OPTIONS FOR YOUTH PUBLIC
CHARTER SCHOOL PETITION

Submitted to:

Fontana Unified School District

May 6, 2013
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I. Founders and Leadership Team

A. Founders
Options For Youth Public Charter Schools ("OFY" or “Options For Youth”) grew out of the dream and passion of educators John and Joan Hall. The former Los Angeles Unified School District teachers share a special commitment to providing educational alternatives for at-risk students.

John Hall earned his Bachelors of Science and Lifetime California Teaching Credential from California State University of Northridge, and continued in his education to study for the ministry at Princeton Theological Seminary before deciding to follow his passion for education. He returned to Hollywood High School as a teacher and assistant dean of students - where dropouts and failing students were commonplace.

Joan Hall, earned her Bachelors of Science and Lifetime California Teaching Credential from the University of California at Los Angeles, and was also gifted in helping students with special needs, teaching elementary school and special education in the Watts section of Los Angeles for more than ten years.

The Halls believe that some students are better suited to alternative forms of education. Options For Youth marks the realization of their dream - a dream that involves using the best of American creativity and innovation to provide outstanding public educational options for all children.

Since 1987, OFY has helped thousands of young men and women find the courage and discipline to re-engage in their education, earn a high school diploma and follow their own dreams after graduation, including the pursuit of post-secondary educational opportunities.

B. Leadership Team
Options For Youth has an experienced and respected senior leadership team. A short biography of each of our current senior leadership team members is included in Exhibit A. (Exhibit A, as well as the other Exhibits attached hereto contain information current as of the time of submission of this Petition, and are, therefore, subject to change as necessary or appropriate after submission of this Petition).

C. Charter School Board
Options For Youth has a dedicated Charter School Board that oversees the school’s operations. A list of our current Board members is attached in Exhibit B.
D. **Advisory Board**

Options For Youth also benefits from the wisdom and multi-faceted experience of an Advisory Board consisting of respected professionals from the fields of business, education and academia. A list of our current Advisory Board members is included in Exhibit C.
II. School Vision, Mission and Educational Philosophy

Options For Youth Vision
Every high school student will earn a high school diploma and graduate prepared for post-secondary options of his/her choice, including attendance at college or university.

Options For Youth Mission
Options For Youth will be the best guided independent study public school, empowering underserved students by unlocking their passions and dreams and moving them daily toward graduation.

A. Educational Philosophy
Options for Youth believes that an educated person in the 21st century will be a lifelong learner possessing the following skills necessary to meaningfully contribute to society at large:

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

Options for Youth will provide educational opportunities to those students most at risk of reaching adulthood without the knowledge, skills and attributes required to enjoy productive and fulfilling lives. The Charter School will offer students an opportunity to recover academically and get back on track to receive a high school diploma.

The paramount goals of The Charter School are: (i) to offer a comprehensive learning experience to the Target Students; (ii) to identify students who are not being served in the traditional public school system and provide them educational services; (iii) and to help these Target Students become self-motivated, competent, life-long learners. The Charter School Program also strives to provide pupils and parents expanded educational choices within California’s public school system.

We believe students should be involved in the planning and implementation of their own educational program. The program is designed so that students work within an educational program in which they learn best, thereby avoiding boredom and frustration. Through the standards based assignments that can be completed in a few days, students will receive immediate feedback and continual encouragement that will build success and lead to greater self-confidence. In addition, the academic and behavioral standards to which the students will be held will develop self-discipline and productive work habits.
B. **Students to be Served**
It is the intent of The Charter School to serve students in grades 7-12, currently existing outside traditional public schools, through guided independent study. Options for Youth students may include, among others, single parents without childcare, expectant mothers, individuals in the juvenile justice system, truants, pupils with extended unexcused and unexplained absences (e.g. for more than twenty days), students with behavioral problems, students with IEP’s identifying independent study as the best modality for learning. (Please refer to Section II D for a detailed discussion of special education).

Students transferring into The Charter School may be referred by:

- District/administrative referrals,
- Court/judicial system referrals,
- Social Service and Community agencies,
- Self-referral,
- Word of mouth (often from students and/or siblings already attending the Program), and/or
- Expulsion committees.

Nothing in this section precludes The Charter from eventually offering an independent study educational program serving grades K-6.

C. **Curriculum and Instructional Design**
The Charter School endeavors to move its students from a rule-based to a performance-based education and provide students the opportunity to complete academic work and credits, based upon the California content standards, through a variety of means, including, but not limited to, tutoring, direct instructional classes, and personalized communication.

**Curriculum**
The curriculum is based on the California Curriculum Frameworks and State content standards in each of the subject areas. The curriculum focuses on courses covering core knowledge to ensure that students receive a strong foundation of basic skills so that they can reach proficiency in all core content areas. Students receive ongoing personalized support from highly qualified teachers in all core subjects. In addition, advanced courses (including Advanced Placement English and Math) and electives are available for those students who desire to progress beyond the “core” subjects areas. (Please see Exhibit D: Student/Parent Handbook).

Curriculum offerings include various levels of courses in English, Math, Science, Social Studies, Physical Education, Health, Art, Music, and other subjects (the
“Subject Areas” Please see Exhibit E: Curriculum and Assessment). In order to match the individual student's level of prior knowledge and motivation, these rigorous courses are scaffold in varies ways and presented in a language and format that are readily comprehensible to all learners. Scaffolded courses are designed to provide structured learning for students who may score lower in proficiency levels, while standard coursework is framed around the University of California A-G approved courses and electives, and are available for those students who intend on college preparation curriculum. In recent years we’ve added advanced placement courses to our menu of college preparatory curriculum, and our curriculum department is nearing its goal of providing options for all A-G requirements with the addition of Spanish 1 and 2, and a Biology lab. As a school we work to move our students in need or remediation in to college preparatory courses. Students and parents are informed about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements during the enrollment meetings, in newsletters and in the student handbook (see Exhibit D: Student/Parent Handbook).

In accordance with the intent of the state legislature, the Charter School shall also be a forum for piloting and implementing new instructional methodologies and curricular materials, using current research to guide our decision making. To that end, new materials, innovations and improvements are emphasized. The curriculum, to the extent possible, draws on local community resources to expand the students' educational experiences. Examples of these include, Online curriculum, a spoken word poetry class aimed at developing literacy, PX2 (Pathways to Extreme Success) focused on motivating at-risk students, and Small Group Instruction classes focused on bringing students together in a non-traditional educational environment.

**Instructional Design**
The Charter School’s instructional model creates students who continually improve their academic performance, regularly attend their learning sessions and develop positive attitudes about learning and school.

All students who enroll in the program are placed in the appropriate level of curriculum based on assessed reading levels and remaining graduation requirements. Only materials that have not been mastered are required and advancement is determined on actual mastery of skills. Learning is thus focused on the specific skills and tasks that will result in the maximum advancement in the minimum time. This focused approach to learning permits students to devote time on the acquisition of higher order learning tasks, such as analysis, evaluation and synthesis.

The key components of our instructional program are:
• **Focused Learning and Subject Matter Concentration:** Students generally work on only one or two courses at a time. Concentrating on a few subjects at a time permits greater depth of learning in each subject area and allows students who may have difficulty concentrating on several core subject areas to focus on specific subjects and skills. This focused approach allows students to master content thoroughly, complete a course more quickly than in a traditional semester system, and to achieve rapid progress that helps motivate them to continue.

Due to a variety of reasons including low levels of confidence in school that come with persistent failure, many at-risk students have difficulty focusing on five or six courses at once and become overwhelmed trying to manage their time for each course effectively, and if forced to do so, may abandon formal learning altogether. By focusing on no more than three subjects at a time, students are able to perform at maximum proficiency level, perceive greater control over their learning and enjoy increased self-efficacy.

• **Self-paced learning:** The guided independent study format permits each student to tailor his or her work pace to meet personal needs and goals. Teachers and other support staff, including tutors, center coordinators, special education department, and student advisors are able to coach students towards their individual goals while assisting students to focus on areas of growth. With teachers helping students towards positive motivation and attitude, guided independent study is a proven formula for accelerated learning.

• **Mastery:** Students are placed in the core subjects of English Language Arts, and Mathematics based on the assessed achievement levels and other data, including the student’s transcripts of previous coursework and state test results. Advancement and actual mastery of skills is determined through a variety of assessment modalities, including but not limited to, teacher observational data, work samples, and traditional tests. Many of these assessments are tailored to meet the specific learning style of the student, including compositions, multimedia presentations, and artistic expression. To earn credit in a course, a student must demonstrate mastery by achieving a grade of 70% or better in a course. That Charter School defines mastery as a score of 70% or higher, therefore students who do not meet this requirement must review and revisit curriculum with additional scaffolding, including Small Group Instruction and individualized tutoring in the Learning Center.
• **Student Schedule:** Opportunities For Learning students are encouraged to complete a set number of assignments per week and to attend regular appointments for assistance and assessment. These appointments occur at least bi-weekly, however students are required to attend as often as needed to ensure they are making satisfactory progress on all requirements necessary to earn a high school diploma. This provides students with a structured schedule that promotes good work habits. It also provides the teachers an opportunity to evaluate student work at least twice each week, or at the teacher’s discretion, to intervene in a timely manner should a problem arise.

Additional student appointments may be required for Small Group Instruction courses, meetings with Student Advisors, tutoring, and group learning activities. Small Group Instruction course include instruction in core content areas, while incorporating test taking strategies and study skills. Appointments with Student Advisors are customized for the individual student’s post-secondary goals. Support includes but is not limited to coaching towards graduation, skills inventories, research into college and vocational options, resume writing, job applications, and FAFSA and college applications.

• **Intervention:** Personal issues or logistical problems may sometimes hinder students from completing coursework. Personalized interaction between the teacher and students makes it possible for such issues to be potentially discovered at the beginning stages and for effective and timely intervention to occur. The opportunity for success is greatly increased when students are matched with a caring teacher, and other supportive staff in the school community. When the students experience unusual economic or personal hardship, the Charter School staff may consult with local governmental, health and charitable entities in an attempt to ensure that the student receives the necessary support.

Beginning in the 2009-2010 school year, the Instructional Equity Initiative at the Charter School was implemented in order to provide professional development for teachers and intervention strategies for students in order to close any achievement gaps by race or socioeconomic status at the Charter School. A variety of professional development activities and student interventions were employed, all within the framework of goal-setting, accountability, and high expectations. Workshops for staff focused on maintaining high expectations for all students regardless of circumstance, as well as providing intervention strategies for working with struggling students. Teams of staff at learning centers with the highest population of socioeconomically disadvantaged and lower achieving students met in
professional learning community (PLC) teams to take on their graduate (20% increase) and CAHSEE passage (10% increase) growth goals and commit to the asset-based strategies they would use in working with students to meet these goals.

Interventions employed through the Instructional Equity Initiative included peer tutoring and peer mentoring, study groups for at-risk groups such as teen parents and boys, study skills classes, teachers providing positive reinforcement of incremental student behavior improvements, support with transportation, meetings with school psychologists, and collaborative meetings between teachers, support staff, parents, and students that resulted in student contracts.

In its first year, interventions employed by the Instructional Equity Initiative led to significant gains in graduation rates (90% more students graduated at previously underperforming learning centers) CAHSEE passage (11.4% gain in ELA and 15% gain in Math passage), and API achievement gap narrowing (16 point growth for African American subgroup, 47 point growth for Latino subgroup, and 41 point growth for Socioeconomically Disadvantaged subgroup).

The Charter School may employ, in a manner consistent with charter school laws, any instructional modality that will produce optimal educational outcomes. Given appropriate facilities, the District recognizes the right of the Charter School to create site-based programs in addition to its non-classroom independent study offering.

Small Group Instruction and tutoring will also be offered in a manner flexible enough to take advantage of the unique structure of our curriculum, and to provide additional support to students as they matriculate through their Performance Plan. Small Group Instructors are trained in current research-based teaching practices in order to effectively engage students, many of whom have had negative classroom-based experiences in the past. Small Group Instruction takes place in groups as small as 6 and no larger than 20, allowing for an increased amount of differentiation and 1-on-1 support for struggling students. Efforts are made to create strong relationships among the students in Small Group Instruction courses so that they can support each other instructionally and motivate each other towards completion of course work.

To provide students an alternative method of accessing the curriculum, select curriculum is offered via the Internet through an online program. The online program offers students interactive, mastery-based lessons in English, Math, Science, and Foreign
Language. Advanced Placement courses are available to students who do not have the opportunity to take such classes in a Small Group Instruction environment. Courses are monitored and facilitated by trained teachers who have been provided instructional strategies specific to online learning. The online curriculum accommodates various reading levels by utilizing a variety of instructional strategies including spoken text, transcripts of videos, interactive dictionaries, and for mathematics courses the ability to have the text read to the student in Spanish if necessary. A calendar located within the online classroom is utilized to assist the students with time management by providing assignment due dates

- **Personalized Approach (Individualized Education)**

  Every effort will be made to encourage students to succeed. As part of this effort, teachers and support staff will determine whether there are logistical problems or personal issues that hinder students from completing their course work. The personalized interaction between teachers and students makes it possible for such issues to be discovered at the early stages of the relationship.

  Absenteeism or the failure to complete course work is quickly noticed by the teacher at the learning sessions. Charter School policy requires that teachers contact parents of minor students if they fail to complete course work or fail to keep appointments during any school week. Teachers contact adult students directly. Teachers, staff and administrators make every reasonable effort to identify the reasons for student absenteeism and to encourage students to continue with the program.

  The failure to complete course work or to meet performance standards may also be due to academic difficulty. This too will be quickly discovered in the learning session. In such cases, additional time at the Learning Center may be scheduled for supplemental review and practice of the subject matter. If the student has a pressing personal issue, the student may limit or reduce the number of courses that he or she is taking. Due to the flexible nature of the Charter School program, students will be able to reduce their course-load and concentrate on the number of courses in which they are able to succeed. This will help to avoid the problem that students sometimes face in conventional public school, where the sheer number of courses itself leads to failure. In addition, this will enable the students to maintain a connection with a schooling program. Such a connection, once broken, is often difficult to restore. By continuing with even one course, the student will be better able to regain the momentum needed to complete the course work.
Parents are encouraged to become involved in their child’s program. The Charter School consults with parents on a regular basis. Parents are invited to participate in a data analysis group, which monitors student achievement and other action plan items.

Staff notifies parents immediately when problems with attendance, academic progress or personal issues arise. Parents are given suggestions about ways they can support the learning process. A written report of student progress is mailed to parents of Charter School students. Parents may also receive more regular updates by calling or emailing the teacher.

Student Advisors also hold meetings with parents and guardians to help guide them through post-secondary options and financial aid options.

Students, with the support of their teachers and parents, are provided the opportunity to choose their appointment schedule and select the courses they want to take, based on the intake assessment and the educational path they choose. We believe that allowing students’ input in their own educational experience promotes a positive attitude toward school and persistence in learning.

D. Services to Disabled and Special Needs Students

The Charter School recognizes the importance of providing educational opportunities to all students regardless of the special needs they face. In some instances, the smaller and more intimate learning environment, the personal connections with the general and special education staff, clear expectations, the ability to work on fewer classes at one time, and the less distracting environment have all been identified as contributing factors to successful completion of credits and passage of the California High School Exit Exam (CAHSEE).

The Charter School shall comply with all applicable state and federal laws regarding students with special needs enrolled in charter schools, including but not limited to Section 504 of the Rehabilitation Act of 1974 (“Section 504”), the Individuals with Disabilities Education Improvement Act (“IDEIA”), and all applicable California Education Code sections. No student shall be denied admission to the Charter School based solely on disability status.

Pursuant to Education Code Section 47641, the Charter School has elected to be deemed a public school of the District for special education purposes. Notwithstanding the foregoing, the Charter School reserves the right to establish itself as an LEA, and then to contract with, participate in, or otherwise utilize the services of any Special Education Local Plan Area (“SELPA”), including but not limited to, SELPAs that are specifically designed to serve the needs of charter school students. Should the Charter School determine that it is interested in
becoming its own LEA for purposes of providing special education services, rather than being deemed a school of the District for such purposes, it must provide the District with written notice that it is considering such a change on or before July 1 of the year preceding the fiscal year in which the Charter School would become its own LEA. At the time the Charter School provides such final notice, the notice must include verifiable written assurances that the Charter School will participate as a local educational agency in a special education plan approved by the State Board of Education and information establishing the Charter School’s ability and capacity to serve as its own LEA and provide special education services in accordance with federal and state law, including proof of the Charter School’s acceptance as a member of a SELPA for the fiscal year in which the Charter School will become its own LEA. At any time that the Charter School becomes its own LEA for purposes of special education, the District shall have no further responsibility for the coordination of provision of special education services to the Charter School students, regardless of school district of residence of such students, and the Charter School shall be exclusively responsible for the coordination and provision of special education services to the Charter School students and for any and all other obligations of a school or school district relative to services for students with special needs. Unless and until the Charter School elects to become its own LEA, it shall be deemed a public school within the District for purposes of special education. In accordance with California Education Code Section 47646, a charter school that is deemed to be a public school of the local educational agency (“LEA”) that granted the charter shall participate in state and federal funding in the same manner as any other public school of the granting agency. Further a child with disabilities attending the Charter School shall receive special education instruction or designated instruction and services, or both, in the same manner as a child with disabilities who attends another public school of the District. The District, as the agency that granted the Charter, shall ensure that all children with disabilities enrolled in the Charter School receive special education and designated instruction and services in a manner that is consistent with their individualized educational programs (“IEP”) and in compliance with the IDEA. The District shall provide the Charter School all state and federal revenues that are generated by students attending the Charter School and distributed by the SELPA. The District shall immediately transfer such funds when they become available from the SELPA. The Charter School understands and agrees that the District shall not be responsible for providing any additional funding for special education to the Charter School, other than the state and federal revenues specifically designated for such services generated by students attending the Charter School and distributed by the SELPA. The Charter School agrees to pay for all excess costs related to special education services to students attending the Charter School. Should the District for any reason incur any expenses related
to the provision of special education services to students attending the Charter School, the Charter School shall immediately reimburse the District for all such expenses. This payment of excess costs shall be considered a contribution to the special education programs of the District pursuant to Education Code Section 47646.

The Charter School agrees to provide all special education and related services to eligible students attending the Charter School. If the Charter School is unable to provide the services using its own employees, then the Charter School will contract with appropriate outside agencies to provide all required services. The Charter School also agrees to be solely responsible for child find, assessment, determining eligibility, developing and implementing IEPs, providing all placement and services, and responding to parent concerns and complaints.

The Charter School agrees to adhere to the policies and requirements of the SELPA Local Plan, including utilizing the SELPA’s approved web-based IEP system. Additionally, within five days of receiving written parent signature(s) on an IEP, the Charter School shall provide a hardcopy of the signature page of the IEP to the District’s Director of Special Education. The Charter School shall also provide copies of any special education records to the District within 14 days of a written request from the District’s Director of Special Education. The Charter School shall also meet with the District’s Director of Special Education or designee on a regular basis, with the schedule to be set by the District, to review the Charter School’s policies and practices regarding special education. The Charter School shall cooperate fully with the District’s oversight of the Charter School including relative to special education matters.

The District Superintendent or designee shall represent the Charter School at all SELPA meetings as it represents the needs of all schools in the District. Reports to the Charter School regarding SELPA decisions, policies, etc. shall be communicated to the Charter School as they are to all other schools within the District. To the extent that the District and/or SELPA provide training opportunities and/or information regarding special education to site staff, such opportunities/information shall be made available to the Charter School staff.

**Section 504 and the Americans with Disabilities Act (“ADA”)**

Absent specific agreement of the parties to the contrary, the Charter School shall be solely responsible, at its own expense, for compliance with Section 504 and the ADA with respect to eligible students. The Charter School shall ensure that no qualified person with a disability shall, on the basis of that disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. The Charter School shall comply with Section 504 as it relates to students with disabilities by conducting assessments, determining eligibility, developing and
implementing Section 504 Plans, providing all placement, services, and accommodations, and responding to parent concerns and complaints. The Charter School shall also develop Section 504 Procedural Safeguards.

Section 51745(c) and Independent Study
Section 51745, subsection (c) of the Education Code states, "no individual with exceptional needs, as defined in Section 56026, may participate in independent study, unless his or her individualized education program, developed pursuant to Article 3 (commencing with Section 56340 of Chapter 4 of Part 30), specifically provides for that participation. The determination regarding the appropriateness of independent study for a particular student shall be made by the student’s IEP Team. The District agrees to provide specific information regarding appropriateness of independent study placement in the IEP for resident students of Fontana Unified School District, prior to enrollment in The Charter School.

