin America, which will include Mexico, Central and South America, as well as the Caribbean. Students will then explore all of Europe, including the Russian Core. Students will complete the first semester of World Geography with an examination of North Africa as well as Southwest and Central Asia.
World Geography B is a five-unit course in which students will examine the perspectives of the human and physical world. Students will create written responses throughout their studies to establish prior knowledge and to make connections with what they know and new information regarding the world around them.
In the second semester of this course, students will begin with an examination of Africa South of the Sahara. Students will then look at the

countries of South Asia. They will continue to broaden their understanding by studying East Asia. Students will then examine Southeast Asia and the Pacific World. Students will finalize their study of World Geography by studying topics that pose great challenges to the world and will explore a variety of sources to broaden their understandings in these areas.

World Geography A/B (Online – Edmentum)

HSED9014, HSED9015 *9th–12th Grade*

Credits: 10

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

Science – Core Classes

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

Earth Science sem1/sem2 (Online – Apex)

HSES40, HSES41 *9th–12th Grade*

Credits: 10

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.

Earth Science A/B (Online – Edmentum)

HSES244, HSES245 *9th–12th Grade*

Credits: 10

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

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

HSED4013, HSED4014 *9th–12th Grade*

Credits: 10

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

Environmental Science sem1/sem2 (Online – Apex)

HSES368, HSES369 *9th–12th Grade*

Credits: 10

Environmental Science explores the biological, physical, and sociological principles related to the environment in which organisms live on Earth, the biosphere. Course topics include natural systems on Earth, biogeochemical cycles, the nature of matter and energy, the flow of matter and energy through living systems, populations, communities, ecosystems, ecological pyramids, renewable and non-renewable natural resources, land use, biodiversity, pollution, conservation, sustainability, and human impacts on the environment. The course provides students with opportunities to learn and practice scientific skills within the context of relevant scientific questions. Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, deconstruct claims, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts. Case studies of current environmental challenges introduce each content lesson and acquaint students with real-life environmental issues, debates, and solutions. Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science. Virtual Lab activities enable students to engage in investigations that require long periods of observation at remote locations and to explore simulations that enable environmental scientists to test predictions. Throughout this course, students are given an opportunity to understand how biology, earth science, and physical science are applied to the study of the environment and how technology and engineering are contributing solutions for studying and creating a sustainable biosphere. This course is built to state standards and informed by the NGSS standards for life science, earth science, physical science, and engineering, technology, and society.

Physical Science A/B

HS4005, HS4006 *9th–12th Grade*

Credits: 10

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 (Lab)

HS4026, HS4027 *9th–12th Grade*

Credits: 10

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

Biology A/B

HS4020, HS4021 *10th Grade*

Credits: 10

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

Biology A/B (Online – Apex)

HSES287, HSES288 *9th–12th Grade*

Credits: 10

Biology Semester 1 and 2 course will teach students about the smallest building block of life—the cell. Students will learn what makes a cell, how cells are built and their functions, as well as how mutations in cells can cause them to change genetically. Students will categorize various types of life, as well as the structure of plants and animals. They will also learn about how ecosystems support different life forms, and how the systems change to cater to the life forms that live within them.

Biology A/B (Online – Edmentum)

HSED4001, HSED4002 *9th–12th Grade*

Credits: 10

This inquiry- and lab-based course is designed to support modern science curriculum and teaching practices. It robustly meets NGSS learning standards for high school biology. Content topics include cells, organ systems, heredity, organization of organisms, evolution, energy use in organisms, and the interdependence of ecosystems. Each lesson includes one or more inquiry-based activities that can be performed online within the context of the lesson. In addition, the course includes a significant number of hands-on lab activities. Approximately 40% of student time in this course is devoted to true lab experiences, as defined by the National Research Council (2006, p. 3).

Biology A/B (Lab Science)

HS4501, HS4502 *10th Grade*

Credits: 10

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

Upon successful completion of Physical Science B, 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 physics aspect of physical science. Students will be exposed to scientific theories and laws that are used to predict, manipulate and explain common macroscopic interactions. Students will understand Newton's laws that govern motion, energy transfers on earth through waves, electricity and magnetism and their work on the system. Students will also have the opportunity to analyze modern technologies and provide suggestions on how technology will impact our future. Due to the high rigor of this class, knowledge of algebra 1 is highly recommended.

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

HSED4007, HSED4008 *9th–12th Grade*

Credits: 10

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

evolution, energy use in organisms, and the interdependence of ecosystems. Each lesson includes one or more inquiry-based activities that can be performed online within the context of the lesson. In addition, the course includes a number of virtual lab activities in which students will exercise experimental design, data analysis, and data interpretation skills while working through a simulated laboratory situation.

Biology Lit Adv sem1/sem2 (Online – Apex)

HSES46, HSES47 *9th–11th Grade*

Credits: 10

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 A/B (Online – Edmentum)

HSED4009, HSED4010 *9th–12th Grade*

Credits: 10

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

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

Chemistry Core sem1/sem2 (+ Lab) (Online – Apex)

HSES129, HSES130 *9th–12th Grade*

Credits: 10

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.

Physics A/B

HS4018, HS4019 *10th–12th Grade*

Credits: 10

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.

Physics Sem A/Sem B (Online – Apex)

HSES40, HSES41 *9th–12th Grade*

Prerequisite: At least 1 year of Algebra

Credits: 10

In Physics Semester 1, students will learn about the "basics" of physics: how to describe and analyze motion, how forces interact with matter, and how to further describe these interactions with the aid of the concepts of energy and momentum. Finally, students will explore one more specialized topic, thermodynamics, the physics of heat. In Physics Semester 2, students will use their physical understanding of motion, forces and energy and apply that knowledge to some important, specialized topics in physics: the behavior of waves, applications of wave theory to light and optics, the interaction of electrical and magnetic forces, and the special "non-Newtonian" properties of energy and matter described by quantum theory.

Physics A/B (Online – Edmentum)

HSED4011, HSED4012 *9th–12th Grade*

Credits: 10

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

Physics Core sem1/sem2 (+ Lab) (Online – Apex)

HSES131, HSES132 *9th–12th Grade*

Prerequisite: At least 1 year of Algebra

Credits: 10

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.

Science – Electives

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

Earth Science A/B

HS4016, HS4017 *9th–12th Grade*

Credits: 10

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

Electives – World Languages

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

French I sem1/sem2 (Online – Apex)

HSES74, HSES75 *9th–12th Grade*

Credits: 10

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 1 A/B (Online – Edmentum)

HSES218, HSES219, HSED6009, HSED6010 *9th–12th Grade*

Credits: 10

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

French II sem1/sem2 (Online – Apex)

HSES76, HSES77 *9th–12th Grade*

Prerequisite: French 1

Credits: 10

French II 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.

French 2 A/B (Online – Edmentum)

HSES220, HSES221 HSED6011, HSED6012 *9th–12th Grade*

Prerequisite: French 1

Credits: 10

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

Spanish 1 A/B

HS6016, HS6017 *9th–12th Grade*

Credits: 10

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

Spanish 1 sem1/sem2 (Online – Apex)

HSES50, HSES51 *9th–12th Grade*

Credits: 10

Spanish 1 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 1 A/B (Online – Edmentum)

HSES212, HSES213, HSED6001, HSED6002 *9th–12th Grade*

Credits: 10

In Spanish 1A, you'll be introduced to several common situations in which people communicate, such as exchanging names and greetings, describing people by physical and personality traits, and describing family members and aspects of your social life. You'll start with basic sentence structures and grammatical tools, and you'll learn to communicate by listening, speaking, reading, and writing in Spanish as you internalize new vocabulary and grammar. You'll also learn about some regions of the Spanish speaking world where the central characters of each unit are visiting. You will build on this semester's work as you advance in your Spanish studies: everything that you learn about a language and the cultures in which it is spoken will serve as a foundation for further learning.

Spanish 2 A/B

HS6049, HS6050 *9th–12th Grade*

Prerequisite: Spanish 1

Credits: 10

Spanish 2 is designed to review and build upon material presented in Spanish I. The activities provided are designed to increase the student's proficiency in the four basic skills: listening, speaking, reading and writing. The program utilizes small group activities and students' involvement. It presents a more complex structure and awareness of the Spanish culture. Success in this class depends heavily on the student's cooperation, participation, curiosity and consistent practice in and out of class.

Spanish 2 sem1/sem2 (Online – Apex)

HSES52, HSES53 *9th–12th Grade*

Prerequisite: Spanish 1

Credits: 10

Building on Spanish 1 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 2 A/B (Online – Edmentum)

HSES214, HSES215, HSED6003, HSED6004 *9th–12th Grade*

Prerequisite: Spanish 1

Credits: 10

Spanish 2A and B utilize three assessment tools that are designed specifically to address communication using the target language: Lesson Activities, Unit Activities, and Discussions. These tools help ensure language and concept mastery as students grow in their understanding and use of Spanish. Learning games specifically designed for language learning are used and can be accessed on a wide variety of devices.

Spanish 3 sem1/sem2 (Online – Apex)

HSES82, HSES83 *9th–12th Grade*

Prerequisite: Spanish 2

Credits: 10

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.

Spanish 3 A/B (Online – Edmentum)

HSES216, HSES217, HSED6005, HSED 6006 *9th–12th Grade*

Prerequisite: Spanish 2

Credits: 10

Spanish 3A and B take a unique approach by setting the lessons in each unit in a specific Spanish-speaking locale, immersing students in the language and in a variety of Hispanic cultures and issues. For example, Unit 5 in Semester B includes a discussion of the environmental issues in Argentina. Concluding the three-year cycle of Spanish courses, Spanish 3A and B effectively combine group and individual learning and offer activities and assessments to keep students engaged an on track.

Electives – Physical Education

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

Physical Education I/II/III/IV

HS5001, HS5012, HS5013, HS5014 *9th–12th Grade*

Credits: 5

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

Physical Education (Online – Apex)

HSES48 *9th–12th Grade*

Credits: 5

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.

Physical Education (Online – Edmentum)

HSES277 *9th–12th Grade*

Credits: 5

This course includes topics in getting active, improving physical performance, and lifestyle considerations. Unit activities elevate students' self-awareness of their health and well-being while examining topics such as diet and mental health and exploring websites and other resources. In addition to being effective as a stand-alone course, the components can be easily integrated into other health and wellness courses.

Electives – Health

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

Health A/B

HS7020, HS7021, HS7030, HS7031 *9th–12th Grade*

Credits: 10

Health A will concentrate on the concepts of wellness, health risks, personality, mental health, self-esteem, and expression of emotions. Students will also be exposed to an understanding of stress, responses to stress, and stress management. Students will study family roles and changes in family structures which have occurred. Also explored in this course are human reproduction, heredity, and human development. This course shall conclude with lessons in nutrition, malnutrition, diet planning, and being a wise consumer regarding food choices. HS Health has been updated to include required instruction on HIV/AIDS prevention education and affirmative consent. The course now includes medically accurate instruction on the nature of HIV/AIDS and its effects, methods of transmission, strategies to reduce the risk of infection, and social and public health issues related to HIV/AIDS. In additio n, students will study the effectiveness and safety of all FDA-approved contraceptive methods in preventing unplanned pregnancy. High school students will be provided the knowledge and skills to form healthy relationships free from violence, coercion, and intimidation with a comprehensive study of affirmative consent/"Yes Means Yes". Lastly, students will be instructed on hands-only CPR training and the Automated External Defibrillator (AED), and demonstrate hands-only CPR with an on-site CPR manikin.

Health B, has a focus on the human skeletal, muscular, nervous, respiratory, and cardiovascular systems. Students will explore the elements of physical fitness and the importance of suitable exercise programs. An area of e mphasis in Health B will highlight the use and abuse of prescription and illegal drugs. Students shall explore the body's effect of alcohol use and abuse and issues regarding social pressures to consume alcohol. Also studied is the harmful effects of all tobacco products. Another area of emphasis in this course is the human immune system and its response to infectious and noninfectious diseases. Finally, this course shall conclude with lessons about environmental pollution and the healthcare system.

Health Extended (Online – Apex)

HSES160 *9th–12th Grade*

Credits: 5

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.

Food and Nutrition
HS8021 *9th–12th Grade*
Credits: 5
This course will discuss health issues and concerns of students. Students will examine topics such as the impact and influence of food choices and practices of good nutrition, Dietary Guidelines for Americans, the impact and importance of calories, the dangers, effects, and treatments of eating disorders, safety issues, and basic first aid in the kitchen. Students will also explore the different parts of any given recipe, which includes language and the methods of measuring out ingredients. Students will expand on the notion of creating a meal that has appeal, limited to resources available to students, and the luxury of convenience foods. Students will learn smart shopping, shopping with a plan, creating a shopping list, ways to save money, reading the labels on the food products, and understanding the Universal Product Code. They will also discuss food groups and the four food groups from the Food Pyramid Guide. Students will also study types of dairy products, cultured products, frozen dairy desserts, cheeses, and butter. Lastly, the students will discuss and explore how to buy, store, prepare and cook meats, fish, poultry, and desserts.

Electives – Visual and Performing Arts

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

Art History A/B
HS6009, HS6010 *9th–12th Grade*
Credits: 10
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
HSAC01, HSAC02 *9th–12th Grade*
Credits: 10
Arts and Crafts begins by focusing on the elements of art and the color wheel. Students eventually progress to learning about the principles of art and how to apply them to various works of art. Students will learn about various artists and their crafts, and mimic some of the art styles by creating artwork of their own throughout each unit. Students will learn how to critically analyze various pieces of famous artwork. By the end of the last unit, the student will have gathered a portfolio of artwork which they will share with their instructor for evaluation.

Basic Drawing
HS6011 *9th–12th Grade*
Credits: 5
This course explores a variety of drawing techniques in sequential order of complexity. Skill-building emphasis is placed on mastering basic drawing shapes and developing creative thinking through imaginative expression. In addition, students learn to translate the world around them through perceptive, believable drawings.

Careers in Visual Arts A/B
HS6511, HS6512 *9th–12th Grade*
Credits: 10
In this course, Students will have a strong foundation in observing, interpreting, critiquing, discussing and producing art. They will have gained experience in creating expressive two and three dimensional works of art using a variety of media. At the end of the yearlong course, students will be fluent in art and industry-specific vocabulary, able to create, analyze, and judge works of art, knowledgeable about the importance of art within various cultures, prepared to apply the skills they have practiced throughout the year to multiple artistic careers, educated on how to share their art with larger artistic and professional communities, and informed of the multitude of career pathways within the Visual Arts Industry.

Cartooning

HS6012 *9th–12th Grade*
Credits: 5
This course consists of a sequence of drawing exercises to give students the opportunity to explore the art and craft of cartooning and develop creative solutions for the many inherent challenges of the art form. By the end of the course, each student will have a notebook filled with original drawings of cartoon characters and the magical worlds they live in, as well as hundreds of ideas for developing more. Note: This course is particularly designed for students who really enjoy drawing.

Intermediate Drawing
HS60ID *9th–12th Grade*
Credits: 5
Intermediate Drawing focuses on the elements of drawing and using the various mediums of drawing. Students learn about the basic principles of drawing including perspective, tonal ranges, shape, proportion and composition. Students will learn such techniques as how to draw the figure, sketching landscapes in the outdoors, creating medium tone drawings, and capturing a still life. By the end of the last unit, the student will have gathered a portfolio of artwork which they will share with their instructor for evaluation.

Intro to Plays and Theater
HS603 *9th–12th Grade*
Credits: 5
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
HS9046 *9th–12th Grade*
Credits: 5
In this course students will learn to explore the natural world and make personal connections with it in a creative manner. They will learn to make regular recordings of observations, perceptions, and feelings about the natural world as they explore it. Each student's nature journal will contain drawings, reflective writings, and personal thoughts. Nature journaling fosters self-learning and challenges students to combine intellect with experience.

Visual Arts A/B
HS6014, HS6015 *9th–12th Grade*
Credits: 10
In Visual Arts A/B, students will have a strong foundation in observing, interpreting, critiquing, discussing and producing art. They will have gained experience in creating expressive two and three dimensional works of art using a variety of media. Each student will compile examples of their work to display in a portfolio that highlights their current technical level and demonstrates their growth. Students will understand the role of visual arts throughout history and across the world. They will understand the power of art to communicate ideas and influence opinions. Students will be able to analyze their own work and that of other artists and critique works using content specific vocabulary. They will be able to verbally articulate their technical and creative process to their peers while recognizing strengths and areas for potential growth within their own work. At the end of the yearlong course, students will be fluent in art-specific vocabulary, able to create, analyze, and judge works of art, knowledgeable about the importance of art within various cultures, and prepared to apply the skills they have practiced throughout the year to multiple artistic careers.

Electives – Life Skills

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

Basic Study Skills
HS1034 *9th–12th Grade*
Credits: 5
Basic Study Skills is a course designed to enhance the study skills of students. After completion of this course, students will be able to set goals for themselves, manage their time well, take effective notes, and prepare for exams. The student will also learn the vital components for a research paper (e.g. gathering resources, citing work, and proofreading) as they create one themselves.

Career and College Skills
HS8512 *9th–12th Grade*
Credits: 5
This class will create economically independent students, able to recognize a career and/or college path for their lives and make this plan a reality. Students will explore themes that relate to who they are, what they want, and how to get what they want. Students will learn to envision a future where they are responsible, contributing adults of society. They will be given opportunities to plan a lifestyle budget, explore various types of careers, research colleges and ways to support themselves. Finally, they will have the ability to plan and enact a 10-year growth plan that is designed to get the student from high school graduation into a rewarding career.

Career Opportunities

HS8019 *9th–12th Grade*

Credits: 5

The Career Opportunities course will assist students in the process of identifying possible career paths by investigating and exploring ten different career clusters. Students will analyze and reflect on their strengths and interests as they explore these careers. By completing some real world projects related to these careers, students will apply both academic and work-based skills. The course assessment will include the completion of activities, reflection journal entries, study guide questions and unit tests. Career Opportunities is a five-unit elective consisting of 25 lessons.

Character Education

HS8042 *9th–12th Grade*

Credits: 5

Character Education is a 5-unit small group instruction class that introduces students to the character traits most important to success in our unique school model. Traits of grit, responsibility, optimism, and gratitude are explored, as well as personal reflection on mindsets and experiences that will guarantee students more success in the future. Upon completion of this course, students will be able to: 1) identify examples of people displaying/not displaying the key character traits 2) strengthen a work ethic that is influenced by the ability to ask questions when needed by a teacher with whom they have a positive relationship 3) learn to take personal responsibility for content mastery by finishing assignments to the best of their ability in a timely manner 4) engage in a process where they apply self-reflection and the specific character traits to their personal growth 5) apply to the concept of grit to their response to challenges, school work, and goals for the future 6) apply the concept of responsibility to self-control, integrity, personal choices, and locus of control 7) apply the concept of gratitude to fully engage in their lives and antidote to living in a state of scarcity and negativity and 8) apply the concept of optimism to the concept of malleable intelligence, a belief in self-efficacy and hope for the future.

Driver Education

HS80DE *9th–12th Grade*

Credits: 5

This course is designed to give students a broad understanding of the laws and practices they will need to drive a vehicle safely. By the end of the course, students will be familiar with how weather conditions, other drivers, and different traffic situations can be navigated safely and efficiently. In addition to general rules that govern all drivers in the United States, students will also learn rules specific to laws of the State of California. Upon completion of the entire course, students should be prepared to take their Class C California Driver's Test.

Independent Living

HS80IL *9th–12th Grade*

Credits: 5

This Independent Living course will examine some of the obstacles you will face when living on your own, such as housing decisions, feeding yourself, and creating an atmosphere and life for yourself. This course will cover responsibility, making good decisions, and understanding financial and career choices. Students will learn the basics of childcare, money management, responsible citizenry, sewing stitches, and making their way around a kitchen.

My Learning Path I

HS90122 *9th–12th Grade*

Credits:3

My Learning Path I utilizes a series of interactive assessments to measure core academic skills, as well as personal strengths and career interests. Through a series of written, interview, and research activities, students connect with resources supporting their academic and career interests. After assessing and reflecting on areas of strength and challenge, students create a personalized academic plan and portfolio presentation; aligned with their identified career interests and personal goals. Students also develop computer-based test taking and technology skills, as well as digital media creation and distribution skills.