Nothing within this provision is meant to limit the ability of the District and Charter School to enter into a negotiated Memorandum of Understanding ("MOU") regarding the provision of special education services. In the instance the Charter School and the District determine to enter into a MOU regarding the provision of special education services, and the terms of the MOU are in conflict with the terms of the Petition, the terms of the MOU shall prevail. The parties agree that the MOU shall not constitute a “material revision” of the Charter, but shall be a clarification of responsibilities of each party. Inasmuch as the MOU does not address a specific item or issue, the parties will look to the Petition to interpret the responsibilities of each party. (Attached hereto Exhibit F: Special Education MOU).

E. English Language Learners
Identification of and instructional support for English Language Learners (ELL) will begin upon enrollment. The California English Language Development Test (CELDT) will be administered annually to identified English Language Learners as specified in state law (see Education Code Section 60810 (d)(1-3)), to determine the level of English language proficiency (ELP). The assessment will be utilized to track the progress of limited English proficient students in acquiring the skills of listening, speaking, reading, and writing in English. Consistent with Lau v Nichols and Castaneda v. Pickard, English Language Learners in The Charter School will be provided access to the core curriculum. Deficiencies in oral and written language will be remediated where necessary. It is the goal of The Charter School to raise ELP levels of students who score lower than a Fluent English Proficient (FEP) level. OFY’s instructional program incorporates several elements "Specially Designed Academic Instruction in English" or SDAIE Strategies.

Other instructional materials may be utilized to more directly support the student’s current learning needs.
The Charter School will provide translation services on an as needed basis for Charter School communication with non-English speaking parents of enrolled students.

OFY recognizes that there are serious implications for students who are not proficient in English Language Arts and mathematics due to their literacy levels and/or English learner status. This deficiency compromises their opportunities for future success – the promise of educational opportunity, through high school and beyond, is predicated on the development of strong academic language skills.

As part of its efforts to close these achievement gaps, OFY provides individualized literacy support to English learners as they pursue college preparatory coursework in English Language Arts and mathematics. OFY is committed to ensuring that English learners complete courses that meet university entrance requirements and has created new common-core aligned English classes in two formats: College Preparatory and College Preparatory (SDAIE). In this way English language learners can complete college preparatory level courses.

Upon enrollment, English Learners will be identified through the Home-Language Survey and given the CELDT test in the first part of the year. Specific needs will be identified by analyzing the student’s English language development test scores, performance on assignments and tests, teacher analysis of work samples, and teacher observation. OFY will meet with the parents and the English learner student, and if needed, this meeting will be conducted in the family’s primary language. During this meeting school programs, supports, and expectations are detailed, which include tutoring, computer lab activities, and literacy workshops and courses offered by ELA SGIs. After assessment, teachers to develop appropriate ILP components to support to English learners assigned to them and will monitor and assist teachers in serving English learners as needed.

Based on a 2009 brief, Response to Intervention and English Learners, published by the Center for Research on the Educational Achievement and Teaching of English Language Learners, OFY provides what research has proven to be the most effective environment for English learners – a personalized, flexible small school environment where all students are known as individuals. Within that learning-conducive environment, access to rigorous course content and high expectations remain; it is support that is increased.

OFY’s regular instructional strategies are rooted in best practices that meet each student’s academic and linguistic needs. Using a Response to Intervention type model, English learner instructional strategies begin at Tier 1, where teachers
provide clear, written, learning and linguistic common core standards-based objectives. They utilize a variety of instructional strategies, including:

- use of culturally relevant material
- explanation of cultural assumptions
- visual aids and teaching for all learning styles
- simplifying grammatical structures
- graphics organizers
- dual language dictionaries
- books on tape
- high levels of individualized teacher-student interaction, during which teachers become increasingly aware of individual language acquisition needs
- assessment of reading for understanding prior to formalized testing
- development of a broad-based vocabulary which is age and grade-level appropriate
- extended time on all tasks and assessments
- “chunked” testing that will ensure greater opportunity for students to understand what is being asked of them
- linguistics classroom warm-up activities, such as rewriting sentences from present tense to past tense, first person to third person, statements into questions, or formal to informal register.
- student journals in which students define their goals, capture their thoughts at least quarterly about their current personal linguistic skills in English and their primary language, reflect on the content being studied in class with questions and thoughts about the themes and assignments, and analyze their progress towards proficiency in the academic language being studied.

In addition, students working toward English proficiency have multiple courses to support their attainment of fluency:

- Critical Literacy and Literacy Development. Both of these courses were developed to meet the needs of struggling readers, particularly those students with limited English proficiency. Critical Literacy is based on West Ed’s Reading Apprenticeship approach, tailored to meet the specific needs of students below grade level in reading in the OFY model of Small Group Instruction. In addition to addressing the active reading strategies, vocabulary development, and speaking and listening skills needed to ensure student language development and English Language proficiency on the ELDA, academic literacy in all content areas as emphasized in Common Core standards is a focus in the class. Literacy Development utilizes Empower3000, a web-based nonfiction text reading program. Students in this course take an initial reading assessment and receive a Grade Level Equivalent (GLE) score that the system then uses to level
nonfiction current event texts to their reading level. Also Common Core standards-aligned, this program allows students to work at their independent reading level on activities and writing assignments that match the types of questions they see on standardized and classroom-based tests. The teacher and program assigns them to increasingly higher reading levels each time their scores are consistently high, thus increasing student self-efficacy in the program and consistently providing them with feedback.

- Core English courses which reflects the English learner’s reading level, and are designed to improve proficiency
- English elective courses (such as Achieve 3000, Writing Skills, Grammar)

Teachers provide multiple additional opportunities for students to practice content knowledge, academic vocabulary, and linguistic skills, such as projects, online activities, presentations, and writing. All teachers are fully credentialed and trained to implement Specially Designed Academic Instruction in English (SDAIE) strategies on a daily basis. All teachers and staff members shall consider themselves to be “teachers of English.” Accordingly, within the teacher differentiated lesson plan design, shall be clear objectives with methodology and action steps that teach to the specific curriculum and identified student, while also supporting the instruction/reinforcement of the English language.

For students who do not make adequate academic progress in the subject matter with Tier 1 type strategies, additional support, closely aligned with the content and focus of instruction, is provided, such as intensive English language development, embedded contextual clues, and/or specific literacy interventions. (Haager, Klingner, & Vaughn, 2007; Linan-Thompson, Vaughn, Prater, & Cirino, 2006; Richards & Leafstedt, 2010).

In order to ensure the efficacy of the program, OFY will use SDAIE to continually ensure best practices are implemented for English learners. OFY will monitor the number of English learners increasing in English proficiency each year, the number achieving proficiency in English each year, as well as the number who are demonstrating proficiency on state assessments. These measures will help to determine the effectiveness of the program and modifications will be made as necessary.
III. Measurable Student Outcomes and Other Uses of Data

A. Measurable Student Outcomes

Student assessment, both formal and informal, is an essential component of The Charter School instructional model. Appropriately selected and administered assessment instruments provide information that is critical for:

- Meaningful placement decisions.
- Documentation of student growth.
- Making effective decisions about instructional content and pacing for individual students.
- Evaluation of overall Program effectiveness.

Test scores are only one indicator of a student’s abilities and knowledge. Such scores are best used in context with other information about the student, and only after careful consideration of the most appropriate test to use and a full understanding of the individual student being tested. This is particularly true for an at-risk student whose progress is not typically reflected by traditional evaluation methods. To that end, The Charter School will use additional multiple measures and indicators to accurately determine student success.

Student Academic Outcomes

Student success will be measured on the following academic outcomes:

- completion of all required course work leading to a California High School diploma,
- completion of all unit and course assessments with a grade of “C” (70%) or higher,
- passage of the CAHSEE,
- movement from one proficiency level to the next in a given subject on the STAR tests and
- movement from one proficiency level to the next on the CELDT

Other Student Outcomes

Student success will also be measured on other non-academic outcomes including:

- attendance,
- student discipline referrals,
- student attitudes about school

Combined, these student outcomes provide a holistic picture of the student’s progress and success in the program.
B. Program Outcomes

**High School Diploma**
The Charter School is authorized to award high school diplomas to those students who successfully complete the academic and behavioral requirements established by the Charter School (Please see Exhibit E: Curriculum and Assessment). Graduation Requirements for students shall meet or exceed the Fontana Unified School District requirements.

**Accreditation**
The OFY – Fontana Charter School program will be accredited by the Western Association of Schools and Colleges (WASC).

**Academic Performance Index**
It is the goal of The Charter School to meet the requirements for an Academic Performance Index growth report. Therefore, The Charter School (pursuant to Section 60605 of the Education Code) will administer all required state and national standardized assessments. (Please see Exhibit G: OFY Inland Empire Results).

**Other Measures and Considerations**
The goal of an academic recovery program is to assist students in catching up on credits and returning to their resident school or earning a diploma with The Charter School. However, many at-risk students, based upon their own academic and personal goals, transition in and out of The Charter School over the course of their academic careers.

Reflecting this transiency, it is necessary for The Charter School to measure longitudinal program outcomes utilizing multiple assessments across the entire student population. Therefore, The Charter School’s specific expected outcomes are averaged over the length of years in which the charter petition is in effect, in order to gain an overview of the program’s effectiveness and student learning.

Based on the length of enrollment for each student, The Charter School will utilize at least one of following measures of academic achievement in determining program success:

- Passage rates on the California High School Exit Exam (CAHSEE),
- STAR – movement of student from one proficiency level to the next in a given subject,
- CELDT – movement from one proficiency level to the next,
- Course Level Assessment – demonstration of proficiency in grade level courses using summative assessments,
Student attitudes about school.

Outcomes will be based upon a comparison with past performance and with the understanding that Options for Youth students are those who have not or would not have been served in the traditional school environment. Reported results will be based upon average student performance over the years of The Charter School petition. A report of student progress and outcomes will be presented to the district annually.

Fundamental outcomes on which The Charter School should be judged include the periodic assessments in reading, writing and mathematics, the results on standardized tests as compared to similar programs and the API ranking as compared to similar programs. The Charter School should also be judged according to student and parent satisfaction indices, the number of students graduating from the Program and/or the number of students returning to traditional school environments.

The Charter School shall submit an annual report to Fontana Unified School District within six months after the fiscal year, containing year-end information on academic outcomes (including results on the API, AYP, CAHSEE Passage rates and standardized tests) and the annual financial audit. Data provided in this report will be specific to students enrolled under this charter as approved by the Fontana Unified Board of Trustees.

For purposes of renewal, the Charter School's academic program shall be judged according to whether the Charter School has met at least one of the four academic standards as enumerated by Education Code 47607(b):
1. Attain an API growth target in the prior year or in the two of the last three years, or in the aggregate of for the three prior years;
2. Rank in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years;
3. Rank in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years; or
4. The academic performance of OFY is at least equal to the academic performance of the public schools that OFY students would otherwise have been required to attend, as well as the academic performance of the schools in the District, taking into account the composition of the student population that is served at OFL.

C. Methods of Assessment
Students will be regularly tested to adequately assess skill level growth and the appropriateness of the program in meeting their individual needs. All students will participate in any testing programs as required by law.
The Charter School utilizes a variety of assessments including standardized assessments, required State assessments, Charter developed mid- and end of course assessments, as well as alternative assessment techniques including teacher developed rubrics as well as performance tasks and portfolios.

Personalized Assessment
After identification of students who are interested in enrolling, OFY identifies the particular needs of each student by providing diagnostic testing in content areas such as math, English, reading and writing, to determine gaps in the individual student's knowledge and skill base. These assessments are scored immediately.

Enrollment interviews are also conducted. This process provides the student's teachers with a sense of the student's communication skills, how the student views schooling, why the student left his or her previous learning environment and what, if any, are the student's goals. Understanding this affective domain is extremely important in working with this particular at-risk population and provides information the teacher can use in helping the student shape his or her educational and personal goals.

Understanding this affective domain is extremely important in working with this particular at-risk population and provides information the teacher can use in helping the student shape his or her educational and personal goals.

Using this data and the student’s transcripts, the teacher, student and parent, work together to develop an individual learning plan to help maximize the student’s goals. OFY recognizes that individual students have varied and often changing needs. Teachers adjust the learning plan to meet these needs, while maintaining strict adherence to a well-defined set of content standards and graduation requirements. As such, students are provided a balance between structure and flexibility in their learning process.

The Charter School actively pursues the following objectives when developing the learning plan for each student:

- An assessment of the academic strengths and weaknesses of the student, using both formal and informal assessment procedures.
- A thorough examination of the expectations for each individual student.
- Determination of the degree of fit between the student’s ability and The Charter School’s expectations for the student.
- An understanding of the cause of any discrepancy between The Charter School’s expectations and the student’s knowledge base.
- Location of available resources and services so that an appropriate match between the expectations and the student’s knowledge base can be achieved.
- The development of a personalized plan of action that is flexible, modifiable and includes an evaluation procedure to determine achievement of desired outcomes.

In all cases, students must demonstrate that they have met the standards required for the course work. Attendance is calculated and an audit trail of all course work is maintained for each student based on California Department of Education (“CDE”) charter school regulations.
IV. Governance Structure

It is the intent of OFY to comply with all aspects of the California Charter Schools Act, and those Education Code Sections from which The Charter School is not exempt.

OFY is a California nonprofit, single member public benefit (501(c)(3)) corporation specifically formed for the purpose of operating charter schools in California. OFY is run by a board of directors (the Charter Board) who will oversee The Charter School's operations. The single member of OFY is another nonprofit public benefit (501(c)(3)) corporation known as OFY California, Inc. As the single member, OFY California, Inc. is responsible for appointing directors to the Charter Board. The Charter Board engages the various professionals needed to carry out its plans. The Charter Board will be responsible for the fiscal and educational programs of The Charter School. Pursuant to Education Code Section 47604(b), the District is entitled to a single voting representative on the Charter Board (the District Representative), provided, however, that the District Representative is not eligible to serve as an officer of OFY, nor shall the District Representative participate in, be privy to, or vote with respect to any corporate business that is unrelated to the operation of the Fontana Charter School. OFY will reimburse any costs incurred by the District or the District Representative in fulfilling his or her obligations to the Charter Board.

The Charter Board and/or its representative is also empowered to directly request waivers under Education Code Section 58509 after any such waiver requests have been previously submitted to the District Board pursuant to applicable law. OFY reserves the right to contract with other individuals and entities, whether public or private or non-profit or for-profit, in order to accomplish the goals and objectives of this Petition or to provide any or all services required hereunder. OFY further reserves the right to sell or assign any or all of its assets in accordance with California Corporation Code Sections 5911 et seq. and shall comply with all applicable laws concerning conflicts of interest, including Government Code Section 1090 and the Political Reform Act when applicable.

OFY shall have no authority to enter into contracts for or on behalf of the District. Any contracts, purchase orders or other documents which are approved or ratified by the Charter Board as required by law shall be unenforceable against the District and shall be OFY's sole responsibility.

Attached here to as Exhibit H are the Articles of Incorporation and Bylaws for the Charter.
V. Human Resources

A. Qualifications to be Met by Employees of the School
Employees of the Charter School will not be employees of the District, nor of the State of California, nor of any political subdivision of the State. The Charter School will be responsible for hiring the staff and determining the salary and benefits for the employees. In addition, all employees will be subject to the requirements in connection with criminal record checks and TB testing. Teachers will be supervised and evaluated for their effectiveness on an ongoing basis.

To the extent required by applicable law, teachers in the Charter School shall be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the Charter School and shall be subject to periodic inspection by the District.

The Charter School is committed to maintaining a discrimination-free work place and to retain highly qualified and experienced personnel to ensure the continued delivery of quality educational programs.

B. Health and Safety of Students and Staff
The Charter School complies with all applicable laws regarding the health and safety of the students and employees. Every employee of The Charter School is required to furnish a criminal record summary as described in Section 44237 of the California Education Code and/or otherwise comply with the requirements of that code section. Any individual who has contact with students is required to undergo a TB test as required by law.

The Charter School shall provide The Charter School staff and students safe facilities which meet or exceed local safety ordinances. The Learning Centers are housed in spaces that are easily accessible to students. The Charter School use facilities that meet all applicable health and safety laws and ordinances, including the Americans with Disabilities Act. The Charter School is exempt from the Field Act. A copy of the sample health and safety plan can be found in the Job Safety Handbook (Exhibit I). The Charter Board may periodically amend the Safety Plan and/or implement a new plan in compliance with applicable law.

C. Exclusive Public School Employer
The Charter School is the exclusive public school employer of all employees working for The Charter School, for all purposes, including but not limited to, collective bargaining. Employees of The Charter School are covered by the provisions of the National Labor Relations Act. They are not employees of the State of California, nor any political subdivision of the State.
D. Rights of Employees
The Fontana Unified School District Collective Bargaining Agreement and Board policy, if any, shall govern the return rights of any teacher leaving the District to work in The Charter School.

E. STRS, PERS & FICA Participation
All staff members of The Charter School are covered by Federal Social Security pursuant to applicable law. With respect to additional employee benefits, The Charter School complies with all applicable state and federal laws governing such benefits.

F. Resolving Disputes Relating to Provisions of the Charter

1. Meet and Confer:
   In the event that any dispute arises between the Parties relating to this Petition, the Parties hereby agree to initially attempt to settle such dispute by meeting and conferring in a good faith attempt to resolve the dispute.

2. Mediation:
   If a dispute cannot be resolved through meeting as provided in subparagraph 1, then, before resorting to litigation, arbitration or some other dispute resolution process, the parties agree first to attempt to resolve the dispute by nonbinding mediation before any mediator agreed to by both parties. The Demand for Mediation (“Mediation Demand”) must be in writing. The mediation shall commence within forty-five (45) calendar days from the date of receipt of the Mediation Demand and shall be concluded no later than sixty (60) calendar days from the date of receipt. Date of receipt shall be determined pursuant of the Notice provisions of section VIII-L below. The administrative costs of conducting the mediation, including but not limited to the mediator’s fees, will be shared equally by the parties.

3. Location of Proceedings:
   Los Angeles County shall be the proper venue for any mediation, litigation or other dispute resolution process.

4. Continuous Payment Obligation:
   The Charter School’s entitlement to receive funds pursuant to this Agreement shall be continuous throughout the term hereof. In the event of any disputes between the Parties, the District shall not be permitted to withhold, as a remedy or otherwise, any funds received on behalf of The Charter School from the State of California or the federal government, which funds, when paid, become the sole and exclusive property of The Charter School.
Nothing stated here in requires the District to pay to The Charter School those state and federal funds designated for The Charter School that it has not yet received.
VI. Student Admissions, Attendance, and Suspension/Expulsion Policies

A. Student Admissions Policies and Procedures
The Charter School does not discriminate in admitting pupils who wish to attend The Charter School. However, if the number of pupils who wish to attend The Charter School exceeds the school’s capacity, enrollment, except for existing pupils of The Charter School, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending The Charter School and pupils who reside in the District. Other preferences may be permitted consistent with law. The District shall make reasonable efforts to accommodate the growth of The Charter School and, in no event, shall take any action to impede The Charter School from expanding enrollment to meet student demand and needs. Because of the compelling public interest and aid to the economy when students achieve a high school diploma, the District hereby agrees that the Charter School may open additional learning centers if and when the Charter School determines the need is substantiated through enrollment and related funding to support additional centers is available. The Parties agree that the expansion of the OFY program, as described hereinabove, shall not constitute a material revision of the charter.

The Governing Board of the District shall not require any pupil enrolled in the District to attend The Charter School.

Pupils in the areas served by The Charter School have many schools available to them and are free to return to their home District schools at any time pursuant to applicable State law and District policies.

Charter School teachers make every effort to place students in Learning Centers conveniently located near their homes. Placement also takes into consideration other issues such as gang territory, place of work, and childcare needs. Students must read at the fourth grade level or above to enroll in the guided independent study program. In determining whether a potential student with an IEP or 504 Plan meets this admission criteria, the student shall be provided with the accommodations and/or modifications set forth in his or her most recent IEP or 504 Plan while assessing his/her reading level.

Upon enrollment, The Charter School requests students’ records from their prior schools. Teachers review the transcripts to determine courses the students must take to meet graduation requirements and to gain further understanding of the students’ academic abilities.
All students entering The Charter School Program must, along with a parent or legal guardian, participate in an enrollment meeting with a teacher. The parent or guardian must be present to sign the necessary enrollment forms. In the case of minors, only the parent and/or legal guardian may sign the Agreement Form to enroll his or her child into the Program.