New Student Seminar

HS9053 *9th–12th Grade*

Credits:2

The course will help new students transition from their previous school to the new learning environment. The course will prepare students for the blended learning model and meet the social and academics challenges they may encounter over the ensuing years. Giving students time and support to adjust to our school's culture and expectations will create a more cohesive, prepared and academically motivated student. Students will build rapport with teachers and staff with the purpose of making the student feel comfortable in asking questions and seeking support.

Parenting and Child Development A/B

HS8040, HS8041 *9th–12th Grade*

Credits: 10

Parenting and Child Development is an introduction to the stages of child development and how to aid the developing child. The course begins with an introduction to child psychology, observing child development, parenting, and teen parenthood. Students will then go through a detailed step-by-step of the stages of childhood and adolescence. The course will end with children's health and safety, challenges in a family, childcare, early education, and careers that involve children.

Senior Portfolio
HS9098 *9th–12th Grade*
Credits: 5
The Senior Portfolio course is designed to assist the student research and transition to various post-secondary opportunities. Students will explore various career and college options and the requirements that each of those options require. Upon completion of this course, students will have developed their own Google Site portfolio which will have the final draft of their Cover Letter, Résumé, Community Service documents, and their potential Graduation Speech.

Student Assistant A/B
HS9021, HS9022 *9th–12th Grade*
Prerequisite: Teacher approval
Credits: 10
Student Assistants serve teachers and other staff members by providing clerical and instructional assistance in the centers. Teacher permission is required and students must complete training as required by the Director of Educational Operations. Students who fall behind in their regular school work will need to take a break from this course until their other studies have improved. Student Assistants must demonstrate responsibility, maturity and integrity in their relations with adults and other students. Students will earn 5 credits upon completion of 60 hours of work during each semester.

Student Council A/B
HS9025, HS9026 *9th–12th Grade*
Credits: 5
This is an elective course whereby students are given the opportunity to interact with each other and school-wide activities. Students become active in advertising for upcoming school events, decorating centers for important events, and planning school-wide events like Prom, back to school night, and graduation. Students will also participate in community service events like canned food drives, highway clean up, and toy drives.

Tech in Testing
HS90112 *9th–12th Grade*
Credits: 5
Students taking the Tech in Testing class will be prepared with skills and strategies for test-taking. They will be exposed to Universal Tools, online features, Equation Editors, virtual manipulatives, and technology enhanced items. During content-specific units, students will become familiar with the format of questions in regards to the power standards for English and Math.

Technology Literacy A/B
HS90133, HS90134 *9th–12th Grade*
Credits: 5-10
Technology Literacy A offers students a comprehensive, interactive tour through Google's G Suite applications. Students will be given multiple opportunities to display creativity using Google tools including Drive, Docs, Slides, Gmail and Meet. Throughout the course, students will also be learning about and practicing good Digital Citizenship.
Technology Literacy B offers students a comprehensive, interactive tour through Google's G Suite applications. Students will be given multiple opportunities to display creativity using Google tools including Sheets, Forms, Sites, and Maps. At the completion of this course, student

Work Experience 1A/1B/2A/2B
HSWE1A, HSWE1B, HSWE2A, HSWE2B *9th–12th Grade*
Credits: 5
In Work Experience, students will learn about the fundamentals of gaining employment. Students will create resumes, receive interviewing tips, and discuss how to develop and maintain healthy working relationships. Students will practice filling out W-4 forms, learn about taxes and employee benefits. Also students will identify and strategize a career development path. Students will familiarize themselves with the job market utilizing technology as a tool for research..

Electives – General

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

Academic Success (Online – Edmentum)

HSES355 *9th–12th Grade*

Credits: 3

This elective course is intended as a practical, hands-on guide to help students improve study habits and enhance their prospects for academic success, now and in the future. The orientation section of this course prepares students to be successful in an online environment.

African American Studies (Online – Edmentum)

HSES271 *9th–12th Grade*

Credits: 5

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

Art Appreciation Online – Apex)

HSES100 *9th–12th Grade*

Credits: 5

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.

Career and College Preparation I/II Online – Apex)

HSES90, HSES91 *9th–12th Grade*

Credits: 10

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. 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.

Culinary Arts sem1/sem2 (Online – Edmentum)

HSES375, HSES376, HSED9002, HSED9003 *9th–12th Grade*

Credits: 10

This course is designed to enable all students at the high school level to learn the basics of culinary arts. Students will trace the origin and development of the culinary arts. They will also discuss important contributions made by chefs, notable culinary figures, and entrepreneurs. They'll analyze how trends in society influence trends in the food service industry. In addition, they'll examine the social and economic significance of the food service industry. This course also covers topics in health, sanitation, and sanitation, culinary skills, and more. The course is based on Career and Technical Education (CTE) standards designed to help students prepare for entry into a wide range of careers in the culinary industry.

Essential Career Skills (Online – Edmentum)

HSES293 *9th–12th Grade*
Credits: 5
This one-semester course is intended as a practical, hands-on guide to help students understand the skills required to achieve success in modern-day careers. This course has 21 lessons organized into five units, plus five Unit Activities. Each lesson contains one or more Lesson Activities. This course will cover essential career skills such as positive work ethics, teamwork, conflict resolution, effective speaking and listening, health and safety, and information technology.

Ethnic Studies (Online – Apex)
HSES17 *9th–12th Grade*
Credits: 5
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.

Game Development (Online – Edmentum)
HSES232 *9th–12th Grade*
Credits: 5
In this course, students will learn the ins and outs of game development to prepare them for a career in the field. Whether it is the history of video games, character development, mobile game design, user interface design, social gaming, or the principles of development design and methodologies, this 20-lesson course covers it all. As you might guess, games are included in the course to enhance the learning experience and help assess student progress. While fun and highly engaging, the course focuses on laying a strong foundation for a career in game development.

GED Mathematical Reasoning sem1/sem2
HS384, *HSES385* *9th–12th Grade*
Credits: 5
GED Mathematical Reasoning tutorials offer targeted instruction, practice, and review to provide a less stressful and more successful preparation effort as students work to achieve a GED passing score. Students engage with the content in an interactive, feedback-rich environment as they progress through GED test aligned modules. Students will practice skills essential to the test they're preparing for and build the depth of knowledge, confidence, and higher order skills required to demonstrate mastery when put to the test.

GED Reasoning Through Language Arts sem1/sem2
HS386, *HSES387* *9th–12th Grade*
Credits: 5
GED Reasoning through Language Arts tutorials offer targeted instruction, practice, and review to provide a less stressful and more successful preparation effort as students work to achieve a GED passing score. Students engage with the content in an interactive, feedback-rich environment as they progress through GED test aligned modules. Students will practice skills essential to the test they're preparing for and build the depth of knowledge, confidence, and higher order skills required to demonstrate mastery when put to the test.

Intro to Philosophy (Online – Edmentum)
HSES230 *9th–12th Grade*
Credits: 5
This elective course provides students an introduction to the field of philosophy and its great, timeless questions. Students explore the origin and evolution of philosophy as a discipline and learn about the times, lives, and intellectual contributions of essential philosophers.

Introduction to Fashion Design (Online – Edmentum)
HSED9009 *9th–12th Grade*
Credits: 5
This one-semester elective course is intended to introduce you to the basics of fashion design. In this course, you will explore the history of fashion, the components of fashion, the influences and contributions of some key fashion innovators, and the various steps involved in the production of a garment. Each lesson is accompanied by a Lesson Activity that will help you apply and practice the lesson content. You will check your own answers in the Lesson Activities. Each lesson also has a multiple-choice mastery test to help you access your understanding of the lesson content. A multiple-choice end-of-semester test completes the course. The Course Activities (submitted to the teacher) and the Lesson Activities (self-checked) are major components of this course. To get the most out of this course, you should complete all of the Lesson Activities in each lesson. By the end of this course, you will have done the following: Explored and examined fashion concepts, especially in the following areas: the history of fashion, factors influencing fashion growth, the components of fashion,

Familiarized yourself with fashion terminology, fashion life cycles, fashion adoption theories,and consumers, Understood the various preliminary steps such as fashion research, forecasting, and the process of manufacturing fabric from fiber. Explored the various steps in garment production, from creating a sample garment to bulk manufacturing it.

Introduction to Philosophy (Online – Edmentum)

HSED9017 *9th–12th Grade*

Credits: 5

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

Introduction to Social Media (Online – Edmentum)

HSES374 *9th–12th Grade*

Credits: 5

This one-semester elective course is intended as a practical, hands-on guide to help students understand the world of social media and how individuals, social groups, and businesses are using different types of social media.

Keyboarding sem1/sem2 (Online – Apex)

HSES109, HSES110 *9th–12th Grade*

Credits: 10

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 sem1/sem2 (Online – Achieve 3000)

HSES274, HSES275 *9th–12th Grade*

Credits: 10

Literacy Advancement is a class that utilizes the Achieve 3000 program that offers differentiated instruction tailored to each student's Lexile reading level to improve their core literacy skills, and content-area knowledge. Students follow a simple 5-Step Literacy Routine that improves vocabulary, comprehension, and reading fluency as well as writing skills. During the Literacy Routine, students receive reading materials and follow-up activities that are precisely matched to their learning abilities. Each one of the five steps will aid in enhancing the student's essay writing skills while incorporating the use of technology. The goal is to provide support and help to increase the student's literacy skills and comprehension, test-taking skills, and technology skills.

Literacy Empowerment sem1/sem2 (Online – Achieve 3000)

MSES297 MSES298 HSES297 MSES298 *9th–12th Grade*

Credits: 10

Literacy Empowerment is a class that utilizes the Achieve 3000 program that offers differentiated instruction tailored to each student's Lexile reading level to improve their core literacy skills, and content-area knowledge. Students follow a simple 5-Step Literacy Routine that improves vocabulary, comprehension, and reading fluency as well as writing skills. During the Literacy Routine, students receive reading materials and follow-up activities that are precisely matched to their learning abilities. Each one of the five steps will aid in enhancing the students essay writing skills while incorporating the use of technology. The goal is to provide support and help to increase the student's literacy skills and comprehension, testtaking skills, and technology skills.

Media Literacy (Online – Apex)

HSES87 *9th–12th Grade*

Credits: 5

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.

Music Appreciation sem1/sem2 (Online – Apex)

HSES88, HSES89 *9th–12th Grade*

Credits: 10

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.