During this meeting the teacher attempts to determine the student’s motivation for enrolling in The Charter School. Without making judgments, the interviewing teacher attempts to understand what the student believes is needed to be successful in the Program. The intake teacher discusses the dreams and aspirations of the student and what he/she hopes to accomplish beyond high school. Ideally, the student’s dream will include a high school diploma. The Charter School strongly emphasizes to all students the importance of having a dream. The students’ dreams and aspirations are used as “hooks” to keep the students in school, to motivate, to evaluate their progress and keep them on track.

The intake interviews also provide the teacher with an opportunity to assess the student’s communication skills; the student’s views about schooling and the reason the student left the previous learning environment. Subsequent, periodic interviews explore the level of student satisfaction with the Program, changing attitudes toward school and learning, and perceived progress toward educational goals. Parents are also asked to complete questionnaires regarding their children’s progress.

In addition, the teacher explains how the Program works and the Program’s expectations of the student. This portion of the enrollment is focused on the student’s responsibility to complete the required work each week, show up for the appointments, and call when unable to attend. The teacher explains that the student is expected to treat his/her education like a job. This is also why the student, rather than the parent, is required to make appointments and call when an appointment cannot be kept.

Either at the conclusion of the enrollment meeting or on the first day of attendance, the student takes a pre-assessment test to ascertain current progress in reading, writing and mathematics. The teacher uses the results of these assessments to determine what types and level of courses are appropriate upon enrollment. Special education and Section 504 students shall be provided with the accommodation and/or modifications set forth in their most recent IEP or 504 Plan during the conduct of any such assessments.
B. **Racial and Ethnic Balance**
The Charter School maintains a policy of non-discrimination in all areas of its operations. The Charter School makes reasonable and practicable efforts to achieve a racial and ethnic balance among its students from the District that reflects the District's ethnic population. This balance is maintained by recruitment in various representative areas of the community and by targeting under-represented students, if any. The Charter School may also work with community-based organizations to accomplish this balance.

C. **Suspension/Expulsion Procedures**
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. The teachers and staff of the Learning Center monitor student behavior at the Learning Center during The Charter School's hours of operation. If a problem arises, the teacher will contact the student’s family and may request a parent-teacher conference to discuss the matter.

Attached hereto as “Exhibit J”, and incorporated herein by this reference is a copy of The Charter School’s policies and procedures regarding student discipline (Please see Exhibit J: Administrative Regulation Suspension and Expulsion / Due Process). Among other things, the Regulations set forth the grounds for suspensions and expulsions applicable to all students in a manner that is consistent with federal law. The Charter Board may periodically amend the Regulations-and/or develop additional criteria; provided, however, that all such amendments and additions ensure that students are afforded due process to the extent required by applicable law.
VII. Financial Planning, Reporting, and Accountability

A. Budget
   Attached hereto as “Exhibit K”, and incorporated herein by this reference is a copy of the Charter School’s three-year budget.

B. Financial Reporting
   The Charter School is fiscally solvent, spending at state recommended levels and aggregating excess revenues in sufficient quantities to allow the school to maintain reserves.

Pathways Management Group, Inc. (“PMG” or “Corporate”) provides administrative services. PMG provides centralized Accounting and HR functions. Corporate has reliable monitoring tools available to its staff, including reports, budgets, cash flow projections, analysis and year-to-date results for both financial and ADA components of its business. The Charter School uses the accrual method of accounting, as defined by Generally Accepted Accounting Principles (GAAP).

With respect to financial information concerning The Charter School, its records are maintained in the regular course of its corporate operations in compliance with California Education Code Section 47604.3.

The Charter School’s financial information is currently maintained using Microsoft Dynamics as the financial reporting system. This includes Accounts Payable, Accounts Receivable, Cash Management, Order Entry, Inventory Control and General Ledger. The Charter School currently utilizes ADP for payroll processing. All transactions are accounted for using the guidelines of GAAP. The Charter School retains the right to use whatever accounting software and payroll services it deems appropriate.

The Charter School ensures compliance of personnel in consistently following fiscal policies and procedures through review by management and staff and in the form of financial and ADA audits performed by outside auditors. Some of the key components of this process are:

An internal audit group ensures that the Charter School complies with independent study attendance reporting, student file maintenance requirements, and student-teacher ratios as written and adopted in the pertinent California Education Code and California Code of Regulations. At the end of the school year, the Charter’s teachers devote several days to reviewing the students’ files for compliance.
The Corporate Human Resources department reviews job descriptions and staff regulatory compliance.

Contracts are reviewed by in-house counsel. Contracts are signed by employees who are members of management or officers of the Charter School.

Bank reconciliations are prepared monthly and are reviewed and approved by the corporate Director of Accounting, who does not have check processing or signing authority. State fund deposits are monitored based on CDE payment schedules and analyzed against Cash Flow projections.

Corporate prepares and monitors budgets, cash flows, financial performance and variance analysis on a regular basis.

Checks are processed and distributed by the Corporate Accounts Payable department. Payments are not made without appropriate supporting documentation. All checks written by the accounting staff use pre-numbered check stock. All checks greater than $5,000 require two signatures from designated check signers. The authorization to sign checks is limited to officers of the company. All direct invoices and expenses are approved by the Regional Supervisor and/or the Director of Instruction.

Bank accounts are monitored on a daily basis to ensure that no fraudulent checks have been presented to the bank and paid. Upon receipt of the monthly bank statements a reconciliation of bank to books is completed using the software in the general ledger system.

Credit cards and lines of credit are not used at the Charter level.

The independent audit portion of this process is discussed in Section E below.

At each of the state required reporting periods, the Charter School will produce reports according to the prescribed methods required by the California Department of Education.

In addition to the annual audit described in Section E below, the following reports will be provided to the District formatted to California Schools Accounting manual standards, according to a schedule mutually agreed upon between the Charter School and the District:

- Adopted Budget
- Annual Attendance Report
- Annual Unaudited Financial
- First Interim Report
- First Principal Attendance
- Funding Determination for Non-Classroom-Based Charters.
C. **Administrative Services**

The Charter School utilizes PMG to provide for the Charter School’s administration, while the Charter School focuses on educating students. PMG provides centralized Accounting and HR functions. Analytical review of operating results is performed on a monthly basis and presented to management.

Corporate has developed policies, procedures and internal controls for managing the financial operations that meet internal controls, state laws, generally accepted practices and ethical standards as discussed in Section B above. Accounting personnel follow policies and procedures which are updated annually or more frequently as needed. The policies regarding person(s) who are authorized to sign contracts and disbursements is determined by Board Policy.

The Charter ensures compliance of personnel in consistently following fiscal policies and procedures through review by company management and staff and in the form of financial and ADA audits performed by outside auditors.

The Charter is financed through direct funding from the State of California in accordance with the SB740 legislation which was enacted in 2001. The Charter is expected to spend its money in accordance with SB740 guidelines to continue to qualify for future funding from the state.

The Charter does not receive any Title I funds, or other federal funding.

D. **Indemnification**

To the fullest extent permitted by law, the Charter School and/or Options for Youth - Fontana and/or Options For Youth-Fontana Inc. each agrees to promptly, fully, and completely indemnify, defend through counsel reasonably acceptable to the District, and hold harmless the District, the District's Board of Trustees, and each of the District's and the District's Board of Trustees' respective members, officers, administrators, employees, agents, representatives, volunteers, successors, and assigns ("Indemnitees") from and against any and all claims, demands, actions, causes of action, suits, administrative actions, proceedings, losses, damages, expenses, costs, penalties, obligations, and/or liabilities of whatever nature or of whatever kind, including, by way of example but not limited to, damages, restitution, attorney's fees and litigation costs, and expenses of the Indemnitees, however incurred, that in any way arise out of or relate to any actual or alleged act or omission on the part of Charter School, and/or on the part of Options for Youth - Fontana and/or on the part of Options For Youth - Fontana Inc., and/or on the part of the board of directors, officers,
administrators, employees, agents, representatives, volunteers, contractors, subcontractors, invitees, licensees, grantees, successors, and/or assigns of Charter School and/or of Options for Youth - Fontana and/or of Options For Youth - Fontana Inc. in any way related to the actual or alleged performance of and/or to the actual or alleged failure to perform or to correctly or properly perform in whole or in part any obligation under any applicable federal, state, or local law or regulation, in any way related to the actual or alleged performance of and/or to the actual or alleged failure to perform or to correctly or properly perform in whole or in part any obligation under the Charter, and/or in any way related to the actual or alleged operation of the Charter School or of any facility, program, or activity, wherever situated or located. The obligations of the Charter School and/or of Options for Youth - Fontana and/or of Options For Youth - Fontana Inc. to defend and to hold harmless the District and the other Indemnitees identified herein are not contingent upon or conditioned upon there being an acknowledgment of or upon there being a determination of the merit of any claim, demand, action, cause of action, suit, administrative action, and/or any proceeding, and those obligations will be deemed to be triggered immediately upon the assertion of any claim, demand, action, cause of action, suit, administrative action, and/or proceeding within the scope of this paragraph. However, nothing in this paragraph shall be construed to obligate Charter School and/or Options for Youth - Fontana and/or Options For Youth - Fontana Inc. to indemnify an Indemnitee for any claims, demands, actions, causes of action, suits, administrative actions, proceedings, losses, expenses, costs, penalties, obligations, or liabilities resulting from an Indemnitee's sole negligence, from an Indemnitee's active negligence, or from an Indemnitee's willful misconduct where such sole negligence, active negligence, or willful misconduct has been adjudged by the final and binding findings of a court of competent jurisdiction; except, in instances where the active negligence or willful misconduct of an Indemnitee accounts for only part of the loss(es) involved, the indemnity obligations of Charter School and Options for Youth - Fontana and Options For Youth - Fontana Inc. shall be for that portion of the loss(es) not due to the active negligence or the willful misconduct of such Indemnitees.

E. Insurance

At all times during the term of the Charter, the Charter School maintains comprehensive general liability insurance, with minimum coverage of $1 million per occurrence and $2 million aggregate. Umbrella Liability limits are $12,000,000 Each Occurrence and $12,000,000 Annual Aggregate. Fontana Unified School District is named as an additional insured on said policy. Fontana Unified School District is not responsible for the payment of any costs associated with said insurance coverage.
F. Audits
A financial audit for each fiscal year is performed and issued by December 15 of the next fiscal year. Each audit is made by a certified public accountant licensed by the California Board of Accountancy, and selected by PMG from a directory of certified public accountants and public accountants deemed by the State Controller’s Office as qualified to conduct audits of Local Education Agencies published by the Controller not later than December 31 of each year.

The audit is conducted in accordance with the Standards and Procedures for Audits of California K-12 Local Education Agencies, which provides written policies on the scope and responsibilities related to an independent financial audit. The audited financial statements employ GAAP and include a listing of audit exceptions and deficiencies which the school has resolved.

The financial audit shows the disposition of all revenues, expenditures, and ending balances, and contains accompanying financial statements and other supplementary documentation normally included by an independent auditor. In addition, the independent auditors perform substantive tests of internal controls and compliance of policies and procedures. PMG sends the audit reports to the authorizing agency and other government entities as required by law, including the sponsoring District, the County Office of Education, the State Controller’s Office, and the CDE. Currently, the financial audit is conducted by Maginnis, Knechtel & McIntyre LLC, CPA’s of Pasadena, CA.

In addition, PMG provides for an independent audit to substantiate its student attendance records and verify that the stated ADA meets the standards regarding charter schools. The charter’s ADA components are audited annually by the Certified Public Accounting firm of Vicenti, Lloyd & Stutzman LLP (VLS).

G. Closure Protocol
The following procedures apply in the event The Charter School closes. The following procedures apply regardless of the reason for closure.

Closure of The Charter School will be documented by official action of Options For Youth-Fontana, Inc. The action will identify the reason for closure.

The Organization will promptly notify the authorizing entity (the District), the County Office of Education and the California Department of Education of the closure and of the effective date of the closure. If it is feasible to do so, while still maintaining a viable and appropriate educational program, The Charter School closure should occur at the end of an academic year. Mid-year school closures should be avoided if possible, and The Charter School and the Fontana Unified
School District should work together to ensure that an appropriate, viable and legally compliant education program continues until the end of the school year.

The organization will ensure that The Charter School’s parents and students are notified of the school’s closure and are provided information to assist them in locating suitable alternative programs. This notice will be provided promptly following the Organization’s decision to close The Charter School.

As applicable, The Charter School will provide parents/guardians, students and the County Office of Education with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”) 20 U.S.C. § 1232g. The Charter School will ask the County Office of Education to store original records of Charter School students.

As soon as reasonably practical, The Charter School will prepare final financial records. The Charter School will also have an independent audit completed as soon as reasonably practical, which period is generally no more than six (6) months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the School and will be provided to the County Office of Education promptly upon its completion.

On closure of The Charter School, all assets of The Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending The Charter School, remain the sole property of the Organization. On closure, The Charter School remains solely responsible for all liabilities arising from the operation of The Charter School. In the event the Organization is closed, all remaining assets will be transferred to another not-for-profit with a similar educational purpose in accordance with not-for-profit law.

H. **School Management Contracts**

Attached hereto as “Exhibit L”, and incorporated herein by this reference is a copy of the Charter School’s proposed management agreement.
VIII. General Provisions

A. Use of Name
Curricula, trademark, service mark, and other intellectual property, including the use of the proprietary name “Options For Youth, Inc” shall remain the sole property of Options for Youth.

B. Independent Contractor Status and Liability
The Charter School shall perform its duties as an independent contractor; and its employees, officers, and directors shall not be officers, employees or agents of the District. The District will not be liable for the actions of The Charter School.

Except as otherwise provided in this Petition, The Charter School will act as its own LEA (Local Educational Agency) and fiscal agent to the fullest extent of the law. The District shall not be liable for the debts or obligations of The Charter School.

C. Oversight Fees and ADA Payments

1. Oversight Charge:
Except as set forth in subparagraph 2, below, as the chartering agency, the District may charge The Charter School for the actual costs of the supervisorial oversight of The Charter School in an amount not to exceed one percent (1%) of the revenue of The Charter School.

2. Facilities and Oversight Charge For Use of Facilities:
As the Chartering agency, the District may charge The Charter School for the actual costs of supervisorial oversight of The Charter School in an amount not to exceed three percent (3%) of the revenue of The Charter School, if The Charter School obtains substantially rent free facilities from the District for use by The Charter School.

3. ADA Apportionments:
Pursuant to Education Code Section 47612, the Superintendent of Public Instruction shall make all of the following apportionments to The Charter School for each fiscal year during the term of this Charter:

   a) From funds appropriated to Section A of the State School Fund for apportionment for that fiscal year pursuant to Article 2 (commencing with Section 42238) of Chapter 7 of Part 24, an amount for each unit of regular average daily attendance in The Charter School is generated by a pupil who is a California resident.
b) For each pupil enrolled in The Charter School who is entitled to special education services, the state and federal funds for special education services for that pupil that would have been apportioned for that pupil to the District and/or SELPA.

c) Funds for the programs described in Education Code Sections 54761, 63000 and 64000, to the extent that any pupil enrolled in The Charter School is eligible to participate.

The Charter School is deemed to be under the exclusive control of the officers of the School for purpose of Section 8 of Article IX of the California Constitution, with regard to the appropriation of public monies to be apportioned to The Charter School.

The District and/or the County, as the case may be, is also required to forward to The Charter School the appropriate percentage of property tax revenues allocable to all public schools.

The Charter School reports payments to the federal and state taxing authorities as required by law. The District will not withhold any sums from revenue payable to The Charter School. The Charter School is independently responsible for the payment of Social Security and all other applicable taxes.

Payments shall be made to The Charter School for ADA generated in accordance with the formula established by the CDE for the funding of all Local Educational Agencies (“LEAs”) in California. In accordance with applicable law and the state’s Direct Funding Model, California’s Superintendent of Public Instruction shall make payments and/or apportionments directly to The Charter School, or to an account held in the name of OFY-Fontana, Inc.

Notwithstanding the oversight provisions set forth herein, the District shall not be entitled to receive any portion of income received by The Charter School from private party sources.

D. Calendar
The Charter School may use a year-round, multi-track, staggered start calendar or, as the Charter School determines, any other calendar that would improve the delivery of instruction to students, provided that such calendar complies with applicable law. In addition, nothing contained herein shall prohibit the Charter School from having a different apportionment date than the District. The Charter School shall use the apportionment dates determined within the calendar utilized by the Charter School, to submit apportionment information to the district.
To the extent that The Charter School needs to obtain a waiver from the State Board of Education pursuant to the Education Code Section 58509 in order to receive full funding based upon OFY’s school calendar, The Charter Board and/or its representatives are empowered to directly petition the State Board for such a waiver. In addition, in the event that The Charter School must submit waiver requests through the District Board, the District Board hereby agrees to evaluate the waiver requests in a timely manner and, if determined to be a reasonable request, to fully cooperate in the waiver process and to support and process such waiver requests submitted by OFY-Fontana, Inc. in a timely manner.

E. Non-Discrimination
The Charter School is nonsectarian in its programs, admission policies, employment practices and all other operations. The Charter School does not charge students tuition and does not discriminate against any pupil on the basis of ethnicity, national origin, gender or disability. Admission to The Charter School is not determined according to the place of residence of the pupil, or of his or her parent or guardian, within California. The Charter School complies with all applicable State and Federal non-discrimination laws.

F. Terms of Charter
The term of this Charter shall be for five years, July 1, 2013 through and including June 30, 2018.

The Charter School’s Governing Board may request that the District renew the Charter, and submit the necessary documentation for such renewal request, any time between July 1, 2017 and January 31, 2018. This timing provides the Charter School and the District an adequate opportunity to focus on the renewal request, while taking into account all years of performance. The renewal request shall also include proof that the Charter School has met the academic achievement criteria for renewal, as set forth in Education Code Section 47607.

The Parties understand and agree that the time deadlines and procedures set forth in this section are based upon the strong public policy interests of providing uninterrupted educational services to the students who are enrolled in The Charter School. In addition, because The Charter School shall be entering into numerous third party agreements with, among others, lessors, vendors, contractors, staff members and instructors, the time deadlines and renewal procedures are of the essence to this Charter.

G. Attorney’s Fees
In the event any action is instituted by a party to enforce or interpret any of the terms and provisions contained herein, the prevailing party in such actions shall be entitled to such reasonable attorneys’ fees, costs and expenses as may be
fixed by the Court of the Arbitrator, whether or not such action is prosecuted to final judgment.

H. Amendments
This Petition may only be amended by written agreement of The Charter School and the District.

I. Interpretation
Headings at the beginning of each paragraph and subparagraph are solely for the convenience of the Parties and are not a part of this Petition. Whenever required by the context of this Petition, the singular shall include the plural. This Petition shall be construed to give the fullest autonomy to the Charter School, to fulfill its primary goal of teaching at-risk students, and academically low achieving students.

Throughout this Charter and any attachments, exhibits, and/or appendices hereto, any and all references to Options for Youth - Fontana, Options for Youth, and/or OFY, and/or Options For Youth - Fontana, Inc. or the Charter School shall apply with full force and effect to each of the others. For all purposes set forth in this Charter and any attachments, exhibits, and/or appendices hereto, each of the above-listed entities are deemed one and the same and, to the extent that they are separate legal entities, they shall have joint and several liability for all obligations of Options for Youth - Fontana and each of the other entities listed above as set forth in this Charter, and any attachments, exhibits, and or appendices hereto, and each of the entities shall be fully obligated to comply with the provisions of this Charter, and any attachments, exhibits, and or appendices hereto, without regard to the name or designation used in referring to Options for Youth - Fontana, Options for Youth, OFY, Options For Youth - Fontana Inc. or the Charter School in any or all of the documents.

Throughout this Charter, the Fontana Unified School District may be referred to as Fontana Unified School District and/or the “District” and the Fontana Unified School District Governing Board may be referred to as the Fontana Unified School District Governing Board and/or the “District Board” and/or the “District Governing Board” and/or the “District Board of Education.”

J. Partial Invalidity
The provisions of this Petition are severable, and in the event that any one or more provisions shall be determined to be judicially unenforceable, in whole or in part, the remaining provisions shall nevertheless be binding and enforceable.

K. Learning Centers
It is the intent of the Charter School to serve other students by opening satellite learning centers, under the provisions of Charter School Law Pursuant to
Ed Code 47605. The Charter School and Fontana Unified School District agree that the establishment of new learning centers during the term of the charter shall not constitute a material revision of the charter. The proposed satellite learning centers as of the time of this petition are located at:

- OFY – Fontana 1: 16981 Foothill Blvd., #A6, Fontana, CA 92335
- OFY – Fontana 2: 17215 Slover Ave., Ste L102, Fontana, CA 92337
- OFY – Upland: 310 N. Mountain Ave., Upland, CA 91786
- OFY – Rancho 1: 7965 Vineyard Ave. #F3, Rancho Cucamonga, CA 91730
- OFY – Rancho 2: 7965 Vineyard Ave. #F1, Rancho Cucamonga, CA 91730
- OFY – Chino: 12887 Mountain Ave., Chino, CA 91710

L. Notices

Any and all notices, demands or other communications required or desired to be given hereunder by any party shall be in writing and shall be validly given or made to another party if served either personally or, if deposited in the United States mail, certified or registered, postage prepaid, return receipt requested. If such notice, demand or other communication be served personally, service shall be conclusively deemed given or made at the time of such personal service. If such notice, demand or other communication be given by mail, such shall be conclusively deemed given forty-eight hours after the deposit thereof in the United States mail, addressed to the party to whom such notice, demand or other communication is to be given as hereinafter set forth.

**To the Charter School:**
Options For Youth – Fontana, Inc.
320 N. Halstead Street
Suite 280
Pasadena, CA 91107
Facsimile: (626) 685-9300
Attention: Joan Hall, President

**With a copy to:**
Blank Rome, LLP
1925 Century Park East
Suite 1900
Los Angeles, CA 90067
Facsimile: (424) 239-3434
Attention: Gregory M. Bordo, Esq.

**To the District:**
Fontana Unified School District
9680 Citrus Avenue
Fontana, CA 92335
Any party hereto may change its address for the purpose of receiving notices, demands and other communications as herein provided by a written notice given in the manner aforesaid to the other Party or Parties hereto.

M. **Governing Law and Construction**
This Petition shall, in all respects, be governed by the laws of the State of California applicable to agreements executed and be wholly performed within the State of California. Nothing contained herein shall be construed so as to require the commission of any act contrary to law.

N. **Entire Agreement**
This Petition constitutes the entire understanding and agreement of the Parties with respect to the subject matter hereof and supersedes any and all other written or oral negotiations, understanding or agreements among the Parties with respect to the rights and obligations assumed herein and contains all of the covenants and agreements among the Parties with respect to such rights and obligations, including, but not limited to, any and all prior charter school petitions entered into between the Parties hereto.

O. **Waiver**
The failure of either party to insist on strict compliance by the other party with any of the terms, conditions, or covenants of this Petition, shall not be deemed a waiver of that term, covenant, or condition, nor shall any waiver or relinquishment of any right or power at any one time or times be deemed a waiver or relinquishment of that right or power for any other time.

P. **Counterparts**
This Petition may be executed in one or more counterparts, each of which, shall be deemed an original, but all of which together shall constitute one and the same instrument.

Q. **Termination**
The District shall not terminate this Petition upon any material default described in Education Code Section 47607(b) or any provision hereof by The Charter School and/or its representatives, unless (i) the District gives The Charter School notice of the material default (in the manner set forth under the Notice provision of this Petition) and (ii) The Charter School fails to cure the material default within sixty days after receipt of the notice, or in the event the material default cannot be cured within the sixty day period, then only if The Charter School fails to submit a plan to the District to substantiate that a cure will be done within a reasonable time acceptable to the District. Pursuant to Education
Code Section 47607c, the forgoing notice and cure requirements do not apply when the District determines in writing, that the violation constitutes a severe and imminent threat to the health or safety of pupils. In the event that District shall undertake proceedings for revocation of the Charter, The Charter School shall be entitled to all rights and remedies provided for under Education Code 47607.

R. Time is of the Essence
Time is of the essence of this Agreement and all the terms, provisions, covenants and conditions hereof.

S. Alternative Education Programs
The Charter School shall also be available to manage and operate the alternative education programs offered by the District, upon such terms and conditions to be mutually agreed upon by the District and The Charter School.

T. Conflict of Interest
Options For Youth – Fontana, Inc. shall at all times comply with applicable law concerning conflicts of interests.

IN WITNESS WHEREOF, this Petition has been executed by the Parties.

Options For Youth – Fontana, Inc.
By: _____________________________
    Joan Hall, President
Date: ___________________________

Fontana Unified School District
By: _____________________________
    Cali L. Olsen-Binks., Superintendent
Date: ___________________________
Options For Youth Public Charter Schools – Fontana
Teacher Endorsement Form

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<table>
<thead>
<tr>
<th>Teacher Name</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Suzan Wright</td>
<td>130057878</td>
<td>Susan Wright</td>
</tr>
<tr>
<td>Kristin Roberson</td>
<td>130052857</td>
<td>Kristin Roberson</td>
</tr>
<tr>
<td>Rose Prieto</td>
<td>090033626</td>
<td>Rose Prieto</td>
</tr>
<tr>
<td>Valerie Cruz</td>
<td>120573495</td>
<td>Valerie Cruz</td>
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<tr>
<td>Mary Ann Vasquez</td>
<td>123124019</td>
<td>Mary Ann Vasquez</td>
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<tr>
<td>Kevin Macias</td>
<td>101075797</td>
<td>Kevin Macias</td>
</tr>
<tr>
<td>Alden Kiertzner</td>
<td>110114760</td>
<td>Alden Kiertzner</td>
</tr>
<tr>
<td>Elizabeth Pfau</td>
<td>110006088</td>
<td>Elizabeth Pfau</td>
</tr>
<tr>
<td>Marco A. Lara Jr.</td>
<td>101128481</td>
<td>Marco A. Lara Jr.</td>
</tr>
<tr>
<td>Paula Crouch</td>
<td>070367327</td>
<td>Paula Crouch</td>
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<tbody>
<tr>
<td>Preciosa Haynes</td>
<td>081127727</td>
<td></td>
</tr>
<tr>
<td>Jacqueline Martinez</td>
<td>10111400</td>
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</tr>
<tr>
<td>Robert L. Skillman</td>
<td>081099982</td>
<td></td>
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<tr>
<td>Janet Posada</td>
<td>101108513</td>
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<tr>
<td>Karen MabeY</td>
<td>120010276</td>
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<tr>
<td>Shelly Barnett</td>
<td>110087223</td>
<td></td>
</tr>
<tr>
<td>Steven Orme</td>
<td>110103097</td>
<td></td>
</tr>
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# Options For Youth Public Charter Schools – Fontana

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<tbody>
<tr>
<td>Tom Zaragosa</td>
<td>090185857</td>
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<tr>
<td>Patricia Porche</td>
<td>090114104</td>
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<tr>
<td>Kristeen Dowdall</td>
<td>081130925</td>
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<tr>
<td>Stephanie Hilber</td>
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<td></td>
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<tr>
<td>Cristina van Duyne</td>
<td>1100603900</td>
<td></td>
</tr>
<tr>
<td>Danielle Yang</td>
<td>130052173</td>
<td></td>
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<tr>
<td>Danielle Longley</td>
<td>090159378</td>
<td></td>
</tr>
<tr>
<td>Vanessa Araujo</td>
<td>10113208</td>
<td></td>
</tr>
<tr>
<td>Elizabeth Price</td>
<td>090006925</td>
<td></td>
</tr>
<tr>
<td>Kari Laubach</td>
<td>101154440</td>
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<tr>
<td>Ileana Arroyo</td>
<td>110014771</td>
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<tr>
<td>Allyson Smith</td>
<td>081079329</td>
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<tr>
<td>Kathryn Casey</td>
<td>090217158</td>
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<td>Carrie Wood</td>
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<tr>
<td>Lucas Sexton</td>
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<tr>
<td>Melissa Macias</td>
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<td>Katherine Hansen</td>
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<tr>
<td>Christopher Torres</td>
<td>090161237</td>
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<tr>
<td>Eric Hale</td>
<td>101233273</td>
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<tr>
<td>Teresa Brown</td>
<td>101094258</td>
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<tr>
<td>Sara Penner</td>
<td>101176220</td>
<td></td>
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<tr>
<td>Andrea Danielle Guerra</td>
<td>120507823</td>
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<tr>
<td>Richard Aguilar</td>
<td>123133930</td>
<td></td>
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<tr>
<td>Brock Champion</td>
<td>110001893</td>
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<tr>
<td>Gillian Harnitchek</td>
<td>130057589</td>
<td></td>
</tr>
<tr>
<td>Patrick Enman</td>
<td>110214475</td>
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<tr>
<td>Angie Ojeda</td>
<td>1100869603</td>
<td>Alejandro</td>
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<tr>
<td>Diana Jacobson</td>
<td>101151327</td>
<td>Diana</td>
</tr>
<tr>
<td>Jennifer Estell</td>
<td>110216411</td>
<td>Jennifer</td>
</tr>
<tr>
<td>Adrienne Meyers</td>
<td>101079985</td>
<td>Ade Myers</td>
</tr>
<tr>
<td>Erin Jones</td>
<td>130002947</td>
<td>Erin</td>
</tr>
<tr>
<td>Bonnie K. Le</td>
<td>101229414</td>
<td>Bonnie</td>
</tr>
<tr>
<td>Stacy Williamson</td>
<td>101192031</td>
<td>Stacy</td>
</tr>
<tr>
<td>Brian Williamson</td>
<td>120025625</td>
<td>Brian</td>
</tr>
<tr>
<td>Christine Castelum</td>
<td>101219310</td>
<td>Christine</td>
</tr>
<tr>
<td>Joseph Barres</td>
<td>101229447</td>
<td>Joseph</td>
</tr>
<tr>
<td>Andrea Jessen</td>
<td>120045871</td>
<td>Andrea</td>
</tr>
<tr>
<td>Heather Rollins</td>
<td>130017854</td>
<td>Heather</td>
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<tbody>
<tr>
<td>Thomas Hinds</td>
<td>08/8 729 22</td>
<td></td>
</tr>
</tbody>
</table>
Exhibit A: Leadership Team

**William Toomey, Deputy Superintendent**, Options For Youth Public Charter Schools, has been working with the at-risk youth population for twelve years and has focused his work on the independent study environment. Mr. Toomey's knowledge of the OFY program is extensive and comprehensive; as he has spent time in nearly every educational position and region of the company. Mr. Toomey holds a Master's Degree in Education Administration and an Administrative Credential, and has been instrumental in developing and maintaining the Charter School’s policies and procedures. Bill has formerly worked as Area Manager with Sylvan Learning Systems in the Chicago Public Schools and Compton Unified School District. Bill managed the Sylvan-Compton Unified contract in 26 schools under the leadership of state appointed superintendent Dr. Randolph Ward. Bill was also awarded “Sylvan National Educator of the Year” in 1997 and one of his schools, Donoghue Elementary in Chicago, was awarded “Sylvan National School of the Year” in 1998.

**Christopher Hodge, Assistant Superintendent** for Options For Youth Public Charter Schools. Chris is excited about education and believes in providing innovative and passionate leadership to inspire teacher success in an environment of creativity and accountability. Student success is achieved with a tenacious and unwavering commitment to the school mission. He strives towards the goal of every child succeeding in school, and creating a school environment that makes this a reality and creates a place of hope and possibility for all learners. His master’s in Education and Administrative Credential, in combination with his nearly ten years of experience in Independent Study help him to direct OFY’s instructional programs.

**Mike Canney, Director of Human Resources**, for Options For Youth Public Charter Schools. Mr. Canney has been working in Charter School Management since 2002 as a Human Resources Director. He has managed, recruitment, benefits, teacher credentialing, and developed trainings for line managers on HR policies and discipline procedures. In his role of as Director of Human Resources he manages the human resources team, and produces monthly reports and updates for the Leadership Team. Mr. Canney is dedicated to finding and training quality staff to serve the at-risk student population, and his experience provides a foundation of knowledge to find passionate and inspiring team members to build an encouraging environment for staff and students. Mike Canney holds a Bachelor of Science in Administration.
Brenda Miller, Director of Accounting, Options For Youth Public Charter Schools. Ms. Miller has been part of the executive team for the past eight years. Among Brenda’s many accomplishments is the successful implementation of Navision accounting software. Ms. Miller’s expertise in software continues to be a great contribution to the success of the Accounting Department. Brenda Miller contributes over 22 years of experience as an executive in a broad range of educational, financial, entertainment, business, and volunteer services. Ms. Miller gained extensive experience in several different arenas: business and fiscal management, designing and implementing budget and accounting systems, collection of revenues, cash management, insurance management, and electronic data processing. Brenda Miller was recognized as a Distinguished Individual by Ebony Magazine. Brenda Miller earned an MBA from La Verne University and a Bachelor of Science in Accounting.

Brian Albright, Regional Supervisor, Inland Empire, brings over 15 years of educational experience with him in his role as Regional Supervisor. In 2000, Mr. Albright started with Options for Youth as a teacher, and worked diligently with his students and co-workers to establish the learning centers in the Inland Empire. In 2007 Mr. Albright was promoted to the Regional Supervisor, and has guided the region to greater success in graduation rates, CAHSEE results, and API scores. Mr. Albright holds a Bachelor of Science in Social Science from California Lutheran University, a Masters of Science in School Administration from Pepperdine University, and a Single Subject California Teaching Credentialed.

Christine Kastiz, Online School Program, Math Coach, began her career as a Ceramic Engineer, with Johanson Dielectrics Inc, before pursuing her passion for Education with Opportunities For Learning in 2003. During her time with OFL, Christine has served in multiple roles; AR teacher, SGI Math teacher, helping to pioneer the Small Group Instruction Math program, and the development and implementation of OFL’s Online Schools Program. Christine holds a Master’s of Science Degree in Educational and Instructional Technology, and expects to earn her Doctorate of Philosophy in Education Instructional Design for Online Learning in 2011.

Jesse Noonan, Ed.D. Equity Initiative, Literacy Coach, has been an educator since 2000 when, upon graduation from Barnard College at Columbia University, she joined Teach for America. As a corps member with Teach for America, Jesse taught 9th and 10th grade English at Locke High School (at the time the lowest-performing public high school in California), with the expectation of high achievement for all students. While at Locke, Jesse founded a Creative Writing Club, a Peer Tutoring Program, and served on a committee writing standards-aligned 9th grade English curriculum for all teachers. In 2005, Jesse went to work as a teacher at Opportunities For Learning Public Charter Schools. While at OFL, Jesse spearheaded the English Language Arts Small Group Instruction program as its first
teacher and then as Literacy Coach. She currently serves as Project Manager of the Instructional Equity Initiative, the goal of which is to close race and SES achievement gap at OFL. Jesse received her doctorate in Educational Leadership at Loyola Marymount University, where she is currently a part-time lecturer in their Urban Education Credential/Masters program.

**Jocelyn Finn, M.S., NCSP, Director Special Education Services**, Ms. Jocelyn Finn attended the University of California, Los Angeles where she earned a Bachelor’s of Arts degree and a Master’s of Science in Counseling. Ms. Finn’s credentials and certificates include: a Lifetime Elementary Teaching Credential, Applied Behavior Analysis certificate, Clear Pupil Personnel Services Credential with authorizations including: School Psychology, School Counseling, Child Welfare and Attendance and School Social Work. Jocelyn Finn is a Licensed Educational Psychologist and a Marriage, Family and Child Counselor. Ms. Finn began her career teaching elementary school, and went on to the California Department of Education, Diagnostic Center in Los Angeles working as a School Psychologist. She then held the position of Assistant Professor at California State University, Los Angeles before joining the Montebello Unified School District as a School Psychologist prior to joining Options For Youth. After successfully developing an in-house Special Education Department, Ms. Finn manages the department and works diligently with her staff to serve OFY’s special education students.
Charter School Board

Barbara Gondo, Board Member, Options For Youth-Fontana Public Charter Schools. Ms. Barbara Gondo is a Finance Manager at the County offices for Orange County. Ms. Gondo has held various leadership positions in the Finance and Human Resources departments within the County over the last 22 years. Ms. Gondo has gained extensive experience in several relevant areas, including employee benefits, business and fiscal management, designing and implementing budget and project systems, budget management, and contract negotiations. Ms. Gondo earned an MBA from Yale University, and is committed to serving her community.

Marian Goodson, Board Member, Options For Youth-Fontana Public Charter Schools. Mrs. Goodson is a retired educator who served as an elementary school teacher with the Los Angeles Unified School District for over 30 years. She has spent her lifetime advocating for children within many youth organizations, working alongside her husband, Dr. Gary Goodson, who is a retired Superintendent of Schools for the San Gabriel Unified School District. Mrs. Goodson also has an artistic background and enjoys creative outlets with her children and grandchildren. Mrs. Goodson is an advocate of Literature, and a huge contributor to the local reading clubs that serve the children within the Whittier community.

Jane Gothold, Options For Youth-Fontana Public Charter Schools. Mrs. Jane Gothold has devoted her adult life to volunteerism in support of educational institutions and initiatives. Mrs. Gothold taught first grade prior to raising her family. She returned to education, teaching classes for gifted and talented students in Archeology and Fossils, two of her avocations. She is a founding member of the Pacific Coast Archeological Society, now in its 50th year. She continues to serve as its Archivist and Librarian, and has served 8 terms as its President. She leads an archeological dig in Death Valley each spring and fall. Recently, she created and opened a museum at China Ranch, educating visitors on objects found at that site.

She is a 28 year member of Chorale Bel Canto, a community choir performing major choral works. She also serves on the Orange County Old Courthouse Museum Society, the Old Courthouse Advisory Board, the Hathaway Ranch Museum Board in Santa Fe Springs, and the City of Whittier Historical Commission.
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I have received and reviewed the Options for Youth Student Handbook. As stated in the Master Agreement Form and as a condition of enrollment, my child 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:
  - Small Group Instruction (SGI): Math and Reading/Writing
  - sessions with Student Advisors, Resource Specialists, and Student Progress Specialists

- State Mandatory Assessments such as:
  - Star Testing May*
  - State Mandated PE Testing February-May*
  - CAHSEE October, February, March, May*

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

Attending the orientation does not constitute enrollment at Options For Youth. To ensure that each student is enrolled as soon as possible, all forms listed below must be received by the Center Coordinator prior to student enrollment.

<table>
<thead>
<tr>
<th>Name of Document</th>
<th>Name of Document</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master Agreement Form</td>
<td>Official Transcript(s)</td>
</tr>
<tr>
<td>Student Information Sheet</td>
<td>Unofficial Transcript(s)</td>
</tr>
<tr>
<td>Immunizations Records</td>
<td>Proof of Withdrawal</td>
</tr>
<tr>
<td>IEP Records (if applicable)</td>
<td>For Office Use Only: Other:</td>
</tr>
</tbody>
</table>

Signature of Student: __________________________ Age: ______ Date: ____________

Signature of Parent/Guardian: __________________________ Age: ______ Date: ____________

Required for students under 18 years of age

* A copy will be placed in the student file.

* Testing months are subject to change on a yearly basis. Please check with your student’s teacher for current testing dates.
The Student Handbook is also available on the Options For Youth website, www.ofy.org
Dear Student:

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

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

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,

Jesus Franco           Bill Toomey
Director of Instruction   Deputy Superintendent

Chris Hodge           Jesse Noonan, EdD
Assistant Superintendent   Director of Educational Programs
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About the Student Handbook

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

History of the Program

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

Description of the Program

OPTIONS FOR YOUTH is an academic recovery program that specifically tends to “at-risk” students using an independent study format. Students who have previously experienced difficulty in traditional schools find success with the program. OFY combines individualized learning plans with self-esteem and leadership development. 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 provides students with the opportunity to learn at home outside the comprehensive school environment, complete courses in core and elective subjects, and receive academic and career counseling.

OFY is a public school dedicated to providing quality educational services to students and 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 operates year round. No long vacations to interrupt the learning process.
- Individualized programs to accommodate student needs – Scheduled appointments afford students increased flexibility to meet work and family commitments while still satisfying program requirements.
- Criterion-Referenced Learning – In core subjects, only content 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.

Options For Youth does not discriminate against any person on the basis of gender, race, color, religion, disability, and/or any other status protected by law, in any of its policies, procedures, or practices in compliance with, but not limited to, Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendment of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, 34 CFR Section 104.4(b)(3), and the ADA Amendments Act of 2008.
Mission Statement
Options For Youth can be the best independent study public school empowering underserved students by unlocking their passions and dreams and moving them daily toward graduation.

Expected School-Wide Learning Results (ESLRs)
The primary purpose of Options for Youth Charter Schools (OFY) is to offer students who are not attending traditional schools an alternative to existing educational programs. It is the belief of the OFY 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 specific needs

Upon graduation, OFY students are expected to be lifelong learners in the 21st century. To that end, the program seeks to teach students how to be:

**RESPONSIBLE**
- work independently and with others when appropriate
- finish assigned work
- attend appointments regularly and on time
- manage time efficiently
- make and keep commitments

**INDEPENDENT ACHIEVERS**
- earn a Diploma or Certificate of Completion
- get a good job or go on to college or trade school
- make good judgments under pressure
- discover and use many different resources in order to make good decisions
- continue learning outside the classroom
- set positive goals that will lead to the fulfillment of dreams

**GOOD CITIZENS**
- contribute to the community in a positive way
- do good deeds and respect others
- obey the law
- contribute to the family; show by example the importance of staying in school
**GOOD COMMUNICATORS**

- obtain the communication skills necessary to get and keep a job or go on to higher education
- use technology to communicate effectively
- ask for help when appropriate and not try to solve all problems alone
- learn to use English to express themselves clearly

**Student Education Goals**

Charter school students will outperform their counterparts in traditional California public schools. They will complete courses as outlined in the charter school course descriptions. The course objectives are consistent with the expected school-wide learning results and the state content standards.