Native American Studies sem1/sem2 (Online – Edmentum)

HSES269, HSES354 *9th–12th Grade*

Credits: 10

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

Physical Science sem1/sem2 (Online – Edmentum)

HSES361, HSES362 *9th–12th Grade*

Credits: 10

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

Preparation for GED Mathematics (Online – Edmentum)

HSED9019 *9th–12th Grade*

Credits: 5

The GED exam measures the skills and knowledge similar to a high school course of study and allows learners to receive their high school equivalency certifications.

Preparation for GED Reading Language Arts (Online – Edmentum)

HSED9018 *9th–12th Grade*

Credits: 5

The GED exam measures the skills and knowledge similar to a high school course of study and allows learners to receive their high school equivalency certifications.

Preparation for GED Science (Online – Edmentum)

HSED9020 *9th–12th Grade*

Credits: 5

The GED exam measures the skills and knowledge similar to a high school course of study and allows learners to receive their high school equivalency certifications.

Preparation for GED Social Studies (Online – Edmentum)

HSED9021 *9th–12th Grade*

Credits: 5

The GED exam measures the skills and knowledge similar to a high school course of study and allows learners to receive their high school equivalency certifications.

Principles of Engineering & Tech (Online – Edmentum)

HSES231 *9th–12th Grade*

Credits: 5

This easy-to-manage course provides students with essential STEM knowledge and an effective overview of STEM careers. The course's 15 lessons are interspersed with activities and online discussions that engage learners and promote understanding and achievement. Topics covered include biotechnology, mechanics, and fluid and thermal systems. The concluding lesson provides a valuable overview of the overall engineering design process.

Social Issues (Online – Edmentum)

HSES377 *9th–12th Grade*

Credits: 5

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

Sociology (Online – Apex)

HSES71 *Grade 10-12*

Credits: 5

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.

Sociology (Online – Edmentum)

HSED9016, HSES226 *9th–12th Grade*

Credits: 5

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

Web Technologies sem1/sem2 (Online – Edmentum)

HSES372, HSES373, HSED9039, HSED9040 *9th–12th Grade*

Credits: 10

The first semester is intended as a practical, hands-on guide to help students understand the concepts of website design. This course guides students how to create a website using web technologies. This course will cover careers in web technology, uses of web technology, and emerging trends in web technology. It also covers principles of design and creation of graphics. In addition, the course covers Internet protocols, web development tools, and client-server processing. The course also covers web page creation using HTML and style sheets. Finally, the course covers website design and the web development process. The second semester is intended as a practical, hands-on guide to help students understand advanced concepts of website design and concepts related to desktop publishing and multimedia. This course covers the creation of desktop publishing and multimedia projects. It also covers legal and ethical issues related to the Internet and website design. In addition, this course covers web page creation using JavaScript. It also covers DHTML and XML. The course additionally covers how to gather requirements from the client, plan out website development, create a wireframe, and create and publish a website. Finally, the course covers web maintenance and web administration.

World Geography sem1/sem2 (Online – Edmentum)

HSES171, HSES172, HSED9014, HSED9015 *9th–12th Grade*

Credits: 10

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

Electives – CTE and Career Titles

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

Child Development & Parenting Semester A/B (Online – Edmentum)

HSES286, HSES295, HSED9005, HSED9006 *9th–12th Grade*

Credits: 10

This one-semester course is intended to help you familiarize yourself with various aspects of child development and parenting. This course has lessons organized into five units, plus two Unit Activities. Each lesson contains one or more Lesson Activities. This course covers fundamental concepts of parenting and child rearing. It also covers essential communication skills related to parent-child interaction. In addition, the course covers workplace skills, such as positive work ethics, integrity, and resource management. It also covers some recent trends in parenting.

Computer Programming 1 A/B (Online – Edmentum)

HSED9036, HSED9037 *9th–12th Grade*

Credits: 10

Part of the Courseware Career and Technical Education (CTE) Library, Computer Programming combines engaging online and offline activities in a rigorous one-semester course for your high school students who may be aspiring to technical careers. Building on lessons covering the software development lifecycle and software development methodologies, the course uses online discussions, activities, and lessons to lead your students through additional key topics such as quality control, system implementation, and maintenance and the increasingly important issue of system security.

Computing for College & Careers A/B (Online – Edmentum)

HSES347, HSES460, HSED9010, HSED9011 *9th–12th Grade*

Credits: 10

This course is designed to enable students at the high school level to develop basic computer skills that they can use during their college education and also in their careers. This course is designed to enable all students at the high school level to develop the critical skills and knowledge that they will need to be successful in careers throughout their lives. The course is based on Career and Technical Education (CTE) standards designed to help students prepare for entry into a wide range of careers and/or into postsecondary education.

Culinary Arts (Online – Edmentum)

HSED9002, HSED9003 *9th–12th Grade*

Credits: 10

This course covers the history and development of the culinary arts; the basics of nutrition; and health, safety, and sanitation. It covers basic science principles used in cooking and various cooking methods. It also explores the culinary skills required to make a variety of items, ranging from stocks and soups to seafood and poultry to various breads and desserts.

Essential Career Skills (Online – Edmentum)

HSED9033 *9th–12th Grade*

Credits: 5

This course helps students understand and practice critical life and workplace readiness skills identified by employers, state boards of education, and Advance CTE. These skills include personal characteristics, such as positive work ethic, integrity, self-representation, and resourcefulness, as well as key people skills, communication skills, and broadly-applicable professional and technical skills. These skills are universally valuable but sometimes assumed or glossed over in more career-specific courses. For that reason, this provides students with a solid foundation in their career studies.

Game Development (Online – Edmentum)

HSED9038 *9th–12th Grade*

Credits: 5

In this course, they'll learn the ins and outs of game development to prepare them for a career in the field. Whether it is the history of video games, character development, mobile game design, user interface design, social gaming, or the principles of development design and methodologies, this 20-lesson course covers it all. As you might guess, games are included in the course to enhance the learning experience and help assess student progress. While fun and highly engaging, the course focuses on laying a strong foundation for a career in game development.

Graphic Design & Illustration A/B (Online – Edmentum)

HSED6007, HSED6008 *9th–12th Grade*

Credits: 10

This one-semester course is intended as a practical, hands-on guide to help you understand graphic design concepts, graphic image

creation, and image manipulation.This course covers careers you can pursue in graphic design. It also covers training and skills required for a graphic designer. In addition, this course describes how to create images using color and typography and how to manipulate images. It also guides you how to create imagesusing design elements and principles. Finally, this course covers copyright laws and ethics related to the use of graphic design.This course will help you meet the following goals: Descibe the evolution of graphic design. Describe the careers in graphic design and create a résumé. Identify and assess the training and skills required for a graphic designer. Describe digital image concepts and the use of basic tools in graphic design software. Describe universal symbols and their usage. Describe the properties of color and apply color-balancing techniques. Describe the effects of typography on a digital image. Describe image manipulation and rendering techniques on a digital image. Describe how to organize and store images. Describe laws and ethics related to graphic design. Create images using design elements and principles. Create a layout design using design principles. Describe how to create one-point and two-point perspective images. Explain the digital printing process.

Information Technology Applications (Online – Apex)

HSES239 *9th–12th Grade*

Credits: 5

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 Business and Marketing (Online – Apex)

HSES348 *9th–12th Grade*

Credits: 5

Introduction to Business and Marketing is an introductory-level Career and Technical course that provides the foundational knowledge and skills students need for careers in business and marketing. Students begin exploring roles and functions that business and marketing play in a global society, develop an understanding of the market place, as well as understanding product placement and promotion. Using hands-on activities, students reinforce, apply and transfer academic knowledge and skills to a variety of interesting and relevant real-world inspired scenarios. This course focuses on developing knowledge and skills around marketing, pricing, and distribution, while also focusing on economics and interpersonal skills.

Intermediate Business and Marketing (Online – Apex)

HSES349 *9th–12th Grade*

Prerequisite: Introduction to Business and Marketing

Credits: 5

Intermediate Business and Marketing provides the intermediate knowledge and skills students need for careers in business and marketing. Students analyze the impact of government, legal systems, and organized labor on business; develop an understanding of business communications and management; and explore legal, ethical, and financial issues in business and marketing. Furthermore, students delve into basic economic concepts including personal finance, economic systems, cost-profit relationships, and economic indicators and trends. Using hands-on activities, students reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant real-world inspired scenarios. This course focuses on developing knowledge and skills around marketing and management, while also focusing on economics and financial literacy. This course also allows students to explore career options in business and marketing. This course it built to state and national standards.

Introduction to Cybersecurity (Online – Edmentum)

HSED9001 *9th–12th Grade*

Credits: 5

This one-semester course is intended to introduce the concepts of cybersecurity. In Introduction to Cybersecurity, you will examine key cybersecurity concepts and programs. You will identify the different types od cybersecurity threats and errors. You will explain how to protect your computer system, networks, and data from various cyber attacks. You will describe the process of risk assessment, mitigation, and incident handling. You will examine various laws, standards, and ethical issues related to cybersecurity. Finally, you will explore the career opportunities in the field of cybersecurity.

Principles of Health Science A/B (Online – Edmentum)

HSED9034, HSED9035 *9th–12th Grade*

Credits: 10

With an engaging and interactive instructional approach, this rigorous course provides your students with a comprehensive overview of health science topics and careers. Health science professionals are in increasing demand and of increasing interest, and this semester-long course is an effective way to introduce students to the wide array of health science careers. Beginning with medical terminology, the

course includes an overview of physiology and human homeostasis and more.

Principles of Information Technology A/B (Online – Edmentum)

HSED9041, HSED9042 *9th–12th Grade*

Credits: 10

This course takes the next steps in preparing learners for a career in information technology. Covering software, hardware, and implementation topics, the course also addresses the security and ethical issues that your students will face in an IT career. Combining lessons, online and offline activities, and interactive discussions, the course will provide a practical yet cutting edge look at the issues faced by leading IT professionals today and in the future.

Professional Photography A/B (Online – Edmentum)

HSES3263, HSES264, HSED6013, HSED6014 *9th–12th Grade*

Credits: 10

Few recent technical innovations have changed an industry as fundamentally as digital photography has changed everything about the way we capture our lives in the way we take, edit, store, and share pictures. Digital Photography provides you with the flexibility to not only use it as an independent individual course or as a group or class course, but to also easily customize the course to the unique needs of your situation. The course combines 15 lessons with online discussions that promote the development of critical thinking skills as your students explore digital photography as an enriching activity or a career.

Web Technologies A/B (Online – Edmentum)

HSED9039, HSED9040 *9th–12th Grade*

Credits: 10

Whether they know it or not, almost all of your students have an interest in web design. This course takes them inside the essentials of web design and helps them discover what makes a site truly engaging and interactive. Lessons such as Elements of Design, Effects of Color, and Typography help them understand the elements of effective and dynamic web design. The course covers the basics of HTML, CSS, and how to organize content, and helps to prepare them for a career in web design.

Electives – Pathways Trips

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

Career Exploration at Blackbird Farm

HS9097 *9th–12th Grade*

Credits: 5

Students will learn about multiple careers in the fields of construction, engineering, animal husbandry, marketing, farming, and design. Students will be able to communicate and set personal goals using language specific to CTE Pathways and standards. Students will reflect and be able to connect personal strengths to career opportunities in various CTE career industries.

Pathways: College Tour

HS8070 *9th–12th Grade*

Credits: 2.5

The goal of this course is to expose students to the college environment through firsthand experience. Students are given the opportunity to tour five California colleges over a four-day trip. The opportunity to experience the differences between Cal State, UC, and private schools while learning about university life, requirements, and the application process equips students with the knowledge to make important post-secondary decisions. Students are able to reflect on their experience through journaling, writing affirmation statements, goal statements, group discussion and reflective assignments. In addition, group activities, college campus tours, and Q & A sessions with college students all contribute to students being able to more vividly visualize their post-secondary goals.

Pathways: Crew

HS8061 *9th–12th Grade*

Credits: 2.5

The objective of the CREW scholarship program is to create a classroom in which students may take an active role in pursuing their college education. The topics covered include: California college systems, goal planning, entrance and placement exams, applications, financial aid, college course selection, budgets, interview preparation, and teamwork. The knowledge gained will come from attendance at monthly meetings, active participation, and successful completion of all assigned tasks. Additionally, students will leave feeling prepared, well informed and ready to begin college with confidence.

Pathways: Cuba

HS9047 *9th–12th Grade*

Credits: 5

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

Pathways: Rmpr Character Development
HS8069 *9th–12th Grade*
Credits: 2.5
The objective of the Rocky Mountain Pathways Character Development Program is to facilitate learning through experiencing life on a ranch. The topics covered include: Practicing Gratitude, Optimism & Responsibility, Personal Contracts, Grit, and Animals of the Ranch. The skills developed include work and post-secondary skills, teambuilding, and problem-solving. This is accomplished through participation in work on the ranch, academic work, and experiential activities. Additionally, students will leave with an understanding of being a part of a community, their personal leadership, and a greater awareness of nature.

Pathways: Rmpr Leadership
HS8060 *9th–12th Grade*
Credits: 5
The objective of the Rocky Mountain Pathways Work Study Program is to facilitate learning through experiencing life on a ranch. The topics covered include: Native American history and traditions, animals of the ranch and Colorado, and history and landscape of Colorado. The skills developed include work and post-secondary skills, teambuilding, and problem-solving. This is accomplished through participation in work on the ranch, academic work, and experiential activities. Additionally, students will leave with an understanding of being a part of a community, their personal leadership, and a greater awareness of nature.

Pathways: Sustainable Agriculture (UCCI)
HS9065 *9th–12th Grade*
Credits: 5
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: Washington DC
HS9048 *9th–12th Grade*
Credits: 2.5
In this Pathways Washington DC program, students will explore our nation's capitol. During the trip, students will visit various historical and influential sites while learning about the impact DC has had on our nation's past, present and the impact it can have on our future. Students will partake in tours and visit monuments, museums and government buildings to learn about our government's processes. Students will identify how they can create their own impact on the world they live in.

Electives – Workforce Skills Training

Financial Literacy and Entrepreneurial Skills
HS90132 *9th–12th Grade*
Credits: 2
Students will learn about personal budgets, expense reports, bank accounts, investments, job finances, and job skills in unit 1. Students will learn about starting a business and create a business proposal in unit 2. The course will be hands-on and real world applicable with examples of each major concept.

Section 14 — Middle School Courses

English – Core Classes

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

English 7 A/B
7th Grade
MS107A, MS107B *Credits: 10*
This course exposes students to fictional stories and non-fiction texts, both print and digital. This course enhances students' ability to comprehend, develop, and analyze the content of the reading assignments.. It exposes students to authors' intent and literature concepts. Each lesson develops and increases students' fluency and vocabulary. Grammar skills are introduced and practiced regularly, helping students implement the new skills into their own writing. A fictional novel that accompanies this course stimulates imagination and creativity. In each unit, students have many opportunities to incorporate what they have learned into their writing.
This course addresses Common Core State Standards of English/Language Arts: Reading Literature, Reading Informational Texts, Writing, Speaking and Listening, and Language.

English 7 A/B (Online – Edmentum)
MS1009, MS1010, MSES175, MSES176 *7th Grade*
Credits: 10
English 7 Integrates the study of writing and literature through the examination of a variety of genres. Students identify the elements of composition in the reading selections to understand their function and effect on the reader. Practice is provided in narrative and expository writing. Topics include comparison and contrast, persuasion, and cause and effect essays, as well as descriptive and figurative language. Lessons are supplemented with vocabulary development, grammar, and syntax exercises, along with an introduction to verbal phrases and research tools.

English 8 A/B
MS108A, MS108B *8th Grade*
Credits: 10
This course exposes students to fictional and non-fiction texts, both print and digital. Students enhance their ability to comprehend, develop, and analyze their reading assignments. It exposes students to authors' intent and literature concepts. Each lesson develops and increases students' fluency and vocabulary. Grammar skills are introduced and practiced regularly as students implement the new skills into their own writing. A fictional novel accompanies this course that stimulates imagination and creativity. In each unit, students have many opportunities to incorporate what they have learned into their writing. This course addresses Common Core State Standards of English/Language Arts: Reading Literature, Reading Informational Texts, Writing, Speaking and Listening, and Language.

English 8 A/B (Online – Edmentum)
MS1011, MS1012, MSES01, MSES02 *8th Grade*
Credits: 10
English is the study of the creation and analysis of literature written in the English language. In English 8A, you will explore the features of different forms of literary writing such as diaries, memoirs, informative essays, and fictional narratives. You will also improve your writing by learning about persuasive writing techniques. You will compare and contrast a literary piece across different mediums, including drama. You will engage in a dramatic reading of poetry and learn how to give multimedia presentations. In the latter part of the course, you will analyze informational texts to understand the history of the Civil War. You will also analyze various types of literary works to better understand literary elements such as point of view, conflict, theme, structure, and setting.

English – Electives

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

Critical Literacy
MS65CL *7th–8th Grade*
Credits: 5
Students will gain reading and writing skills through the acquisition of new thinking skills, including Metacognition, Active Reading Strategies, Mind Mapping, Think-Alouds, personal and critical oral responses and
reading. In addition, students will complete an independent reading assignment from the California Approved Book List that is at his or her reading level. The culminating projects will be a Book Talk and Book Review, as well as a Literary Autobiography, all of which will demonstrate the students' growth over the course of the class.

English Readiness A/B
MS10RA, MS10RB *7th–8th Grade*
Credits: 10
English Readiness is a standards-based modular course designed to remediate the student on English/Language Arts standards. These modules, based on the twenty ELA power standards as identified by the Charter School, can be assigned as needed where the instructor is able to detect a deficiency with a student's particular skill set. Each module focuses on one or two standards and will greatly increase the student's ability to comprehend and master each standard. All work is done in the workbook with some use of the Internet to reinforce certain concepts. A student can complete 5 modules per semester and can complete each module only once.

Introduction to Grammar
MS1015 *7th–8th Grade*
Credits: 5
Intro to Grammar is designed to familiarize the student with the fundamentals of grammar, usage, and mechanics. Students will be exposed to and learn to master parts of speech, sentence structure, phrases and clauses, modifiers, and punctuation. Students will also learn the functions of verb tenses, direct and indirect objects, and object complements. This course will help to teach students how to become better writers through numerous exercises that increase their knowledge and skills of certain grammar and mechanical concepts.

Literacy Development A/B
MS6503, MS6504 *7th–8th Grade*
Credits: 10
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
MS10ML *7th–8th Grade*
Credits: 5
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 thereading 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
MS1022 *7th–8th Grade*
Credits: 5
Poetry offers a comprehensive study of the poetic form, elements of poetry, key literary genres, poem types, and influential poets throughout the ages. Students will develop their ability to read and analyze poetry and decipher all varieties of poetic language. They will explore the historical origins of poetry in the English language that incorporates poets of the British Isles as well as North America. Students will write down a poetry log throughout the course where they can express their personal opinions about the poems they read. They will be able to write a thoughtful critical essay by the end of the semester that will demand the ability to incorporate their poetry learning into a detailed analysis of a poem or poetry subject.

Reading Fiction
MS10RF *7th–8th Grade*
Credits: 5
In this course the student will read five novels: The Westing Game, The Catcher in the Rye, Harry Potter and the Sorcerer's Stone, The House of the Scorpion, and To Kill a Mockingbird. Each unit will look at the important events in each novel that shape the characters, theme, and setting. The students will also relate the themes of the novels to their lives.

Math – Core Classes

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

Math Readiness A/B/C/D

MSMM01, MSMM02, MSMM03, MSMM04 *7th–8th Grade*

Prerequisite: Teacher approval

Credits: 20

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

Basic Math A/B

MS2020, MS2021 *7th–8th Grade*

Credits: 10

This math prepares students for success in the Pre-Algebra program. Basic Math begins with a review of basic operations such as addition, subtraction, multiplication, and division. It then delves into factorizations, fractions, and fractional notations. Students also experience an understanding of order of operations, decimal notation, and estimation. Basic Math concludes with an emphasis on ratio and proportion and their geometric application.

Pre-Algebra A/B

MS2028, MS2029 *7th–8th Grade*

Credits: 10

Pre-Algebra A helps to build students' foundational skills for entry into the Algebra course. Pre-Algebra A begins with a review of integers and the order of operations. Students are then introduced to variables and simple equations as well as solving application problems. Emphasis is then placed on solving problems with fractions with application to basic geometry. Pre-Algebra A concludes with solutions of decimal problems.