Students will be intrinsically motivated. This will be accomplished through providing interesting, worthwhile learning opportunities that will stimulate the interests of each student. In addition, OFY is committed to providing an environment that is conducive to learning.

Students will demonstrate competency in six growth areas. The extent to which students achieve these growth areas is determined by achievement of the grade level standards:

**Growth Area Goal 1:**

Student communicates effectively. (See grade level content standards for Language Arts.) ESLRs addressed are Independent Achievers, and Good Communicators.

1a. Student reads actively and derives meaning from written word.
1b. Student reads extensively for a variety of purposes.
1c. Student writes using grammatically acceptable English.
1d. Student adjusts tone and style of writing according to purpose and audience.
1e. Student supports statements using well-rounded facts, theory, and opinion.
1f. Student separates fact from opinion.
1g. Student logically reaches conclusions based on sufficient evidence.
1h. Student clearly and succinctly states key points.
1i. Student organizes ideas in a variety of ways.
1j. Student demonstrates creativity through style, organization, and development of content.

**Growth Area Goal 2:**

Student sufficiently understands and functions in the world around him/her. ESLRs addressed are Responsible, Independent Achievers, Good Citizens, and Good Communicators.

2a. Student demonstrates involvement in his/her community.
2b. Student has knowledge of the reciprocal relationship between the individual and his/her environment.
2c. Student demonstrates various requirements in seeking employment and/or college admission.
2d. Student demonstrates the ability to be a selective consumer.
2e. Student understands his/her role as an employee or employer, consumer, and financial manager.
2f. Student identifies and documents the effects of technology on his/her environment.

2g. Student understands the importance of lifelong good physical health.

2h. Student participates in physical activities and develops strength, endurance, and personal fitness.

2i. Student has a program for personal physical fitness.

2j. Student identifies resources available to support physical fitness.

2k. Student understands, through participation, the importance of lifetime leisure recreation.

Growth Area Goal 3:
Student appreciates the history of mankind and its diversity and comprehends the political process. (See grade level content standards for Social Science.) ESLRs addressed are Independent Achievers, Good Citizens, and Good Communicators.

3a. Student shows his/her appreciation for history by identifying a relationship between past and present events or situations involving cause and effect (people, events, or situations influencing an action or result).

3b. Student shows his/her appreciation for history by identifying a relationship between past and present events or situations involving comparison (similarities and differences).

3c. Student shows his/her appreciation for history by identifying a relationship between past and present events or situations involving classification (events and situations explained as political, economic, social, and/or intellectual).

3d. Student shows his/her appreciation for history by identifying a relationship between past and present events or situations involving anticipation of the future using evidence from the past and the present to draw conclusions about the future.

3e. Student shows his/her appreciation for history by identifying a relationship between past and present events or situations involving understanding of the extent of time.

3f. Student applies physical and cultural geography to his/her understanding of societies.

3g. Student analyzes the elements of the United States market economy in a global setting.

3h. Student understands the structures, operations, and relationships of the governments in the United States.

Growth Area Goal 4:
Student applies mathematical principles and operations to solve problems. (See grade level content standards for Mathematics.) ESLRs addressed are Responsible, Independent Achievers, and Good Communicators.

4a. Student demonstrates knowledge of basic skills, conceptual understanding, and problem solving in numbers and operations.

4b. Student demonstrates knowledge of basic skills, conceptual understanding, and problem solving in geometry and measurement.

4c. Student demonstrates knowledge of basic skills, conceptual understanding, and problem solving in algebra and functions.

4d. Student demonstrates knowledge of basic skills, conceptual understanding, and problem solving in statistics and probability.

4e. Student solves problems that make significant demands in one or more of these aspects of the solution process: problem formulation, problem implementation, and problem conclusion.

4f. Student communicates knowledge of basic skills, understanding of concepts, and his/her ability to solve problems and understand mathematical communication.
Growth Area Goal 5:
Student applies scientific concepts and skills to explain his world and find solutions to its problems. (See grade level content standards for Science.) ESLRs addressed are Responsible, Independent Achievers, Good Citizens, and Good Communicators.

5a. Student observes, compares, orders, and categorizes characteristics and behaviors.
5b. Student communicates ideas.
5c. Student relates factors of differing objects and events, and infers about unknown or unseen processes.
5d. Student applies knowledge and thought processes to explain his/her world and solve problems.
5e. Student shows a perception of the interrelationships among the scientific themes (energy, interactions, patterns, change) and their application to the four spheres (lithosphere, hydrosphere, atmosphere, ecosphere).
5f. Student recognizes the effects of science, technology, and societies on the environment and on one another.

Growth Area Goal 6:
Student realizes his or her own special interests, talents, and abilities. ESLRs addressed are Responsible, Independent Achievers, and Good Citizens.

Methods of Measuring Student Progress
While all students will achieve the required standards by graduation, not all will progress at the same rate. Evaluation of that progress is based on individual abilities, interests, and talents. Methods by which student progress is assessed will be through a variety of the following:

- Monthly review of work
- Oral and written tests
- Portfolios of student work product
- Teacher observation
- State mandated assessment testing
- Student demonstrations
- Student grades
**Age of Enrollment**

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

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

**Grading System**

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. The teacher may consult with the primary caregiver in order to obtain additional insight into the quality and mastery of the work considered. No grade may be changed by an administrator unless a clerical or mechanical mistake, fraud, bad faith, or incompetence can be identified.

- **A** - Superior achievement. The student has excelled; work is of exceptional quality and stands apart.
- **B** - Above average achievement. The student has done more than is expected of a student who satisfactorily completed the objectives.
- **C** - Average achievement. The student has satisfactorily accomplished the objectives of the course.
- **D** - Below average achievement. The student has poorly met the minimum requirements.
- **F** - Failure to meet the minimum requirements. No credit and no grade points will be awarded.

**Credit**

Students earn credit by completing the course work based on the material covered and learned in relation to the Carnegie Standard. 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). 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.) 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.
Grade Level Classification (9-12)

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:

Grade 9 (Freshman) 0 - 59 credits earned
Grade 10 (Sophomore) 60 - 119 credits earned
Grade 11 (Junior) 120 - 169 credits earned
Grade 12 (Senior) 170 - more credits earned

Classification may be reviewed each semester.

Withdrawal Credits

Options for Youth 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. The student has until the end of the semester following the semester of their enrollment with OFY to complete all withdrawal credits (e.g., if the student enrolls with OFY 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.

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.

Attendance/Truancy/Assigned Activities

Academic and social successes are significantly related to regular instruction. The State of California mandates that students attend school. The parent/guardian is responsible for seeing that his/her child attends. With this in mind, OFY wants to provide a successful alternative to traditional schools. The academic recovery program allows parents/guardians and students the flexibility to attend school and learn at home. Students must complete assigned activities each school day and a minimum amount of work that is equivalent to at least one Carnegie Unit per week. In addition, students are required to meet with a teacher for one hour two to three times a week, depending on the student's course of study. If the student fails to meet these attendance requirements, he/she will be considered to have voluntarily withdrawn.

The instructor verifies attendance based on the attendance sheet and assigned activities completed. This is necessary to keep track of the student's progress and to verify that learning has taken place. If the student fails to submit an attendance sheet with the required assignments by the appropriate due date, the student will be counted as absent for that period.

Truancy is defined as a student failing to complete 100% of the minimum work assignments required for one school month, verify 75% of attendance in one school month, or missing four instructor appointments without a valid reason. Upon a determination of truancy, an evaluation will take place to consider whether it is in the student's best interests to continue enrollment in Independent Study. Students who are found to be truant may be considered to have voluntarily withdrawn from the program in accordance with the terms of the Master Agreement. Any questions as to why a student did not earn full attendance should be directed to the student's teacher.

Student Activities

Options For Youth 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 Options For Youth.

Options For Youth offers Extracurricular Activities such as, but not limited to, Fieldtrips, Prom, Senior Social, and/or Sports. It is expected that all students participating in these activities are in good standing, adhere to all student behavior expectations, and are meeting all academic requirements listed on the Student Agreement forms in order to participate in such activities.
Disclosure of Information

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

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

Student Holidays (2012-2013)

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

<table>
<thead>
<tr>
<th>Holiday</th>
<th>Date</th>
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<tbody>
<tr>
<td>Independence Day</td>
<td>July 4, 2012</td>
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<tr>
<td>Labor Day</td>
<td>September 3, 2012</td>
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<tr>
<td>Veterans Day</td>
<td>November 12, 2012</td>
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<td>Thanksgiving</td>
<td>November 22-23, 2012</td>
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<td>Winter Recess</td>
<td>December 24-31, 2012</td>
</tr>
<tr>
<td>New Year’s Day</td>
<td>January 1-4, 2013</td>
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<tr>
<td>ML King Day</td>
<td>January 21, 2013</td>
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<td>Presidents’ Day</td>
<td>February 15-18, 2013</td>
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<td>Spring Recess</td>
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<td>Memorial Day</td>
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Internet Rules and Regulations

OFY actively attempts to offer students and staff advanced technology and increased access to learning opportunities. We are happy to announce that we now offer Internet services through the Options For Youth Computer Network (hereafter referred to as “OFY Computer Network”). We believe this computer technology will help propel our schools into the information age by allowing students and staff to access and use information sources from distant computers, communicate and share information with individuals or groups of other students and staff, and significantly expand their knowledge base. The Internet is a tool for life-long learning and only begins to open the door to many advanced research tools. Students and staff must understand and make proper and ethical use of this new learning opportunity.

CONDITIONS AND RULES FOR USE

Acceptable Use:

The purpose of the Internet is to facilitate communications in support of research and education by providing access to unique resources and an opportunity for collaborative work. To remain eligible as a user, the use of your account must be in support of and consistent with the educational objectives of OFY. Access to the Internet is made possible through the OFY Computer Network at its sole discretion. The OFY corporate office and all users of the OFY Computer Network must comply with the existing rules and acceptable use policies, which are incorporated into this document and are also available from the corporate office.

Transmission of any material in violation of any federal or state law or regulation is prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene material, or material protected by trade secret.

Use for commercial activities is generally not acceptable. Use for product advertisement or political lobbying is also prohibited.

The OFY Computer Network contains copyrighted material and/or other proprietary information. The materials contained on or otherwise made available to you on the OFY Computer Network may be copyrighted by OFY and are thus protected by copyright laws and regulations worldwide. Except as may otherwise be expressly permitted by applicable law, any copying, automated browsing or downloading, redistribution, publication, or commercial exploitation of any material contained on or otherwise made available to you on the OFY Computer Network is strictly prohibited without the prior written permission of OFY.
Controversial Material

OFY has gone to great lengths to provide the necessary hardware and software to filter the Internet content that is accessible through our network while still allowing our students the freedom to access the Internet's many resources. Despite these precautions, users may encounter material that is controversial or offensive and which users, parents/guardians, teachers, or administrators may consider inappropriate or offensive. It is impossible to control all data that an industrious user may discover on a global network. It is the user's responsibility not to initiate access to controversial or offensive material. OFY reserves the right to regulate the content and material on the Internet through the OFY Computer Network. In no event shall OFY be liable for either intentional or inadvertent student access to controversial or offensive materials.

Monitoring

OFY reserves the right to review any material on user accounts and to monitor fileserver space in order to make determinations on whether specific uses of the network are inappropriate. In reviewing and monitoring user accounts and fileserver space, OFY shall respect the privacy of user accounts.

User Responsibilities

Electronic mail (e-mail) must be used responsibly. Specific user responsibilities include checking e-mail regularly, remaining within your limited usage quota (if any), and not interfering with the network traffic by sending broadcasts of lists or individuals; furthermore, you are responsible for protecting your e-mail account and password. E-mail accounts are to be used only by the registered user. E-mail accounts will be awarded on an individual case-by-case basis and the OFY Computer Network administrators may remove e-mail services if a user abuses such privileges.

Network Etiquette

All users are expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

• Be Polite. Do not become abusive in your messages to others.
• Use appropriate language. Do not swear, use vulgarities, or any other inappropriate language.
• Do not engage in activities that are prohibited under state or federal law.
• Do not reveal personal information such as addresses or phone numbers of students, colleagues, staff, or yourself.
• Do not use the network in any manner that disrupts the use of the network by other users.
• All communications and information accessible via the network should be assumed to be private property.

No Warranties

OFY makes no warranties of any kind, whether express or implied, for the service it is providing. OFY will not be responsible for any damages a user suffers. This includes loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by OFY's negligence or by the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. OFY specifically denies any responsibility for the accuracy or quality of information obtained through its services. All users need to consider the source of any information they obtain and determine how valid that information may be.

Security

Security on any computer system is a high priority, especially when the system involves many users. Users must never allow others to use their password. Users should also protect their password to ensure system security and their own privilege and ability to continue to use the system. Users are responsible for reporting any potential security problems on the Internet to a system administrator. Do not demonstrate the problem to other users. Do not use another individual's account without the express written permission of the account holder. Attempts to log on to the network as a system administrator may result in cancellation of user privileges. Any user identified as a security risk due to a history of problems with this or any other computer systems may be denied access to the Internet by OFY.
System Misuse

Vandalism and harassment will result in cancellation of user privileges. Vandalism is defined as any malicious attempt to harm, modify, or destroy data of another user, the Internet, the OFY Computer Network, or other networks that are connected to the Internet backbone. This includes, but is not limited to, the uploading or creating of computer viruses.

Harassment is defined as the persistent annoyance of another user or interference with another user’s work. Harassment may include, but is not limited to, the sending of unwanted e-mail.

Examples of potential offenses are: removing another user’s account, changing another user’s password, using an unauthorized account, damaging files, altering the system, or using the system to make money illegally. Users must not cause damage to any school property, including the network system.

It is a violation of California Penal Code Section 502 to intentionally access any computer system or network for the purpose of: (1) devising or executing any scheme or artifice to defraud or extort; or (2) obtaining money, property, or services with false or fraudulent intent, representation, or promises.

Further violations of the California Penal Code include maliciously accessing, altering, deleting, damaging, or destroying any computer system, computer network, computer program, or data. Penalties may include fines and/or imprisonment. Anyone committing acts of this kind could face criminal charges and/or disciplinary action by the school. Any misuse of the OFY Computer Network will be punished to the full extent of the law.

Privilege

The use of the OFY Computer Network is a privilege that may be revoked by the administrators of the network at any time and for any reason. Inappropriate use, including any violation of these rules and regulations or the Internet Access Consent and Waiver, may result in cancellation of network privileges. OFY, under this agreement, has delegated the authority to determine the appropriate use and may deny, revoke, suspend, or close any user account at any time based upon the determination of inappropriate use by the account holder or user.

Penalties For Improper Use

Any user violating these rules, applicable state and federal laws, or posted classroom and company rules are subject to loss of network privileges and/or any other company disciplinary options.

In addition, pursuant to state law, any unauthorized access, unauthorized attempt to access, or unauthorized use of any computing and/or network system is a violation of the California Penal Code and/or other applicable federal laws and is subject to criminal prosecution.
Academic Honesty

Options For Youth 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
- voluntarily withdrawing from the program for violation of the terms of the Master Agreement
- a due process hearing
- suspension
- expulsion

Behavior 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:

1. Follow all written and verbal agreements.
2. Be courteous and respectful to others.
3. Respect the property of others.
4. Be prepared to learn at all times.

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-teacher conference to discuss the matter.
**Dress Standard**

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

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

The teachers and staff of the learning center will monitor student dress. Discretion will be used by the administration and will prevail in all instances. If a problem arises, the teacher or administrator may ask the student to leave the center and return with appropriate dress, contact the student’s family, and/or request a parent-teacher conference to discuss the matter. Continued violations may result in suspension.

**Student Discipline Policy**

OFY has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Suspended or expelled students shall be excluded from all school-related extracurricular activities during the suspension or expulsion.

**Definitions**

**Suspension** shall be defined as a temporary leave of absence from the Charter School that may occur at the recommendation of the individual Charter School teacher, supervisor, or school employee and must be approved by the Deputy Superintendent or designee(s).

**Expulsion** shall be defined as a permanent dismissal from the Charter School without re-enrollment privileges and must be approved by the Deputy Superintendent or designee(s).

**Grounds for Suspension and Expulsion**

A student may be subject to suspension and/or expulsion when it is determined that while in or within view of the learning center or at a school sponsored activity, he/she:

1. caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense.
2. possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object.
3. unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in health and safety code 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in health and safety code 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, alcohol beverage, or intoxicant.
5. committed or attempted to commit robbery or extortion.
6. caused or attempted to cause damage to school property or private property.
7. stole or attempted to steal school property or private property.
8. possessed or used tobacco or any 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 restriction shall not prohibit a student from using or possessing his/her own prescription products.
9. committed an obscene act or engaged in habitual profanity or vulgarity.
10. unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in health and safety code 11014.5.

11. 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.

12. knowingly received stolen school property or private property.

13. 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 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, charter school’s Deputy Superintendent, or designee(s)’s concurrence.

14. committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4.

15. 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.

16. unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

17. engaged in or attempted to engage in hazing of another. 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 the purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

18. aiding or abetting, 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, pursuant to this section, 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, shall be subject to discipline pursuant to subdivision (1) above.

19. made terrorist threats against school officials and/or school property.

***Note: Pursuant to Education Code 48900.7, the making of a terrorist threat includes any written or oral statement 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 $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.***

A student in grades 7 through 12 may also be subject to suspension or recommendation for expulsion when it is determined that he/she while on or within view of the campus or at a school sponsored activity:

20. committed sexual harassment as defined in Education Code 212.5.

21. caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 33032.5.

22. intentionally harassed, threatened, or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment.

23. engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.

**Immediate Suspension**

A student shall be subject to immediate suspension if the Deputy Superintendent or designee(s) determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety, or health of students or school personnel. The Deputy Superintendent or designee(s) shall immediately suspend any student found at the school or at a school activity to have committed any of the actions identified as items #2, 3, 4, or 14 under “Grounds for Suspension and Expulsion.”
**Mandatory Expulsion**

Unless the Deputy Superintendent or designee(s) finds that expulsion is inappropriate due to particular circumstances, the Deputy Superintendent or designee(s) shall expel a student for any of the actions identified as items #1, 2, 3, 4, or 5 under “Grounds for Suspension and Expulsion” or for assault or battery, as defined in Penal Code 240 and 242, upon any school employee.

**Student Due Process**

OFY shall provide for the fair treatment of students facing suspension and expulsion by affording them due process rights. Administrative regulations regarding suspension and expulsion shall be revised periodically as required by any changes in the Charter School policy or state and federal law.

In all cases the Charter School disciplinary policies shall afford students due process under the law. To this end, the Deputy Superintendent or designee(s) shall develop rules and regulations governing the procedures by which students may be suspended or expelled. The Charter School's Deputy Superintendent or designee(s) 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 a suspension, students recommended for suspension will be afforded due process in the following manner:

1. Student will be told of the charge against him or her and will be provided an opportunity to respond to that charge in an informal conference, before the suspension is imposed, unless the administrator in charge finds that there is clear and present danger to the life, safety, or health of students or staff.

2. Written notice of the suspension will be sent to parents or guardians within a reasonable time after the suspension. This notice will advise of the facts of the suspension, its duration, and its justification, further stating that, if desired, a prompt meeting or hearing will be held at which the suspension may be discussed with school officials. All written documentation must be approved by the Deputy Superintendent or designee(s). This is to ensure all due process has been afforded to students and their families and to ensure all written documents comply with state and federal law.

3. If requested, a meeting or hearing will be held within a reasonable time period, at which the suspended student may also be present, and the student will be given the opportunity to present informal proof of his or her side of the case.

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 of non-adult students will also be given written notice in advance of such hearing so that they may attend. The Charter School 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 complaint procedures established by the Charter Board and defined in Section 1 of the Charter School Complaint Procedure document.