Common Core Math 7 A/B

MS2503, MS2504 *7th–8th Grade*

Credits: 10

Math 7A is a Common Core aligned math course. Designed to prepare students for high school mathematics, Math 7A covers an array of math genres including the number system, expressions, equations, functions, statistics and probability. Students will formulate and reason about expressions and equations, including modeling an association in bivariate data with a linear equation and solving linear equations and systems of linear equations. Students will grasp the concept of a function and use functions to describe quantitative relationships. Students will achieve these learning goals by making sense of problems, persevering in solving problems, reasoning abstractly and quantitatively, constructing viable arguments, critiquing the reasoning of others, modeling with mathematics, using appropriate tools strategically, attending to precision, looking for and making use of structure, in addition to looking for and expressing regularity in repeated reasoning.

Math 7B is a Common Core aligned math course. Designed to prepare students for high school mathematics, Math 7B covers an array of math genres including the number system, expressions, equations, functions, statistics and probability. Students will formulate and reason about expressions and equations, including modeling an association in bivariate data with a linear equation and solving linear equations and systems of linear equations. Students will grasp the concept of a function and use functions to describe quantitative relationships. Students will achieve these learning goals by making sense of problems, persevering in solving problems, reasoning abstractly and quantitatively, constructing viable arguments, critiquing the reasoning of others, modeling with mathematics, using appropriate tools strategically, attending to precision, looking for and making use of structure, in addition to looking for and expressing regularity in repeated reasoning.

Common Core Math 8 A/B

MS2032, MS2033 *7th–8th Grade*

Credits: 10

Math 8A is a Common Core aligned math course. Designed to prepare students for high school mathematics, Math 8A covers an array of math genres including the number system, expressions, equations, functions, statistics and probability. Students will formulate and reason about expressions and equations, including modeling an association in bivariate data with a linear equation and solving linear equations and systems of linear equations. Students will grasp the concept of a function and use functions to describe quantitative relationships. Students will achieve these learning goals by making sense of problems, persevering in solving problems, reasoning abstractly and quantitatively, constructing viable arguments, critiquing the reasoning of others, modeling with mathematics, using appropriate tools strategically, attending to precision, looking for and making use of structure, in addition to looking for and expressing regularity in repeated reasoning.

Math 8B is a Common Core aligned math course. Designed to prepare students for high school mathematics, Math 8B covers an array of math genres including the number system, expressions, equations, and geometry. Students will formulate and reason about expressions and equations. Students will analyze two- and three-dimensional space and figures using distance, angle, similarity, and congruence.

Additionally, students will understand and apply the Pythagorean Theorem. Students will achieve these learning goals by making sense of problems, persevering in solving problems, reasoning abstractly and quantitatively, constructing viable arguments, critiquing the reasoning of others, modeling with mathematics, using appropriate tools strategically, attending to precision, looking for and making use of structure, in addition to looking for and expressing regularity in repeated reasoning.

Mathematics I Common Core (Online – Apex)

MSES154 *7th–8th Grade*

Credits: 5

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 7 sem1/sem2 (Online – Edmentum)

MSES193, MSES194 *7th–8th Grade*

Credits: 10

Mathematics is the study of the patterns around us. Using the tools in the course, students will learn more about how to solve problems using expressions and equations. When students understand how to work with numbers in equations, and how to manipulate equations, they can more easily solve problems you encounter in everyday life. In the second semester, students will learn more about geometry statistics, and probability. Geometry is a branch of mathematics that uses formal methods of thinking to show relationships between points, lines, surfaces, and solids. Statistics and probability are closely related subjects. In statistics, students will practice collecting and analyzing numerical data to make decisions. Probability is the study of the likelihood that an event will occur. Knowing more about these three disciplines will help you solve problems students may encounter everyday.

Math 8 A/B (Online – Edmentum)

MSED2011, MSED2012 *8th Grade*

Credits: 10

Mathematics is the study of patterns around us. In Math 8, Semester A, you will explore transformations and solve linear equations. You will also solve real-world problems with two linear equations. In this course, you will study and interpret functions that can help you solve problems you encounter in everyday life.

Algebra I A/B

MS2040, MS2041 *7th–8th Grade*

Credits: 10

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

Algebra 1 sem1/sem2 (Online – Apex)

MSES103, MSES104 *7th–8th Grade*

Credits: 10

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.

Intro to Geometry A/B

MS2024, MS2025 *7th–8th Grade*

Credits: 10

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 differencebetween 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
MS2038, MS2039 *7th–8th Grade*
Credits: 10
The ultimate goal of this course to extend students' prior learning from middle school geometry to more formal geometric proofs that use rigid motions and their precise definitions, the study to figures on the Euclidean Plane, the connection of algebraic function to geometry, and the study of trigonometry concerning right triangles and circles. Students will also engage in Common Core Mathematical Practices.

Geometry Common Core sem1/sem2 (Online – Apex)
MSES105, MSES106 *7th–8th Grade*
Credits: 10
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.

Algebra 2 A/B
MS2501, MS2502 *7th–8th Grade*
Credits: 10
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 IA-1/IA-2, IB-1/IB-2 (2-year course)
MS2IA1, MS2IA2, MS2IB1, MS2IB2 *7th–8th Grade*
Credits: 20
This extended 2-year Algebra course begins with a review of essential and fundamental Algebra concepts. This includes understanding the use of variables and exponents, as well as properties of real numbers, and solving linear equations and inequalities. Students will then learn to graph linear equations and inequalities in two variables along with determining the slope and equations of lines. hey 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, T solve rational expression and understand direct and indirect variations, and solve linear equations. Finally, students move into a review of graphing, key terms, and line equations. The units include the applications of linear systems, solving linear inequalities, equations, inequalities, and absolute value. This course concludes with graphing quadratic equations and functions.

Personal Finance
MS20PF *7th–8th Grade*
Credits: 5
Personal Finance is a real world application for basic math skills that will cover a wide range of topics. This course will give students a basic understanding of personal finance management by covering topics such as gross pay, net pay, taxes, budgeting, and types of bank accounts. Students will also learn how to shop by comparing base price, unit price, and net price. In addition, this course shows students how interest can be used for the consumer (in the case of savings) or against them (in the case of credit card debt). Students will also gain an understanding of the monetary considerations when buying a house or car.

Math – Electives

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

Accelerated Math A/B/C/D/E/F
MS2047, MS2048, MS2049, MS2050, MS2051, MS2052 *7th–8th Grade*
Credits: 30

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

Math Readiness A/B/C/D
MSMM01, MSMM02, MSMM03, MSMM04 *7th–8th Grade*
Prerequisite: Teacher approval
Credits: 20
Math Readiness is a standards and concepts-based modular course designed to remediate the student on various levels of math standards. These modules are designed to be assigned as needed where the instructor is able to detect a deficiency with a student's particular skill set. Each module focuses on one or two math concepts and will greatly increase the student's ability to comprehend and master each concept. All work is done in the workbook with some use of the Internet to reinforce certain concepts. A student can complete 5 modules per semester and can complete each module only once.

Math Foundations 1 sem1/sem2 (Online – Apex)
MSES38, MSES39 *7th–8th Grade*
Credits: 10
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 2 sem1/sem2 (Online – Apex)
MSES42, MSES43 *7th–8th Grade*
Credits: 10
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.

Introductory Algebra sem1/sem2 (Online – Apex)
MSES32, MSES33 *7th–8th Grade*
Credits: 10
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.

Science – Core Classes

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

Life Science 7 A/B

MS4003, MS4004 *7th Grade*

Credits: 10

In this course students will learn about the scientific method, cells, basic characteristics and needs of all organisms, the organization of living things into kingdoms, genetics, plant and animal life, and the development and function of organ systems in animals, especially humans. Students will also explore ecological principles including biomes, food chains and webs, and evolution. This course will include both text study and virtual laboratory experiences using CD-ROMs and the Internet.

Life Science 7 sem1/sem2 (Online – Edmentum)

MSES202, MSES203 *7th–8th Grade*

Credits: 10

Life Science is a branch of natural science that deals with the structure and behavior of living organisms. Students will learn about the diversity of life on Earth and how to make sense of the systems and events in nature. semester 1, students will begin by studying the most basic unit of life, the cell, and work their way towards more complex organisms that include plants and animals. Throughout the course, students will use the scientific method. this is a procedure that will help you set up credible experiments to test predictions. The method features research, data gathering, observation and communication. In the second semester, students will study how traits are passes from one generation to the next. They will follow the flow of energy and matter in an environment as you study relationships among organisms in an ecosystem. Students will study ways to prevent disease, and understand the stages of human reproduction and development. Finally, they will take a look at evolution and natural selection, and see how scientist use fossils to establish the geologic timescale.

Physical Science 7-8 A/B

MS4005, MS4006 *8th Grade*

Credits: 10

In this course, students will explore the basics of Physical Science. Students will learn about chemical interactions, the concept of matter and atoms, and acids, bases and solutions. Students will understand the basics of motion, force, and energy, focusing on measuring motion and the nature of force, as well as different sources of energy. Sttudents will also learn the basics of Earth Science, including Plate Tectonics, land formations. and the basic methods of measuring earthquakes. Finally, students will master the basics of astronomy, including th earth in the context of the solar system and the sun, as well as the formation, stars, galaxies and the origins of the universe.

Physical Science 8 sem1/sem2 (Online – Edmentum)

MSES204, MSES205 *7th–8th Grade*

Credits: 10

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

Science – Electives

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

Earth Science A/B

MS4016, MS4017 *7th–8th Grade*

Credits: 10

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

Social Science – Core Classes

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

World History 7 A/B

MS3008, MS3009, MS3018, MS3019 *7th Grade*
Credits: 10
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.

World History 7 sem1/sem2 (Online – Edmentum)
MSES168, MSES169 *7th–8th Grade*
Credits: 10
In World History 7, Semester 1, students will learn about major historical events that took place around the world. They will trace the development of early humans, be introduced to the Neolithic Revolution, study the development of early civilizations of the Middle East and North Africa, analyze the development and characteristics of early civilizations of India and China, explore the origins and beliefs of Hinduism and Buddhism. Lastly, they will learn about the later civilizations of the Mediterranean and the Middle East. In World History 7, Semester 2, students will learn about the developments and characteristics of classical civilizations in Asia and the Americas, trace the development of classical Greece and Rome, analyze the development and characteristics of the early medieval period., learn about the growth of civilizations in Africa and Asia during the late medieval period, and lastly, analyze the transformation of western Europe during the late Middle Ages.

U.S. History 7-8 A/B
MS3005, MS3006 *7th–8th Grade*
Credits: 10
This course will familiarize students with the beginnings of America and how the United States began to develop as a nation. It will cover the discovery of the New World through European exploration and the race to establish settlements in America. Students will learn how the English colonies were established and how they interacted with the Native Americans. The course will discuss the Great Awakening and the Enlightenment and how these ideals affected the development of the colonies. Students will understand the basic rights of a free person as expressed in the Constitution and the Bill of Rights. The second half of the course will discuss the rise of America following the Revolutionary War 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.

U.S. History 8 sem1/sem2 (Online – Edmentum)
MSES166, MSES167 *7th–8th Grade*
Credits: 10
In U.S. History 8 Semester 1, students will learn about the process of historical inquiry, and review the events and principles behind the founding of the United States. Students will explore timelines to gain an understanding of how events link to each other and analyze historical documents for a firsthand sense of how events unfolded. They will also gather evidence from relevant documents and historical texts in order to develop credible explanations of events in US history. In the second semester, students will learn about major events that took place in American history. They will analyze the importance of the Louisiana Purchase, the War of 1812, industrialization, and the Monroe era. They will then examine the Jacksonian era, the impact of westward expansion, the reform movements of the mid-1800s, the abolitionist movement. In , and the Civil War. Lastly, they will analyze the factors that led to the Civil War, how the war impacted the United States, and explore the Reconstruction period.

Social Science – Electives

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

American Dreamers A/B
MSAD01, MSAD02 *7th–8th Grade*
Credits: 10
This course details the lives and times of some of the most famous Americans of the 20th Century. Students will learn about various historical figures from public service, sports, arts and entertainment, business, and science and medicine. The student will explore the life of each person and learn how their dreams, their successes, and their failures helped to invigorate, inspire, and advance the American Dream during different phases of the 20th century.

History of the Ancient World
MS8502 *7th–8th Grade*
Credits: 5
This course explores the major civilizations of ancient history and makes connections to how their beliefs and customs affect the modern world. The class begins with prehistory and the beginnings of man and continues through all of the fall of Rome. The focus of this course includes the ancient civilizations of The Fertile Crescent and Mesopotamia, Egypt & Nubia, India, China, Greece, and Rome.

Latin American History
MS30LH *7th–8th Grade*
Credits: 5
This course emphasizes the development of the three Latin American regions. Students will study Central America, the Caribbean, and South America. They will learn about each area's geography, culture, climate, history, and tradition. Students will cover some countries in detail and learn how political systems and ideals have shaped its history.

We the People
MS8012 *7th–8th Grade*
Credits: 5
This course is designed to look at the history of the LGBT movement. Students will explore major milestones in the movement including Stonewall, the AIDS epidemic, Proposition 8 and current events affecting the LGBT community. Students will explore how individuals as well as organizations played a role in the visibility and progress of the movement. Students explore the movement through a variety of resources, including books, online resources and videos. Students will complete a book review on a memoir they will read throughout the course and an injustice project that relates to a hardship they have or someone they know has faced in their lifetime.

World Geography A/B
MS3521, MS3522 *7th–8th Grade*
Credits: 10
This course will give students an overview of the geography of the world. It will give them an understanding of the latitude and longitude, as well as help them develop their map skills. It will allow them to understand the different regions of the world, and how geography affects them. It will cover climate, population, cultures, religions, languages, and economic systems.

World Geography sem1/sem2 (Online – Edmentum)
MSES171, MSES172 *7th–8th Grade*
Credits: 10
In an increasingly interconnected world, equipping students to develop a better understanding of our global neighbors is critical to ensuring that they are college and career ready. These semester-long courses empower students to increase their knowledge of the world in which they live and how its diverse geographies shape the international community. Semester A units begin with an overview of the physical world and the tools necessary to exploring it effectively. Subsequent units survey each continent and its physical characteristics and engage students and encourage them to develop a global perspective.

Electives – World Languages

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

Spanish 1 sem1/sem2 (Online – Edmentum)

MSES212, MSES213 *7th–8th Grade*

Credits: 10

Spanish is the most spoken non-English language in U.S. homes, even among non-Hispanics, according to the Pew Research Center. There are overwhelming cultural, economic, and demographic reasons for students to achieve mastery of Spanish. Spanish 1A and B engage students and use a variety of activities to ensure student engagement and to promote personalized learning. These courses can be delivered completely online, or implemented as blended courses, according to the unique needs of the teacher and the students.

Electives – Physical Education

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

Physical Education 7 A/B

MS501A, MS501B *7th Grade*

Credits: 10

This course is an elective program that allows students to select activities that will familiarize them with activities suitable for lifelong recreation and physical fitness. Students must perform at least thirty minutes of an activity for it to count and no more than two hours may be claimed per day. A total of 50 hours must be performed to complete the course. The course also requires the completion of a research report and ten summaries of sport- or nutrition-related articles. This course can only be taken once a semester.

Physical Education 8 A/B

MS502A, MS502B *8th Grade*

Credits: 10

This course is an elective program that allows students to select activities that will familiarize them with activities suitable for lifelong recreation and physical fitness. Students must perform at least thirty minutes of an activity for it to count and no more than two hours may be claimed per day. A total of 50 hours must be performed to complete the course. The course also requires the completion of a research report and ten summaries of sport- or nutrition-related articles. This course can only be taken once a semester

Electives – Health

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

Food and Nutrition

MS8021 *7th–8th Grade*

Credits: 5

This course will discuss health issues and concerns of students. Students will examine topics such as the impact and influence of food choices and practices of good nutrition, Dietary Guidelines for Americans, the impact and importance of calories, the dangers, effects, and treatments of eating disorders, safety issues, and basic first aid in the kitchen. Students will also explore the different parts of any given recipe, which includes language and the methods of measuring out ingredients. Students will expand on the notion of creating a meal that has appeal, limited to resources available to students, and the luxury of convenience foods. Students will learn smart shopping, shopping with a plan, creating a shopping list, ways to save money, reading the labels on the food products, and understanding the Universal Product Code. They will also discuss food groups and the four food groups from the Food Pyramid Guide. Students will also study the types of dairy products, cultured products, frozen dairy desserts, cheeses, and butter. Lastly, the students will discuss and explore how to buy, store, prepare, and cook meats, fish, poultry, and desserts.

Health 7-8 A/B

MS7010, MS7011, MS7030, MS7031 *7th–8th Grade*

Credits: 10

Health A will concentrate on the concepts of wellness, health risks, personality, mental health, self-esteem, and expression of emotions. Students will also be exposed to an understanding of stress, responses to stress, and stress management. Students will study family roles and changes in family structures which have occurred. Also explored in this course are human reproduction, heredity, and human development. This course shall conclude with lessons in nutrition, malnutrition, diet planning, and being a wise consumer regarding food choices. HS Health has been updated to include required instruction on HIV/AIDS prevention education and affirmative consent. The course now includes medically accurate instruction on the nature of HIV/AIDS and its effects, methods of transmission, strategies to reduce the risk of infection, and social and public health issues related to HIV/AIDS. In addition, students will study the effectiveness and safety of all FDA-approved contraceptive methods in preventing unplanned pregnancy. High school students will be provided the knowledge and skills to form healthy relationships free from violence, coercion, and intimidation with a comprehensive study of

affirmative consent/"Yes Means Yes". Lastly, students will be instructed on hands-only CPR training and the Automated External Defibrillator (AED), and demonstrate hands-only CPR with an on-site CPR manikin.
Health B, has a focus on the human skeletal, muscular, nervous, respiratory, and cardiovascular systems. Students will explore the elements of physical fitness and the importance of suitable exercise programs. An area of emphasis in Health B will highlight the use and abuse of prescription and illegal drugs. Students shall explore the body's effect of alcohol use and abuse and issues regarding social pressures to consume alcohol. Also studied is the harmful effects of all tobacco products. Another area of emphasis in this course is the human immune system and its response to infectious and noninfectious diseases. Finally, this course shall conclude with lessons about environmental pollution and the healthcare system

Electives – Visual and Performing Arts

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

Arts & Crafts A/B
MSAC01, MSAC02 *7th–8th Grade*
Credits: 10
Arts and Crafts A begins by focusing on the elements of art and the color wheel. Students eventually progress to learning about the principles of art and how to apply them to various works of art. Students will learn about various artists and their crafts and will mimic some of the art styles by creating artwork of their own throughout each unit. Students will learn how to critically analyze various pieces of famous artwork. By the end of the last unit, the student will have gathered a portfolio of artwork which they will share with their instructor for evaluation. Arts and Crafts B is more about the imagination of arts and crafts. Students will learn about various artists and their crafts, and students will mimic some of the art styles by creating artwork of their own throughout each unit. Students will learn how to critically analyze various pieces of famous artwork. By the end of the last unit, students will have gathered a portfolio of artwork which they will share with their instructor for evaluation.

Basic Drawing
MS6005 *7th–8th Grade*
Credits: 5
This course explores a variety of drawing techniques in sequential order of complexity. Skill-building emphasis is on mastering basic drawing shapes and developing creative thinking through imaginative expression. In addition, students learn to translate the world around them through perceptive, believable drawings.

Cartooning
MS6016 *7th–8th Grade*
Credits: 5
This course consists of a sequence of drawing exercises giving students the opportunity to explore the art and craft of cartooning and develop creative solutions for the many inherent challenges of the art form. By the end of the course, students will have a notebook filled with original drawings of cartoon characters and the magical worlds they live in as well as hundreds of ideas for developing more. Note: This course is particularly designed for students who really enjoy drawing.

Nature Journaling
MS9003 *7th–8th Grade*
Credits: 5
In this course, students will learn to explore the natural world around and make personal connections with it in a creative manner. Their nature journals will contain drawings, reflective writings and personal thoughts about the natural world that they will explore. Students will learn to make regular recordings of observations, perceptions, and feelings about the natural world. Nature journaling fosters self-learning and challenges the observer to combine intellect with experience.

Electives – Life Skills

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

Academic Success (Online – Edmentum)

MSES355 *7th–8th Grade*

Credits: 3

This elective course is intended as a practical, hands-on guide to help students improve study habits and enhance their prospects for academic success, now and in the future. The orientation section of this course prepares students to be successful in an online environment.