**Student Personal Belongings**

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

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

**Students with Disabilities**

A student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act or Section 504 of the federal Rehabilitation Act of 1973 is subject to the same grounds for suspension and expulsion which apply to regular education students. All the procedural safeguards established by Charter School policies and regulations and IDEA shall be observed in considering the suspension or expulsion of students with disabilities. In the case of a suspension or an expulsion of a student identified as having special education needs, the Charter School shall comply with federal and state law.
Options For Youth is committed to providing students with a positive educational experience and has established two programs through which parents can express school-related concerns. The first is a “Complaint Policy” to be followed should a concern about either an OFY employee or instructional materials need to be investigated. A copy of the policy is available at each Academic Recovery center and can be obtained either by phone or direct contact with a center staff member or corporate administrator.

In addition to the “Complaint Policy,” OFY understands there may be times when parents/guardians might feel uncomfortable discussing certain school-related concerns directly with a school employee. As a result, OFY provides a toll-free **OFY HOTLINE** to give parents/guardians 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
- Pupils who have not passed one or both parts of the CAHSEE by the end of grade 12 have the right to file a complaint regarding intensive instruction and services.

Trained **OFY HOTLINE** staff will listen objectively, ask questions and gather information. Within two school days of the call, a confidential report will be given to the Chief Executive Officer or designee(s) for OFY. Based on the information provided by the parents/guardians or pupil, a complete and comprehensive review of the matter will be conducted. The information will be held in confidence to the maximum extent possible. Parents/guardians may choose to give their names or not; however, if they do not, there may be limitations to OFY’s ability to resolve the matter. Based on the results of the review, appropriate corrective action will be taken. Parents/guardians and students will not be negatively affected by any disclosure of information to the **HOTLINE** staff.

With the exception of holidays, the **HOTLINE** is open Monday through Friday from 7:00 AM to 5:00 PM (Pacific Time). The toll-free **OFY HOTLINE** number is: **866-OFY-HOTL (866-639-4685)**.
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 studies 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.

Regional Occupational Program (ROP)

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

Acceptance of External Credits

Options for Youth accepts transfer credit only from schools that have current Western Association of Schools and Colleges (WASC) or Association of Christian Schools International (ACSI) accreditations.

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

Standardized Testing

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

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

In addition, OFY requires the Ed Performance Educational Assessment testing for reading for grades 7 – 12. This testing will occur on a “pre” test basis, thus occurring once upon enrollment and then twice every school year thereafter for the student. OFY also requires students to participate in several other assessment tests, such as the CELDT for English Language Learners. These assessments can be valuable for the teacher and parents/guardians to use in determining an appropriate educational plan and selecting curriculum.
California State Mandated Physical Education Testing

Options For Youth is required by the State to test all students in grades 7 and 9 to assess fitness in the following areas: abdominal, upper body, and trunk strength; aerobic capacity; upper body flexibility; and body fat composition. The testing period will occur between February 1 and June 30 of each school year and will be administered by trained staff members.

California High School Exit Examination

Students who complete the graduation requirements after June 30, 2005 are required to pass the California High School Exit Examination (CAHSEE) in Language Arts and Mathematics in order to receive a high school diploma from a public school in the state of California. Students are required to take the CAHSEE in 10th grade and may take the examination during each subsequent testing period until each section of the examination has been passed. The examination will be offered two times each school year. Please contact your Student Advisor for further information.

*This requirement is in effect unless changed or modified by the State of California.

Minimum Requirements for Participation in Graduation Ceremonies

Students must complete all 230 credits and the 10 hours of community service necessary for graduation at least two weeks prior to graduation day to participate in the ceremonies. Please see your teacher or Student Advisor for further information.
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.
### Fontana Charter Planning Guides (7-12)

#### Grade 7

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Fontana Charter 2012-2013 Graduation Requirements

ENGLISH 40 Credits
All English courses must use core material.

MATHEMATICS 20 Credits
The equivalent of first year Algebra must be completed for graduation.

SCIENCE 20 Credits
Biological Science – 10
Physical Science – 10

PHYSICAL EDUCATION 20 Credits

SOCIAL SCIENCE 30 Credits
World History – 10
US History – 10
American Government – 5
Economics – 5

FINE ARTS OR FOREIGN LANGUAGE 10 Credits

GENERAL ELECTIVES 90 Credits

TOTAL 230 Credits

COMMUNITY SERVICE 10 Hours
This is to be completed in grades 9-12 while enrolled at OFY. Students must submit verified hours on letterhead from an approved service agency.

Graduation Competencies and Requirements

- Students who complete the graduation requirements after June 30, 2005 must pass the California High School Exit Examination (CAHSEE) to be eligible to graduate.

- Students must complete all new graduation requirements of the current school year per State or District requirements.
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 science
4. two to four years of the same college preparatory foreign language

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.**

Students planning to attend a four-year college or university should contact their Student Advisor for assistance in planning their high school courses and meeting admissions deadlines.

Concurrent Enrollment

College preparatory courses (or others) not offered by the charter school can be taken at a local community college for high school credit. These courses may include foreign language, visual or performing arts, and laboratory science. Depending on the college, students may have to complete a “Concurrent Enrollment Form,” which can be obtained at the community college, before registering for these classes. Please contact your college of choice to determine its policy for concurrent enrollment and credits earned.

College Admissions Information

Students desiring information regarding college admission requirements should contact their Student Advisor.

<table>
<thead>
<tr>
<th>Student Advisor</th>
<th>Contact Information</th>
<th>Area/Center Served</th>
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Current information is also available on the Internet at the following sites:

- For all California colleges (including community colleges, California State University, University of California, and independent universities), information may be found at [www.californiacolleges.edu](http://www.californiacolleges.edu).
- For information regarding the California State University system, visit its website at [www.csumentor.edu](http://www.csumentor.edu). The University of California system website is located at [www.ucop.edu](http://www.ucop.edu).
Important Test Dates

2012 PSAT/NMSQT Test Date: October 20, 2012

You must sign up for the PSAT/NMSQT at your high school or at another high school in your community. This test is administered by high schools, not through test centers. Online registration for the PSAT/NMSQT is not available.

If you would like to take the PSAT/NMSQT, contact your Student Advisor for information about test registration, the time and location of the test administration, and the possibility of having your test fees paid by your center.

Also, contact your Student Advisor for a copy of the Official Student Guide to the PSAT/NMSQT to help you prepare before test day.

2012-2013 Anticipated SAT Test Dates

October 6, 2012 /SAT & Subject Tests
November 3, 2012/SAT & Subject Tests
December 1, 2012/SAT & Subject Tests
January 26, 2013/SAT & Subject Tests
March 9, 2013/SAT only; US only
May 4, 2013/SAT & Subject Tests
June 1, 2013/SAT & Subject Tests

*Note that registration deadlines have not been included. Please speak with your Student Advisor for updated SAT information.

2012-2013 ACT Test Dates

<table>
<thead>
<tr>
<th>Test Date</th>
<th>Registration Deadline</th>
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<td>September 8, 2012</td>
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<td>September 21, 2012</td>
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<td>June 8, 2013</td>
<td>May 3, 2013</td>
<td>May 4-17, 2013</td>
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2012 - 2013
Worksheet for the
California Dream Act Application
www.CalDreamAct.org

Do Not Mail this Worksheet
The California Dream Act Application is the financial aid application for AB 540 eligible students. Complete this worksheet before completing the Dream Act Application to make sure you have all of the information you will need to complete the Dream Act Application. Complete application instructions and the Dream Act Application are online at www.caldreamact.org.

The California Dream Act Application can only be completed by students who meet the following qualifications:

- Students who cannot file the Free Application for Federal Student Aid (FAFSA), and
- Students who attended at least three full years in a California public or private high school, and
- Students who graduated from a California high school or attained the equivalent prior to the start of the college term, for example a High School Equivalency Certificate from the California GED Office or Certificate of Proficiency resulting from the California High School Proficiency Exam (CHSPE), and
- Students who, if they are without lawful immigration status, have or will file an affidavit with the college or university they are attending stating that they have filed an application to legalize their immigration status, or will file an application as soon as they are eligible to do so. This affidavit is filed with the college they attend.

If you meet these requirements, use this worksheet as a guide on how to answer the questions when you fill out the Dream Application. The Dream Act Application is online at www.caldreamact.org. The California Student Aid Commission processes the Dream Act Application. Any financial aid received can only be used at eligible California institutions.

Assembly Bill (AB) 540 was passed in 2001 to allow non-resident students in California to pay resident fees at California's public colleges and universities. In October 2011, AB131 was signed into law and allows students eligible for AB540 to also apply for state financial aid like the University of California Grants, State University Grants and Board of Governor's fee waivers for the 2012-13 school year and Cal Grants for the 2013-14 school year. Students must verify with their college on the financial aid filing requirements at that college.

The Dream Act Application is not an application for federal financial aid. Students eligible to file the Free Application for Federal Student Aid (FAFSA) must file the FAFSA on-line at www.fafsa.gov. Students should not complete both applications.

Need Help?
For help with getting answers for this worksheet, go to www.californiaaid.org or call 888-224-7268, 10:00 a.m to 4:45 p.m., Monday through Friday

Applying by the Deadlines
Submit your Dream Act Application as early as possible. For the 2012-13 school year we must receive your application no later than June 30, 2013. Your college must have your correct, complete Dream Act Application by their deadline. Check with your college to determine their application deadlines and filing requirements.

You may also need to complete additional forms. Check with your high school guidance counselor or a financial aid administrator at your college about state and college sources of student aid. If you are filing close to one of these deadlines, we recommend you file online at www.californiayd.gov. This is the fastest and easiest way to apply for aid.

Using Your Tax Return
If you (or your parents) will file a 2011 income tax return with the Internal Revenue Service (IRS), we recommend that you complete it before filling out the Dream Act Application. If you have not completed your return yet, you can still submit your Dream Act Application now using estimated tax information and then correct that information after you file your return. Do not miss any of your colleges' deadlines. If you or your parents will file an income tax return, you will need the tax returns and/or W-2 forms to complete the Dream Act Application.

Filling out the Dream Application
If you or your family have unusual circumstances that might affect your financial situation, such as loss of employment, complete this form to the extent you can. Then, submit it as instructed and consult with the financial aid office at the college you plan to attend.

After you complete this worksheet, go online to www.californiaaid.org and complete the Dream Act Application. Do not mail this worksheet. After your application is processed, you will be able to see your responses at www.californiayd.gov. If you would like to make changes to your Dream Act Application, log-in at www.californiaaid.org.
California Dream Application

Dream Act Application Worksheet

www.CalDreamAct.org

SECTION 1 - STUDENT INFORMATION
Do not mail this worksheet. Use it only to collect information before filing the Dream Act Application online at www.caldreamact.org. You can add up to ten colleges on the online Dream Act Application. The colleges you list will automatically receive the information from your processed Dream Act Application. The Dream Act Application is only for colleges located in California.

Student's Last Name ________________________ First Name ________________________ Middle Initial ________________________

Your full name (exactly as it appears on school records) If your name has a suffix, such as Jr. or III, include a space between your last name and suffix.

Student Citizenship Status
Check one of the following:

- I am a U.S. citizen (U.S. national)
- I am not a citizen or eligible noncitizen.
- I am an eligible noncitizen. (Read Below)

Alien Registration Number (If you have one)

You are an eligible noncitizen if you are:
(1) a permanent U.S. resident with a Permanent Resident Card (I-551)
(2) a conditional permanent resident with a Conditional Green Card (I-551C)
(3) the holder of an Arrival-Departure Record (I-94) from the Department of Homeland Security showing any one of the following designations: "Refugee," "Asylum Granted," "Parolee" (I-94 confirms that you were paroled for a minimum of one year and status has not expired), T-Visa holder (T-1, T-2, T-3, etc.) or "Cuban-Haitian Entrant"
(4) the holder of a valid certification or eligibility letter from the Department of Health and Human Services showing a designation of "Victim of human trafficking." You are also considered an eligible noncitizen if you a person who is considered a battered immigrant-qualified alien.

Student marital status
Check one of the following:

- Single
- Married/remarried
- Divorced/widowed

Are you male or female?

- Male
- Female

Most males must register with the Selective Service System to receive state and federal financial aid. If you are not registered, visit the Selective Service System at www.sss.gov to find out if you need to register.

Some financial aid is offered based on the level of schooling your parents completed.

Highest school your father completed:
- Middle school/jr. high
- High school
- College or beyond
- Other/unknown

Highest school your mother completed:
- Middle school/jr. high
- High school
- College or beyond
- Other/unknown

Section 2 DEPENDENCY STATUS
Check any that apply to you.

- I was born before January 1, 1989
- I am married
- I will be working on a master's or doctorate program (e.g. MA, MBA, MD, JD, PhD, EdD, graduate certificate
- I am a veteran of the U.S. Armed Forces
- I have children and I provide more than half of their support
- Both of my parents are deceased
- I was in foster care at any time since turning age 13
- I have dependents (other than children or my spouse) who live with me and I provide more than half of their support
- I was a dependent or ward of the court at any time since turning age 13
- I am currently or I was an emancipated minor
- I am currently in legal guardianship
- I am homeless or I am at risk of being homeless

For Help — www.caldreamact.org or 888-224-7268

Page 2

Dream Act Application Worksheet
Section 3 - PARENT INFORMATION

Who is considered a parent? “Parent” refers to a biological or adoptive parent. Grandparents, foster parents, legal guardians, siblings, and uncles or aunts are not considered parents on this form unless they have legally adopted you. In case of divorce or separation, give information about the parent you lived with most in the last 12 months. If you did not live with one parent more than the other, give information about the parent who provided you the most financial support during the last 12 months or during the most recent year you received support. If your divorced or widowed parent has remarried, also provide information about your stepparent.

Providing your father’s information? You will need:
- Father’s/Stepfather’s Social Security Number (if he has one)
- Father’s/Stepfather’s name
- Father’s/Stepfather’s date of birth
  - Check here if your father/stepfather is a dislocated worker

Providing your mother’s information? You will need:
- Mother’s/Stepmother’s Social Security Number (if she has one)
- Mother’s/Stepmother’s name
- Mother’s/Stepmother’s date of birth
  - Check here if your mother/stepmother is a dislocated worker

Did your parents file or will they file a 2011 income tax return?
- My parents have already completed a tax return
- My parents will file, but have not yet completed a tax return
- My parents are not going to file an income tax return

If your parents will file a 2011 income tax return, they will need their tax returns and/or W-2 forms to complete the Dream Application. If your parents will not be filing an income tax return, they will total the wages they have been paid for the 2011 year.

What was your parents’ adjusted gross income for 2011?
Skip this question if your parents did not file taxes. Adjusted gross income is on IRS Form 1040—Line 37; 1040A—line 21; or 1040EZ—line 4.

The following questions ask about earnings (wages, salaries, tips, etc.) in 2011. Answer whether or not a tax return was filed. This information may be on the W-2 forms, or your parents may have to total the wages they have been paid for the year.

How much did your father/stepfather earn from working in 2011?

How much did your mother/stepmother earn from working in 2011?

Parents Asset Questions:
- As of the date you complete the Dream Application, what is your parents’ total current balance of cash, savings and checking accounts?
- As of the date you complete the Dream Application, what is the net worth of your parents’ investments, including real estate? Don’t include the home in which your parents live. Net worth means current value minus debt.
- As of the date you complete the Dream Application, what is the net worth of your parents’ current businesses and/or investment farms? Don’t include farms or family businesses with 100 or fewer full-time or full-time equivalent employees.

In 2010 or 2011, did anyone in your parents’ household receive: (Check all that apply.)
- Supplemental Security Income (SSI)
- Temporary Assistance for Needy Families or TANF. [CalWorks in California]
- Food Stamps
- Special Supplemental Nutrition Program for Women, Infants and Children (WIC)
- Free or Reduced Price School Lunch

Note: Supplemental Nutrition Assistance Program (SNAP) is the new name for Food Stamps. SNAP, Food Stamps and/or TANF, which is called CalWorks in California.

Did your parents have any of the following items in 2011? Check all that apply. Once online, you may be asked to report amounts paid or received by your parents.

Additional Financial Information
- American Opportunity, Hope or Lifetime Learning tax credits
- Child support paid
- Taxable earnings from work-study, assistantships or fellowships
- Taxable grant and scholarship aid reported to the IRS
- Combat pay or special combat pay
- Cooperative education program earnings

Untaxed Income
- Payments to tax-deferred pension and savings plans
- Child support received
- IRA deductions and payments to self-employed SEP, SIMPLE and Keogh
- Tax-exempt interest income
- Untaxed portions of IRA distributions

Untaxed portions of pension distributions
- Housing, food and other living allowances paid to members of the military, clergy and others
- Veterans noneducation benefits
- Other untaxed income not reported, such as workers’ compensation or disability

For Help — www.caldreamact.org or 888-224-7268
Section 4 - STUDENT INFORMATION

Did you file or will you file a 2011 income tax return?
- I have already completed a tax return
- I will file, but have not yet completed a tax return
- I am not going to file an income tax return

If you will file a tax form, you will need your tax returns and/or W-2 forms to complete the Dream Application.

What was your (and spouse's) adjusted gross income for 2011?
Skip this question if you or your spouse did not file taxes. Adjusted gross income is on IRS Form 1040—Line 37; 1040A—Line 21; or 1040EZ—Line 4.

The following questions ask about earnings (wages, salaries, tips, etc.) in 2011. Answer the questions whether or not a tax return was filed. This information may be on the W-2 forms, or on the IRS Form 1040 — Line 7 + 12 + 18 + Box 14 (Code A) of IRS Schedule K-1 (Form 1065); 1040A—Line 7; or 1040EZ—Line 1.

How much did you earn from working in 2011?
- Check here if you are a dislocated worker

How much did your spouse earn from working in 2011?
- Check here if your spouse is a dislocated worker

Student Asset Questions:
- As of the date you complete the Dream Application, what is the current total balance of your cash, savings and checking accounts?
- As of the date you complete the Dream Application, what is the net worth of your investments, including real estate? Don’t include the home in which you live. Net worth means current value minus debt.
- As of the date you complete the Dream Application, what is the net worth of your current businesses and/or investment forms? Don’t include farms or family businesses with 100 or fewer full-time or full-time equivalent employees.

In 2010 or 2011, did anyone in your household receive: (Check all that apply.)
- Supplemental Security Income (SSI)
- Temporary Assistance for Needy Families or TANF (CalWorks in Calif.)
- Food Stamps
- Special Supplemental Nutrition Program for Women, Infants and Children (WIC)
- Free or Reduced Price School Lunch

Note: Supplemental Nutrition Assistance Program (SNAP) is the new name for Food Stamps. SNAP, Food Stamps and/or TANF, which is called CalWorks in California.

Did you (and/or your spouse) have any of the following items in 2011?
Check all that apply. Once online, you may be asked to report amounts paid or received by your parents.

Additional Financial Information
- American Opportunity, Hope or Lifetime Learning tax credits
- Child support paid
- Taxable earnings from work-study, assistantships or fellowships
- Taxable grant and scholarship aid reported to the IRS
- Combat pay or special combat pay
- Cooperative education program earnings

Untaxed Income
- Payments to tax-deferred pension and savings plans
- Child support received
- IRA deductions and payments to self-employed SEP, SIMPLE and Keogh
- Tax exempt interest income
- Untaxed portions of IRA distributions
- Untaxed portions of pension distributions
- Housing, food and other living allowances paid to members of the military, clergy and others
- Veterans non-education benefits
- Other untaxed income not reported, such as workers' compensation or disability

Complete Dream Act Application instructions are online at www.californiaact.org.

NOTES:

Do not mail this Worksheet. Go to www.californiaact.org to complete and submit your application.
You can also talk with your college's financial aid office about other types of student aid that may be available.
Financial aid determined from the Dream Act Application is only for use at California colleges.
DO NOT MAIL THIS WORKSHEET.

The FAFSA on the Web Worksheet provides a preview of the questions that you may be asked while completing the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.gov.

You must complete and submit a FAFSA to apply for federal student aid and for most state and college aid. Write down notes to help you easily complete your FAFSA anytime after January 1, 2012.

See the table to the right for state deadlines. Your application must be submitted by midnight Central time. Also pay attention to the symbols that may be listed after your state deadline. Check with your high school counselor or your college's financial aid administrator about other deadlines. The Federal deadline is June 30, 2013.

- This Worksheet is optional and should only be completed if you plan to use FAFSA on the Web.
- Sections in purple are for parent information.
- This Worksheet does not include all the questions from the FAFSA. The questions that are included are ordered as they appear on FAFSA on the Web. When you are online you may be able to skip some questions based on your answers to earlier questions.

Applying is easier with the IRS Data Retrieval Tool!
Beginning February 1, 2012 students and parents who have completed their 2011 IRS tax return will be able to use FAFSA on the Web to electronically view their tax information. With just a few simple steps, the tax information can also be securely transferred into the FAFSA.

Sign your FAFSA with a Federal Student Aid PIN!
If you do not have a PIN, you can apply for one at www.pin.ed.gov. Your PIN allows you to electronically sign when you submit your FAFSA. If you are providing parent information, one parent must also sign your FAFSA. To sign electronically, your parent should also apply for a PIN.

Free help is available!
You do not have to pay to get help or submit your FAFSA. Submit your FAFSA for free online at www.fafsa.gov. Federal Student Aid provides free help online at www.fafsa.gov or you can call 1-800-4-FED-AID (1-800-433-3243). TTY users (hearing impaired) can call 1-800-730-8913.

NOTES:
SECTION 1 - STUDENT INFORMATION

After you are online, you can add up to ten colleges on your FAFSA. The colleges will receive the information from your processed FAFSA.

**Student’s Last Name**   **First Name**   **Social Security Number**

**Student Citizenship Status** (check one of the following):

- U.S. citizen (U.S. national)  
- Neither citizen nor eligible noncitizen

Eligible noncitizen: Enter your Alien Registration Number in the box to the right.

*Generally, you are an eligible noncitizen if you are:*
- A permanent U.S. resident with a Permanent Resident Card (I-551);
- A conditional permanent resident with a Conditional Green Card (I-551C);
- The holder of an Arrival/Departure Record (I-94) from the Department of Homeland Security showing any of the following designations: “Refugee,” “Voylum Granted,” “Parole” (I-94 confirms parole for a minimum of one year and status has not expired), T Visa holder (T-1, T-2, T-3, etc.) or “Cuban-Haitian Entrant”; or
- The holder of a valid certification or eligibility letter from the Department of Health and Human Services showing a designation of “Victim of human trafficking.”

**Your Alien Registration Number**

**Student Marital Status** (check one of the following):

- Single  
- Married or remarried  
- Separated  
- Divorced or widowed

You will be asked to provide information about your spouse if you are married or remarried.

**Selective Service Registration**

If you are male and 25 or younger, you can use the FAFSA to register with Selective Service.

**Student Aid Eligibility Drug Convictions**

- I have never attended college  
- I have never received federal student aid  
- I have never had a drug conviction

If you did not check any of these boxes, you will be asked more questions online.

**Highest school your father completed**

- Middle school/jr. high  
- High school

**Highest school your mother completed**

- Middle school/jr. high  
- High school

SECTION 2 - STUDENT DEPENDENCY STATUS

If you can check ANY of the following boxes, you will not have to provide parental information. Skip to page 4.

If you check NONE of the following boxes, you will be asked to provide parental information. Go to the next page.

- I was born before January 1, 1989  
- I am married  
- I will be working on a master’s or doctorate program (e.g., MA, MBA, MD, JD, PhD, EdD, graduate certificate)

- I am serving on active duty in the U.S. Armed Forces  
- I am a veteran of the U.S. Armed Forces

- Since I turned age 13, both of my parents were deceased  
- I was in foster care since turning age 13

- I was a dependent or ward of the court since turning age 13  
- I am currently or was an emancipated minor

- I am currently or was in legal guardianship  
- I am homeless or I am at risk of being homeless

**NOTES:**
**SECTION 3 - PARENT INFORMATION**

**Who is considered a parent?** "Parent" refers to a biological or adoptive parent. Grandparents, foster parents, legal guardians, older siblings, and uncles or aunts are not considered parents on this form unless they have legally adopted you. In case of divorce or separation, give information about the parent you lived with most in the last 12 months. If you did not live with one parent more than the other, give information about the parent who provided you the most financial support during the last 12 months or during the most recent year you received support. If your divorced or widowed parent remarried, also provide information about your step-parent.

**Providing your father’s information: You will need:**
- Father’s/Stepfather’s Social Security Number
- Father’s/Stepfather’s name
- Father’s/Stepfather’s date of birth
  - Check here if your father/stepfather is a diseased worker

**Providing your mother’s information: You will need:**
- Mother’s/Stepmother’s Social Security Number
- Mother’s/Stepmother’s name
- Mother’s/Stepmother’s date of birth
  - Check here if your mother/stepmother is a diseased worker

**Did you know?**
If your parents file a tax return with the IRS, they may be eligible to use the IRS Data Retrieval Tool, which is the easiest way to provide accurate tax information. In a few simple steps, they may be able to view their tax return information and transfer it directly into your FAFSA.

**Did your parents file or will they file a 2011 income tax return?**
- My parents have already completed a tax return
- My parents will file, but have not yet completed a tax return
- My parents are not going to file an income tax return

Your parents will need their tax returns and/or W-2 forms to complete the FAFSA.

**What was your parents’ adjusted gross income for 2011?**
Skip this question if your parents did not file taxes. Adjusted gross income is an IRS Form 1040—Line 37; 1040A—Line 21; or 1040EZ—Line 4.

The following questions ask about earnings (wages, salaries, tips, etc.) in 2011. Answer the questions whether or not a tax return was filed. This information may be on the W-2 forms, or on the IRS Form 1040—Line 7 + 12 + 18 + Box 14 (Code A) of IRS Schedule K-1 (Form 1065); 1040A—Line 7; or 1040EZ—Line 1.

**How much did your father/stepfather earn from working in 2011?**

**How much did your mother/stepmother earn from working in 2011?**

**In 2010 or 2011, did anyone in your parents’ household receive:**
- Supplemental Security Income (SSI)
- Food Stamps
- Free or Reduced Price School Lunch
- Temporary Assistance for Needy Families (TANF)
- Special Supplemental Nutrition Program for Women, Infants and Children (WIC)

Note: Supplemental Nutrition Assistance Program (SNAP) is the new name for Food Stamps. SNAP, Food Stamps and/or TANF may have a different name in your parents’ state. Call 1-800-4-FED-AID to find out the name of the state’s program.

**Did your parents have any of the following items in 2011?**
Check all that apply. Once online, you may be asked to report amounts paid or received by your parents.

**Additional Financial Information**
- American Opportunity, Hope or Lifetime Learning tax credits
- CNID support paid
- Taxable earnings from work-study, assistantships or fellowships
- Taxable grant and scholarship aid reported to the IRS
- Combat pay or special combat pay
- Cooperative education program earnings

**Untaxed Income**
- Payments to tax-deferred pension and savings plans
- Child support received
- IRA deductions and payments to self-employed SEP, SIMPLE and Keogh
- Tax-exempt Interest Income
- Untaxed portions of IRA distributions
- Untaxed portions of pension distributions
- Housing, food and other living allowances paid to members of the military, clergy and others
- Veterans noneducation benefits
- Other untaxed income not reported, such as workers’ compensation or disability

Your parents may be asked to provide more information about their assets.
Your parents may need to report the net worth of their current businesses and/or investment farms.

**NOTES:**
SECTION 4 - STUDENT INFORMATION

Did you know?
If you file a tax return with the IRS, you may be eligible to use the IRS Data Retrieval Tool, which is the easiest way to provide accurate tax information. In a few simple steps, you may be able to view your tax return information and transfer it directly into your FAFSA.

Did you file or will you file a 2011 income tax return?

☐ I have already completed my tax return
☐ I will file, but I have not completed my tax return
☐ I'm not going to file an income tax return

You will need your tax returns and/or W-2 forms to complete the FAFSA.

What was your (and spouse's) adjusted gross income for 2011?
Skip this question if you or your spouse did not file taxes. Adjusted gross income is on IRS Form 1040—Line 37; 1040A—Line 21; or 1040EZ—Line 4.

$ _____________

The following questions ask about earnings (wages, salaries, tips, etc.) in 2011. Answer the questions whether or not a tax return was filed. This information may be on the W-2 forms, or on the IRS Form 1040—Line 7 + 12 + 18 + Box 14 (Code A) of IRS Schedule K-1 (Form 1065); 1040A—Line 7; or 1040EZ—Line 1.

How much did you earn from working in 2011?
☐ Check here if you are a dislocated worker

$ _____________

How much did your spouse earn from working in 2011?
☐ Check here if your spouse is a dislocated worker

$ _____________

In 2010 or 2011, did anyone in your household receive: (Check all that apply.)

☐ Supplemental Security Income (SSI)
☐ Food Stamps
☐ Temporary Assistance for Needy Families (TANF)
☐ Special Supplemental Nutrition Program for Women, Infants and Children (WIC)
☐ Free or Reduced Price School Lunch

Note: Supplemental Nutrition Assistance Program (SNAP) is the new name for Food Stamps. SNAP, Food Stamps and/or TANF may have a different name in your state. Call 1-800-4-FED-AID to find out the name of the state's program.

Did you or your spouse have any of the following items in 2011?
Check all that apply. Once online you may be asked to report amounts paid or received.

Additional Financial Information

☐ American Opportunity, Hope or Lifetime Learning tax credits
☐ Child support paid
☐ Taxable earnings from work-study, assistantships or fellowships
☐ Taxable grant and scholarship aid reported to the IRS
☐ Combat pay or special combat pay
☐ Cooperative education program earnings

Untaxed Income

☐ Payments to tax-deferred pension and savings plans
☐ Child support received
☐ IRA distributions and payments to self-employed SEP, SIMPLE and Keogh
☐ Tax-exempt interest income
☐ Untaxed portions of IRA distributions
☐ Untaxed portions of pension distributions
☐ Housing, food and other living allowances paid to members of the military, clergy and others
☐ Veterans noneducation benefits
☐ Other unearned income not reported, such as workers' compensation or disability
☐ Money received or paid on your behalf

You may be asked to provide more information about your (and your spouse's) assets. You may need to report the net worth of current businesses and/or investment farms.

NOTES:

Do not mail this Worksheet. Go to www.fafsa.gov to complete and submit your application.

For more information on federal student aid, visit www.studentaid.ed.gov.
You can also talk with your college's financial aid office about other types of student aid that may be available.
ENGLISH • LANGUAGE ARTS

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

**English I A/B CP**
(HS-10-01, HS-10-02)

- **Length of Course:** 10 Credits
- **Grade Level Options:** 9
- **Graduation Requirement:** English
- **UC/CSU Approved**
- **NCAA Approved**

This course will expose students to both fictional stories and nonfiction articles. This course will enhance students’ ability to comprehend and develop inferences towards the content of their reading assignments. It will expose students to authors’ intent and literature concepts. Each lesson will develop and increase students’ terms and vocabulary. An aspect of grammar will be introduced and students will implement their knowledge in their own writing. The novels *Stargirl* and *Lord of the Flies* 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.

**Adv English I A/B CP**
(HS-10-P1, HS-10-P2)

- **Length of Course:** 10 Credits
- **Grade Level Options:** 9
- **Prerequisite:** Teacher Approval
- **Graduation Requirement:** English
- **UC/CSU Approved**
- **NCAA Approved**

These courses fulfill the 9th grade college preparatory English requirement with challenging literature-based courses from Prentice Hall’s *Literature Gold* textbook. The text includes a survey of various literary genres including short stories, drama, nonfiction, poetry, the epic and novels by Charles Dickens and Anne McCaffrey. In addition to the readings, students develop writing skills including narration, description, persuasion, creative writing, and exposition through various assignments.

**S English I A/B**
(HS-10-S1, HS-10-S2)

- **Length of Course:** 10 Credits
- **Grade Level Option:** 9
- **Graduation Requirement:** English

This course emphasizes developing background information, acquiring reading skills, comprehension, and moving beyond a textbook to think critically and make new connections. Students will be exposed to reading cross-curricular selections coupled with challenging activities that stimulate reading comprehension and critical thinking. Students will also be reading the novels *The Black Pearl* and *Where the Red Fern Grows* to further develop their reading skills.
English II A/B CP
(HS-10-17, HS-10-18)

Length of Course: 10 Credits
Grade Level Options: 10
Graduation Requirement: English
UC/CSU Approved
NCAA Approved

English II A CP covers an extraordinary range of world literature by exploring meaning through universal themes and ideas that link texts from distant and diverse regions of the Earth. The opportunity to read and consider worldwide texts gives students an enriching breadth of knowledge about the human condition and varied expressions of artistic language. Throughout the five units, students will read Albert Camus’s novel *The Stranger* translated from the original French and set in French-occupied Algeria in the 1940s. English II B CP covers and expands students’ knowledge of English II CP by studying stories through additional themes with meanings that resonate with students. They will also read a powerful novel set in South Africa called *Cry, the Beloved Country* that examines a culture troubled by issues of racial injustice and the long-term consequences of colonization.

Adv English II A/B CP
(HS-10-P3, HS-10-P4)

Length of Course: 10 Credits
Grade Level Options: 10
Prerequisite: Teacher Approval
Graduation Requirement: English
UC/CSU Approved
NCAA Approved

This course fulfills the 10th grade college preparatory English requirement with challenging literature-based programs from Prentice Hall’s Literature *Platinum* textbook. This text continues the survey of various literary styles including short stories, drama, nonfiction, poetry, and novels by John Knowles and Buchi Emecheta. Writing assignments include the development of such skills as narration, exposition, persuasion, creative writing, and description through various assignments.

S English II A/B
(HS-10-S3, HS-10-S4)

Length of Course: 10 Credits
Grade Level Option: 10
Graduation Requirement: English

This course offers a diverse range of readings that represent the drama, poetry, and fiction of selected international works. Students will engage in a variety of writing activities geared to enhance and develop their ability to analyze text and express themselves in the written form. Students will write short essays throughout the course and present a speech. Students will read *A Wrinkle in Time* and *Tuck Everlasting* as supplements to the course. The McDougall-Littell textbook *Bridges to Literature, Level III* is the focus of this course.

English III A/B CP
(HS-10-05, HS-10-06)

Length of Course: 10 Credits
Grade Level Options: 11
Graduation Requirement: English
UC/CSU Approved
NCAA Approved

In English III CP students will focus on select readings and grade level concepts. The students will be reading *The Scarlet Letter* by Nathaniel Hawthorne and *Fahrenheit 451* by Ray Bradbury throughout the course as their novel assignments. The students will be focusing on forms and change in literature such as: Romanticism, Dark Romanticism, Modernism, the Harlem Renaissance, modern literature, and Realism. Through reading about these changes in thinking through the years, students will gain perspective on different forms of thought. They will be able to apply these ways of thinking to their numerous, yet applicable, reading assignments in their textbook. They will also be building their vocabulary through the assignments in their textbook through dictionary assignments and sentence writing reviews. The students will also be walked through the process of writing various essays throughout the semester. They are guided in format and process through prewriting techniques.
**Adv English III A/B CP**  
(HS-10-P5, HS-10-P6)  

Length of Course: 10 Credits  
Grade Level Options: 11  
Prerequisite: Teacher Approval  
Graduation Requirement: English  
UC/CSU Approved  
NCAA Approved

This course fulfills the 11th grade college preparatory English requirement with various selections of literature from Prentice Hall's textbook *Literature: The American Experience*. Selections include works by William Bradford, Benjamin Franklin, Ralph Waldo Emerson, Chief Joseph, Mark Twain, Ernest Hemingway, and Arthur Miller. The courses continue the development of such writing skills as narration, creative writing, exposition and persuasion through various assignments.

**S English III A/B**  
(HS-10-S5, HS-10-S6)  

Length of Course: 10 Credits  
Grade Level Option: 11  
Graduation Requirement: English

This course provides appropriate curriculum for students who require remediation of the 11th grade English skills. Students will use the curriculum associated with S Contemporary Composition and S American Literature. They will read the novels *The Watcher* and *Hoot*.

**English IV A/B CP**  
(HS-10-07, HS-10-08)  

Length of Course: 10 Credits  
Grade Level Options: 12  
Graduation Requirement: English  
UC/CSU Approved  
NCAA Approved

This course provides a moderate survey of Continental and British literature from the epic writings to modern literature. From the Anglo-Saxon period students are introduced to Old English literature in readings from texts like *Beowulf* and *Gilgamesh*. Students then sample Middle English literature with readings from the *Canterbury Tales* and *Everyman*. From there, students are introduced to the English Renaissance, both its poetry and the Elizabethan drama. They continue with a sampling of 17th century writers: the Metaphysical poets, the Cavalier poets, and the Puritans. They explore the Restoration and continue onto the 18th century with selections from Swift, Pope, Pepys, and Defoe. From there students sample the Romantic age with readings from Wollstonecraft, Wordsworth, and Shelley. Through this survey students gain an understanding of the religious and political climates in which these artists wrote, as well as the myriad forms and literary devices they employed to express their beliefs, values and traditions. Students read two novels: Huxley's *Brave New World* and Achebe's *Things Fall Apart*.

**Adv English IV A/B CP**  
(HS-10-P7, HS-10-P8)  

Length of Course: 10 Credits  
Grade Level Options: 12  
Prerequisite: Teacher Approval  
Graduation Requirement: English  
UC/CSU Approved  
NCAA Approved

Students taking this course will acquire a thorough knowledge of British Literature by examining a wide array of literary genres and the history of British writing. Works will range from early Old English and Medieval Works to later 20th century and contemporary writers. Students will examine works in the context of historical events and literary trends. In addition to material covered in their textbook, students will also read the play *Twelfth Night* and the novel *Alice's Adventures in Wonderland* throughout the course at the end of which they will submit a book report about the play and novel. Students are expected to conduct careful analyses of the texts in order to complete the corresponding writing assignments.
**S English IV A/B**  
(HS-10-S7, HS-10-S8)

Length of Course: 10 Credits  
Grade Level Options: 12  
Graduation Requirement: English

This course offers a wide-ranging study of British Literature using readings beginning from early Anglo-Saxon writings to the contemporary writers important in Britain today. Students will also read the novels *Dr. Jekyll and Mr. Hyde* by Robert Louis Stevenson and *1984* by George Orwell. This course will demand writing skill development as well as improved reading comprehension. Students will write in a periodic journal, compose vocabulary sentences, write a five-paragraph essay, and choose to pursue a creative project or an oral presentation. This course uses the Globe Fearon *Literature Gold: British Literature* textbook.

**Contemporary Composition**  
(HS-10-23)

Length of Course: 5 Credits  
Grade Level Options: 9-12  
Graduation Requirement: English or Elective  
NCAA Approved

This one-semester writing course may be taken to meet the 11th grade composition requirement or it can be taken as an elective course (NOTE: It cannot fulfill both requirements). The focus of this course is on the development of writing and composition skills such as persuasive, test, and descriptive essays, and learning how to revise and edit their own work. This course uses the *Writer's Inc.* textbook.

**S Contemporary Composition**  
(HS-10-30)

Length of Course: 5 Credits  
Grade Level Options: 9-12  
Graduation Requirement: English

This course will explore the realm of writing composition. The student will be exposed to a variety of essays (e.g., persuasive, test, 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 creating an imaginary travel log and their own advertisement for an original product.

**American Literature CP**  
(HS-10-AL)

Length of Course: 5 Credits  
Grade Level Option: 11-12  
Graduation Requirement: English or Elective  
UC/CSU Approved  
NCAA Approved

This course is designed to expose students to American literature from the colonial period through the 1930s. Students will study the writing styles of a variety of authors and analyze how the time period in American history influenced the writers of the time. 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 decade 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.
This course will expose students to a variety of American authors and stories from the early settlement days to the present day. 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. Students will also learn literary concepts that are vital to the complete understanding of some of these stories. Through the use of such concepts as dialect, characterization, onomatopoeia, metaphors, personification, similes, realism, imagery, and dialogue, students will be able to extract important information from each reading selection, as well as the time period from which it was written. Students will also be reading the novel, The Watcher, to complement their regular assignments. The textbook used is the AGS American Literature. Students who receive credit for S English III A/B cannot receive credit for this course.
MATHEMATICS

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

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**Basic Math A/B**

(HS-20-01, HS-20-02)

Length of Course: 10 Credits  
Grade Level Option: 9-12  
Graduation Requirement: Elective

Basic Math is a one-year course that prepares students for success in the Pre Algebra. It 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, estimation, ratio and proportion, and their geometric application. Topics also include 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 System and the Metric System. The course concludes with an introduction to basic geometry as well as properties of real numbers.

**Personal Finance**

(HS-20-30)

Length of Course: 5 Credits  
Grade Level Option: 9-12  
Graduation Requirements: Mathematics

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

**Business Math**

(HS-20-07)

Length of Course: 5 Credits  
Grade Level Option: 9-12  
Graduation Requirements: Mathematics

This course is designed to strengthen students’ 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.
**Pre Algebra A/B**  
(HS-20-15, HS-20-16)

Length of Course: 10 Credits  
Grade Level Options: 9-12  
Graduation Requirements: Mathematics

This course helps to build students’ foundational skills for entry into the Algebra I course. It 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. Other concepts covered include solutions of decimal problems, an introduction to a three-dimensional surface area (volume), and comprehensive work with percents and measurement systems. The course concludes with the product rule, power of exponents, and multiplying polynomials.