Basic Study Skills

MS1024 *7th–8th Grade*

Credits: 5

Basic Study Skills is a course designed to enhance the study skills of students. After completion of this course, students will be able to set goals for themselves, manage their time well, take effective notes, and prepare for exams. The student will also learn the vital components for a research paper (e.g. gathering resources, citing work, and proofreading) as they create one themselves.

Career Opportunities

MS8019 *7th–8th Grade*

Credits: 5

The Career Opportunities course will assist students in the process of identifying possible career paths by investigating and exploring ten different career clusters. Students will analyze and reflect on their strengths and interests as they explore these careers. By completing some real world projects related to these careers, students will apply both academic and work-based skills. The course assessment will include the completion of activities, reflection journal entries, study guide questions and unit tests. Career Opportunities is a five-unit elective consisting of 25 lessons.

Character Education

MS8042 *7th–8th Grade*

Credits: 5

Character Education is a 5-unit small group instruction class that introduces students to the character traits most important to success in our unique school model. Traits of grit, responsibility, optimism, and gratitude are explored, as well as personal reflection on mindsets and experiences that will guarantee students more success in the future. Upon completion of this course, students will be able to: 1) identify examples of people displaying/not displaying the key character traits 2) strengthen a work ethic that is influenced by the ability to ask questions when needed by a teacher with whom they have a positive relationship 3) learn to take personal responsibility for content mastery by finishing assignments to the best of their ability in a timely manner 4) engage in a process where they apply self-reflection and the specific character traits to their personal growth 5) apply to the concept of grit to their response to challenges, school work, and goals for the future 6) apply the concept of responsibility to self-control, integrity, personal choices, and locus of control 7) apply the concept of gratitude to fully engage in their lives and antidote to living in a state of scarcity and negativity and 8) apply the concept of optimism to the concept of malleable intelligence, a belief in self-efficacy and hope for the future.

Independent Living

MS8008 *7th–8th Grade*

Credits: 5

This Independent Living course will examine some of the obstacles you will face when living on your own. You will face housing decisions, feeding yourself, and creating an atmosphere and life for yourself. This course will cover responsibility, making good decisions, and understanding financial and career choices. Students will learn the basics of childcare, money management, and responsible citizenry, as well as easy sewing stitches and the way to make their way around a kitchen.

Keyboarding sem1/sem2 (Online – Apex)

MSES109, MSES110 *7th–8th Grade*

Credits: 10

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.

My Learning Path I

MS90122 *7th–8th Grade*

Credits: 3

My Learning Path I utilizes a series of interactive assessments to measure core academic skills, as well as personal strengths and career interests. Through a series of written, interview, and research activities, students connect with resources supporting their academic and career interests. After assessing and reflecting on areas of strength and challenge, students create a personalized academic plan and portfolio presentation; aligned with their identified career interests and personal goals. Students also develop computer-based test taking

and technology skills, as well as digital media creation and distribution skills.

New Student Seminar
MS9053 *7th–8th Grade*
Credits: 2
The course will help new students transition from their previous school to the new learning environment. The course will prepare students for the blended learning model and meet the social and academics challenges they may encounter over the ensuing years. Giving student's time and support to adjust to our school's culture and expectations will create a more cohesive, prepared and academically motivated student. Students will build rapport with teachers and staff with the purpose of making the student feels comfortable in asking questions and seeking support. It is the school's belief that students are more likely to succeed academically when they are in a caring and supportive learning community.

Student Assistant 7 A/B
MS9023, MS9024 *7th–8th Grade*
Credits: 5
Student Assistants serve teachers and other staff members by providing clerical and instructional assistance in the centers. Teacher permission is required and students must complete training as required by the Director of Educational Operations. Students who fall behind in their regular school work will need to take a break from this course until their other studies have improved. Student Assistants must demonstrate responsibility, maturity and integrity in their relations with adults and other students. Students will earn 5 credits upon completion of 60 hours of work during each semester.

Student Assistant 8 A/B
MS9025, MS9026 *7th–8th Grade*
Credits: 5
Student Assistants serve teachers and other staff members by providing clerical and instructional assistance in the centers. Teacher permission is required and students must complete training as required by the Director of Educational Operations. Students who fall behind in their regular school work will need to take a break from this course until their other studies have improved. Student Assistants must demonstrate responsibility, maturity and integrity in their relations with adults and other students. Students will earn 5 credits upon completion of 60 hours of work during each semester.

Tech In Testing
MS90112 *7th–8th Grade*
Credits: 5
Students taking the Tech in Testing class will be prepared with skills and strategies for test-taking. They will be exposed to Universal Tools, online features, Equation Editors, virtual manipulatives, and technology enhanced items. During content-specific units, students will become familiar with the format of questions in regards to the power standards for English and Math.

Technology Literacy A/B
MS90133, MS90134 *7th–8th Grade*
Credits: 5-10
Technology Literacy A offers students a comprehensive, interactive tour through Google's G Suite applications. Students will be given multiple opportunities to display creativity using Google tools including Drive, Docs, Slides, Gmail and Meet. Throughout the course, students will also be learning about and practicing good Digital Citizenship.
Technology Literacy B offers students a comprehensive, interactive tour through Google's G Suite applications. Students will be given multiple opportunities to display creativity using Google tools including Sheets, Forms, Sites, and Maps. At the completion of this course, student

Electives – General

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

Literacy Advancement sem1/sem2 (Online – Achieve 3000)
MSES274, MSES275 *7th–8th Grade*
Credits: 10
Literacy Advancement is a class that utilizes the Achieve 3000 program that offers differentiated instruction tailored to each student's Lexile reading level to improve their core literacy skills, and content-area knowledge. Students follow a simple 5-Step Literacy Routine that improves vocabulary, comprehension, and reading fluency as well as writing skills. During the Literacy Routine, students receive reading materials and follow-up activities that are precisely matched to their learning abilities. Each one of the five steps will aid in enhancing the students essay writing skills while incorporating the use of technology. The goal is to provide support and help to increase the student's literacy skills and comprehension, test-taking skills, and technology skills.

Literacy Empowerment sem1/sem2 (Online – Achieve 3000)

MSES297, MSES298, HSES297, MSES298 *7th–8th Grade*
Credits: 10
Literacy Empowerment is a class that utilizes the Achieve 3000 program that offers differentiated instruction tailored to each student's Lexile reading level to improve their core literacy skills, and content-area knowledge. Students follow a simple 5-Step Literacy Routine that improves vocabulary, comprehension, and reading fluency as well as writing skills. During the Literacy Routine, students receive reading materials and follow-up activities that are precisely matched to their learning abilities. Each one of the five steps will aid in enhancing the students essay writing skills while incorporating the use of technology. The goal is to provide support and help to increase the student's literacy skills and comprehension, testtaking skills, and technology skills.

Electives – Pathways Trips

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

Career Exploration at Blackbird Farm
MS9097 *7th–8th Grade*
Credits: 5
Students will learn about multiple careers in the fields of construction, engineering, animal husbandry, marketing, farming, and design. Students will be able to communicate and set personal goals using language specific to CTE Pathways and standards. Students will reflect and be able to connect personal strengths to career opportunities in various CTE career industries.

Pathways: Rocky Mountain Ranch
MS8060 *7th–8th Grade*
Credits: 5
The objective of the Rocky Mountain Pathways Work Study Program is to facilitate learning through experiencing life on a ranch. The topics covered include: Native American history and traditions, animals of the ranch and Colorado, and history and landscape of Colorado. The skills developed include work and post-secondary skills, teambuilding, and problem-solving. This is accomplished through participation in work on the ranch, academic work, and experiential activities. Additionally, students will leave with an understanding of being a part of a community, their personal leadership, and a greater awareness of nature.

Pathways: Washington DC
MS9048 *7th–8th Grade*
Credits: 2.5
In this Pathways Washington DC program, students will explore our nation's capitol. During the trip, students will visit various historical and influential sites while learning about the impact DC has had on our nation's past, present and the impact. it can have on our future. Students will partake in tours and visit monuments, museums and government buildings to learn about our government's processes. Students will identify how they can create their own impact on the world they live in.

Electives – Workforce Skills Training

Financial Literacy and Entrepreneurial Skills
MS90132 *7th–8th Grade*
Credits: 2
Students will learn about personal budgets, expense reports, bank accounts, investments, job finances, and job skills in unit 1. Students will learn about starting a business and create a business proposal in unit 2. The course will be hands-on and real world applicable with examples of each major concept.

Section 15 — Additional Resources

Community Resources

EMERGENCY:
911

Local Police/Sheriff:_____

Local Fire Station:_____

Emergency Radio Station:_____

LA County Emergency Operations Center:
(323) 980-2240

Red Cross Emergency:
(888) 737-4306

EMS Corporate Office:_____

Principal:_____

Child Abuse Hotline:_____

Rape & Sexual Assault Hotline:_____

California Youth Crisis Line (24 hours)
(800) 843-5200

Suicide Prevention Crisis Line (24 hours)
(800) 273-8255

HIV & STD Testing (free & confidential)
(800) TEST-580

CA HIV & AIDS Hotline
(800) 367-2347

National Runaway Switchboard
(800) 621-4000

Teen Dating Abuse Hotline
(866)331-9474

Local Homeless Shelter:_____

Local Free/Low-cost Clinic:_____

Student Safety Procedures

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

FIRE

- Remain calm
- Exit as calmly and as quickly as possible
- Do not stop to take any items. Items are replaceable… you are not!
- If the room is filled with smoke, crawl on the floor. Smoke rises to the top of the room
- If you need to exit through another room, touch the door first. If it is hot, find another way out
- Use windows to exit if needed
- Inform a staff member if another person needs assistance
- Follow the staff's directions
- Do not leave the site without authorization from your teacher

EARTHQUAKE

- Take cover under the closest table or desk
- Cover your neck and head with your hands and arms
- Keep your back towards any glass
- When the shaking stops, follow the staff's directions to exit
- Inform a staff member if another person needs assistance
- Do not leave the site without authorization from your teacher

FIGHT IN THE CENTER

- Do not become involved
- Do not try to break it up or step in-between the parties who are fighting
- Keep as far away from the fight as possible

PERSON WITH A WEAPON

- Follow all directions
- Do not anger or irritate the suspect
- Do not turn on radios, TVs, or computers