**Algebra I A/B CP**  
(HS-20-08, HS-20-09)

Length of Course: 10 Credits  
Grade Level Option: 9-12  
Graduation Requirement: Mathematics  
UC/CSU Approved  
NCAA Approved

In this course students will review essential and fundamental algebra concepts. This includes understanding the use of variables and exponents as well as properties of real numbers. The course then places much emphasis on solving linear equations and inequalities. Students also graph linear equations and inequalities in two variables along with determining the slope and equations of lines. Students will explore adding, subtracting, multiplying and dividing polynomials as well as the quotient rule and scientific notation. They continue with factoring trinomials, solving quadratic equations and their application, the property of rational expressions and its application. Students also solve systems of linear equations by a variety of methods and conclude with lessons on roots and radicals as well as graphing quadratic equations and an introduction to functions.

**Algebra IA1 CP, IA2 CP, IB1 CP, IB2 CP**  
(2-Year Course)  
(HS-2I-A1; HS-2I-A2; HS-2I-B1; HS-2I-B2)

Length of Course: 20 Credits  
Grade Level Options: 9-12  
Graduation Requirement: Mathematics  
UC/CSU Approved  
NCAA Approved

This extended 2-year Algebra course begins with a review of essential and fundamental Algebra concepts. This includes understanding the use of variables and exponents, as well as properties of real numbers, and solving linear equations and inequalities. Students will then learn to graph linear equations and inequalities in two variables along with determining the slope and equations of lines. They move onto subtracting, multiplying and dividing polynomials as well as the quotient rule and scientific notation. Students begin the second half of the course with factoring. This includes understanding how to factor and apply it to everyday life. You 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.

**Adv Algebra I A/B CP**  
(HS-20-P1, HS-20-P2)

Length of Course: 10 Credits  
Grade Level Option: 9-12  
Prerequisite: Teacher Approval  
Graduation Requirement: Mathematics  
UC/CSU Approved  
NCAA Approved

This course is the traditional, first year college preparatory Algebra class. Adv Algebra I CP covers language and uses of Algebra, real number operations, solving equations, relations and functions, graphing, systems of linear equations, radicals and exponents, polynomials, quadratic functions and rational expressions.
Geometry A/B CP  
(HS-20-03, HS-20-04)

| Length of Course: | 10 Credits |
| Grade Level Option: | 9-12 |
| Graduation Requirement: | Mathematics |

Geometry A 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 first must familiarize themselves with the tools of Geometry and then go on to understand the importance of reasoning and using proofs. In this semester, they will consider the difference between parallel and perpendicular lines. They will use proofs to understand congruent triangles as well as the relationship between triangles. They will also learn about the properties of the different types of quadrilaterals. Geometry B introduces and develops concepts of Geometry from coordinate Geometry, constructions, proofs, symmetry, and transformations, to finding area, perimeters, and volume of complex shapes. Students passing this course will have a thorough understanding Geometry and a good start on advanced Algebra and Trigonometry.

S Geometry A/B  
(HS-20-S3, HS-20-S4)

| Length of Course: | 10 Credits |
| Grade Level Option: | 9-12 |
| Graduation Requirement: | Mathematics |

S Geometry A 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 must first familiarize themselves with the tools of geometry and then go on to understand the importance of reasoning. In this semester, they will consider the difference between parallel and perpendicular lines. They will learn to understand congruent triangles as well as the relationships between triangles. They will also learn about the properties of the different types of quadrilaterals. S 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 S Geometry experience with the mastery of trigonometric ratios and right triangles.

Algebra 2 A/B CP  
(HS-25-01, HS-25-02)

| Length of Course: | 10 Credits |
| Grade Level Option: | 9-12 |
| Graduation Requirement: | Mathematics |

This course aligns with and covers the material from the California Algebra II, Probability and Statistics, and Trigonometry standards. Students who master Algebra II 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, complex number system, probability and statistics, and trigonometric functions. In addition, students will utilize group work and technology to enhance their learning experience.

Adv Algebra II A/B CP  
(HS-20-P5, HS-20-P6)

| Length of Course: | 10 Credits |
| Grade Level Option: | 9-12 |
| Prerequisite: | Teacher Approval |
| Graduation Requirement: | Mathematics |

Students who have completed a college preparatory level Algebra I course should enroll in Adv Algebra II CP. Students begin with a brief review of essential skills covered in Algebra I and then cover all of the advanced Algebra topics including functions and matrices. The courses will fully prepare a student for college Algebra.
SOCIAL STUDIES

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

World History A/B CP
(HS-30-40, HS-30-41)

Length of Course: 10 Credits
Grade Level Option: 10
Graduation Requirement: World History
UC/CSU Approved
NCAA Approved

Students will examine democratic ideals, and the influence of the Renaissance and the Enlightenment on cultural and political movements throughout the world. They will study the development and aftermath of revolutions in both hemispheres, and their effect on a global level. The impact of industrialization and imperialism will also be discussed. Students will cover, in depth, World Wars I and II, including communism, totalitarianism, and the Holocaust, and will also learn about the Cold War, and the wars in Vietnam and Korea. Students will study the democratic reforms that took place in Latin America and Europe after the Cold War. 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.

Adv World History A/B CP
(HS-30-P1, HS-30-P2)

Length of Course: 10 Credits
Grade Level Option: 10
Prerequisite: Teacher Approval
Graduation Requirement: World History
UC/CSU Approved
NCAA Approved

This course provides students with a chronological survey of world history and civilization since ancient times. Students will examine historical cause and effect and the role of values and attitudes in history, as well as cultural and intellectual history. They will study the development and aftermath of revolutions in both hemispheres, and their effect on a global level. The French Revolution, 19th century nationalism, imperialism, the World Wars, Modern Asia, Latin America, the Middle East, and the Soviet Union all are topics of study, as well as an introduction to historical research and evaluation of sources. Students will have the opportunity to use primary source materials to increase their understanding of important global historical events. These courses are part of the college preparatory system. The textbook used is *World History: The Modern Era* with a supplementary text titled *Letters to America*.

S World History A/B
(HS-30-S1, HS-30-S2)

Length of Course: 10 Credits
Grade Level Option: 10
Graduation Requirement: World History

This course covers the origins and evolution of Western Civilization and its dramatic expansion and influence across the globe. Beginning with the democratic ideals of Ancient Greece and Rome to the questionable glory of European Imperialism. Students will closely study the revolutions that shaped France and the United States. They will study the origin of the Industrial Revolution in Great Britain and how it ultimately turned the world to modernity. Students will also investigate how imperialism has affected South America, Asia, India, and Africa. It then shifts to important world events beginning with the effects of World War I, the rise of dictators and the devastating consequences of World War II. Students will understand the causes of the Russian Revolution and the rise of the communist Soviet Union. They will learn about the violent issues plaguing the Middle East, the problematic governments of Latin America, and the cold war that pitted capitalist America with communist U.S.S.R. Finally, students will develop an understanding of current world events in the context of history and the relevant concerns of the present and the future. The Globe Fearon textbook World History is used.
**U.S. History A/B CP**  
(HS-30-05, HS-30-06)

**Length of Course:** 10 Credits  
**Grade Level Option:** 11  
**Graduation Requirement:** U.S. History  
**UC/CSU Approved**  
**NCAA Approved**

This U.S. History course traces the development of the United States from the ravages of the Civil War to the modern day times of terrorism. Students will study such concepts as Reconstruction, Prohibition, the Open Door Policy, urbanization, Normalcy, Terrorism, and Americanization. Students will learn in depth about the Civil War, the Spanish-American War, World War I, World War 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 Deal. Lastly, students will study each presidency from Abraham Lincoln to George W. Bush and the affect their administration had on history.

**Adv U.S. History A/B CP**  
(HS-30-P5, HS-30-P6)

**Length of Course:** 10 Credits  
**Grade Level Option:** 11  
**Prerequisite:** Teacher Approval  
**Graduation Requirement:** U.S. History  
**UC/CSU Approved**  
**NCAA Approved**

Students taking this college preparatory course in United States history will review how political institutions, practices of government, and religious freedom emerged during the 18th century. Students will analyze the causes of the Civil War, and attempts at reconstruction during the 19th century. Students will learn how the rise of big business, heavy industry, and mechanized farming transformed America. Next students study how the Progressives addressed the problems caused by urbanization and political corruption. They learn about the rise of the U.S. as a world power; the causes of World War I, America's involvement, and how the war changed America. Students read about the causes of the Great Depression and how the New Deal transformed American federalism and initiated the welfare state. They will read about the origins and causes of World War II, and how the war reshaped the U.S. role in world affairs. Students will learn about the postwar extension of the New Deal and the postwar economic boom. They will trace the major developments in foreign and domestic policies during the Cold War era, including the Korean and Vietnam conflicts. Students will read about the major social and economic developments in contemporary America, including the struggle for racial and gender equality and for the extension of civil liberties. The text for these courses is *American Voices*. Additional readings will come from *The American Reader*.

**U.S. History A/B**  
(HS-30-S5, HS-30-S6)

**Length of Course:** 10 Credits  
**Grade Level Option:** 11  
**Graduation Requirement:** U.S. History

This course will discuss the beginnings of our nation and the important role that different cultures and religious beliefs have had in shaping our country. An emphasis will be placed upon the contributions of important individuals throughout our history. It will examine different historical documents and analyze the impact that they made upon our nation. This course will discuss the expanding role of the United States as a world power beginning in the 20th century. It will focus on the economic ups and downs of the early 20th century and the economic reforms that rose out of this period. It will look at the different wars that helped to shape our present day country. It will conclude with how these events have come to shape our nation and what the future may hold. This course uses the Globe Fearon *United States History* textbook.
Students taking this course will learn about the principles and foundation of American democracy and understand its distinguishing characteristics. The class will explore the Declaration of Independence, the U.S. Constitution, and the Bill of Rights and how they protect citizens. Students will understand what it means to be United States citizens and how the government protects the American way of life. Students will explore in-depth the importance of the legislative, executive, and judicial branches of the government. Students will also understand how the U.S. Constitution is a living document that has changed with the times through the amendment process. Students will learn about significant Supreme Court cases about racial equality and civil rights that have changed the country. They will also learn about political parties and the two-party system and the election and campaign process as well as about the census and the Electoral College. Students will also be exposed to how states and localities manage their authority apart from the federal government. They will be able to describe and explain the role of state legislatures, state executives, local authorities, and how local governments raise revenue. Students will learn about the court systems at the state, criminal, and civil level. They will be able to understand why the federal government sometimes needs to intervene in state and local matters for the protection of the peoples under those authorities.

This college preparatory course is a study of American government and politics in history and contemporary American society. The course includes an introduction to the theories of government, the structure and functions of national, state, and local government, comparative international systems, and the study of political processes. Study of the influence of the news media, interest groups, political parties, and political commentary in the formation of points of view on issues by citizens and government officials is an important part of the course, as is the relationship of government to the economy. The text used is Magruder's *American Government*.

This course will give an introduction to American government and its workings. The student will be exposed to many different issues pertaining to the roots of American government and its different levels, branches, and responsibilities. Also examined will be the Constitution, the rights and freedoms in this country and others, and economic choices of the government and individuals. Finally, the responsibilities of a United States citizen and the sacrifices that sometimes have to be made to live in a free community and country will be explored.
**Economics CP**  
( HS-30-08 )

Length of Course: 5 Credits  
Grade Level Option: 12  
Graduation Requirement: Economics  
UC/CSU Approved  
NCAA Approved

This course will expose the student to the basic concepts found in the American and global economy of today. Students will learn the finer points of becoming a responsible consumer through building budgets and learning how to develop credit. Students will also learn about the various economic models and theories and what affect each has 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.

**S Economics**  
( HS-30-S8 )

Length of Course: 5 Credits  
Grade Level Option: 12  
Graduation Requirement: Economics

This class looks at principles of economics and how they work. Knowledge of these principles will help you to understand many events in the news and your responsibilities as a citizen. Economics is all about making choices. Making wise economic choices is a skill, one that both governments and individuals need in order to be successful. How you use these principals to make choices will affect how you live now and in the future. Students will use the Globe Fearon Economics textbook.
SCIENCE

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

**Earth Science A/B**
(HS-40-16; HS-40-17)

- **Length of Course:** 10 Credits
- **Grade Level Option:** 9-12
- **Graduation Requirement:** Physical Science
- **NCAA Approved**

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 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.

**Biology A/B**
(HS-40-20, HS-40-21)

- **Length of Course:** 10 Credits
- **Grade Level Option:** 9-11
- **Prerequisite:** None
- **Graduation Requirement:** Life Science
- **NCAA Approved**

This course are the equivalent of an introductory biology course. They provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. Topics covered include: biochemistry, cells, energy transformations, molecular genetics, heredity, evolution, taxonomy, plant anatomy and physiology, animal anatomy and physiology, and ecology.

**Biology A/B CP (LAB)**
(HS-45-01, HS-45-02)

- **Length of Course:** 10 Credits (Lab: 5 Credits)
- **Grade Level Option:** 9-11
- **Graduation Requirement:** Life Science
- **UC/CSU Approved**
- **NCAA Approved**

This course begins with an introduction of the definition and purpose of science. The scientific method is also explained as serves as a basis for students activities. Students delve into such topics as the structure, chemistry, human genetics, diverse organisms in various habitats, nutritional planning, human development from birth to late adulthood and reproduction of cells, including a study of the differences between meiosis and mitosis as well as the differences between animal cell reproduction and plant cell reproduction. Students will also study various classification systems, basics of mythology, and they will explore each of the major human body systems which include the skeletal, muscular, digestive, nervous, endocrine, circulatory, respiratory, excretory, and reproductive systems.

**S Biology A/B**
(HS-40-S1, HS-40-S2)

- **Length of Course:** 10 Credits
- **Grade Level Option:** 9-11
- **Graduation Requirement:** Life Science

This course begins with an introduction of the definition and purpose of science. The scientific method is also explained and serves as a basis for students activities. Students delve into such topics as structure, chemistry, human genetics, diverse organisms in various habitats, nutritional planning, human development from birth to late adulthood and reproduction of cells, including a study of the differences between meiosis and mitosis as well as the differences between animal cell reproduction and plant cell reproduction. Students will also study various classification systems, basics of microbiology, and they will explore each of the major human body systems which include the skeletal, muscular, digestive, nervous, endocrine, circulatory, respiratory, excretory, and reproductive systems. Students will use Science Voyages, Life
Science textbook from Glencoe.

**Physical Science A/B**  
(HS-40-05, HS-40-06)

- **Length of Course:** 10 Credits  
- **Grade Level Option:** 9-11  
- **Graduation Requirement:** Physical Science  
- **NCAA Approved**

This course provides a survey of physical and earth sciences. Students will study a variety of subjects pertaining to various sciences such as geology, physics, and chemistry. These courses investigate the chemical and physical properties of matter, chemical interactions, atomic structure, thermodynamics, forces, motion and energy, sound, light, magnetism, electricity, and heat. The course will include both text study and virtual laboratory experiences using CD-ROM programs and the Internet.

**FINE ARTS**

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

**Film Analysis A/B**  
(HS-60-37; HS-60-38)

- **Length of Course:** 10 Credits  
- **Grade Level Option:** 9-12  
- **Graduation Requirement:** Fine Arts or Elective

Film Analysis offers students the opportunity to become familiar with film history and the diversity of cinema through viewing and analyzing a selection of films from the most important genres. Genre is another word for category and the term is used in film studies to describe the different types of films. Students will explore twenty-one genres spread across ten units. Each film genre focuses on a category of filmmaking spanning different filmmakers, time periods, styles, and even subgenres. Some genres are quite general—like drama—and include a vast array of films and other subgenres; while some genres are quite specific—like fantasy—and include a smaller selection of films. Students will come out of this course with a solid understanding of film history and new insight about the major genres of film.

**Arts and Crafts A/B**  
(HS-AC-01; HS-AC-02)

- **Length of Course:** 10 Credits  
- **Grade Level Options:** 9-12  
- **Graduation Requirement:** Fine Arts or Elective

Arts and Crafts begins by focusing on the elements of art and the color wheel. Students eventually progress to learning about the principles of art and how to apply them to various works of art. Students will learn about various artists and their crafts, and 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, the student will have gathered a portfolio of artwork which they will share with their instructor for evaluation.

**Art History A/B CP**  
(HS-60-09, HS-60-10)

- **Length of Course:** 10 Credits  
- **Grade Level Option:** 9-12  
- **Graduation Requirement:** Fine Arts or Elective  
- **UC/CSU Approved**

This course will introduce students to the building blocks of visual art: aesthetic elements and principles. The courses survey prehistoric art, as well as 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 which we use every day. Students will understand how artists throughout human history and varied cultures have employed visual elements and principles to create unique and effective works of art. The text for this course is *Art in Focus.*
**Music History and Appreciation A/B**  
(HS-60-HA; HS-60-HB)

- **Length of Course:** 10 Credits  
- **Grade Level Options:** 9-12  
- **Graduation Requirement:** Fine Arts or Elective

In this course the student starts with basic music theory concepts and each following unit will introduce an era of music from history, beginning with medieval music and finishing with the Romantic Period. Students will listen and respond to selections from each musical period using music specific vocabulary, and will study the lives of selected composers from each era. Student also study the musical eras beginning with 20th century music and continuing through to contemporary music. Students will listen and respond to selections from each musical period using music specific vocabulary, and will study the lives of selected composers and performers from each era. Each unit looks at the events in history that shaped the musical period, as well as the changes in musical elements that create different styles and sounds in music.

**Basic Drawing**  
(HS-60-11)

- **Length of Course:** 5 Credits  
- **Grade Level Option:** 9-12  
- **Graduation Requirement:** Fine Arts or Elective

This course explores a variety of techniques, materials, and visual exercises that will provide the student with a solid background for most art courses where the ability to draw is essential. Students will learn techniques to produce 120 different sketching projects while maintaining a drawing journal throughout the course. Students can complete work for this course right in the *Draw Squad* textbook.

**Cartooning**  
(HS-60-12)

- **Length of Course:** 5 Credits  
- **Grade Level Option:** 9-12  
- **Graduation Requirement:** Fine Arts or Elective

This course consists of a series of drawing exercises giving students the opportunity to explore the art and craft of cartooning and develop creative solutions for its many inherent challenges. The course is particularly designed for students who really enjoy drawing. The textbook for this course is *Everything You Ever Wanted to Know About Cartooning But Were Afraid to Draw*. There is also an art material kit that supports this class.
HEALTH • PHYSICAL EDUCATION

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

Health A/B
(HS-70-20; HS-70-21)

Length of Course: 10 Credits
Grade Level Option: 9-12
Graduation Requirement: Health

In Health A, students will be introduced to the many aspects of health including the concept of wellness, health risks, personality, mental health, self-esteem, and expression of emotions. Students shall also be exposed to an understanding of stress, responses to stress, and stress management. Students will study family roles and changes in family structures which have occurred. Also explored in this course are human reproduction, heredity, and human development. Students will begin with lessons in the human skeletal, muscular, nervous, respiratory, and cardiovascular systems. Students will also explore the elements of physical fitness and the design of suitable exercise programs. An area of emphasis in Health B is the use and abuse of prescription and illegal drugs. Students will explore the body effects of alcohol and issues regarding social pressures to consume alcohol. Also studied will be the harmful effects of all tobacco products. Another area of emphasis in this course is the human immune system and its response to infectious and noninfectious diseases. Finally, this course will conclude with lessons about environmental pollution and the healthcare system.

Health A/B
(HS-70-SA; HS-70-SB)

Length of Course: 10 Credits
Grade Level Option: 9-12
Graduation Requirement: Health

This course begins by defining the health triangle which includes an analysis of physical, emotional, and social health. Students will explore the elements of communication including refusal skills and conflict resolution. This course allows students to understand the value of setting goals as well as analyzing factors that influence self-concept. Also explored are the various methods of stress management. Students will also look at the importance of personal hygiene as well as the basics of nutritional needs of the human body. They will also create and implement a pre-planned diet with a menu as well as discuss the components of fitness. In the second half of the course, students explore the components of body systems and how they relate to one another. It explains the mechanisms of growth through adolescence along with the life cycle. Students explore the causes and prevention of communicable and non-communicable diseases as well as sexually transmitted infections (STIs). This course emphasizes the harmful effects of all drug use including tobacco and alcohol. Students will gain an understanding of the importance of personal safety including the basics of first aid. Students will use the Teen Health, Course 1 textbook by Glencoe.

Physical Education
(HS-50-01, HS-50-12, HS-50-13, HS-50-14)

Length of Course: 5 Credits
Grade Level Option: 9-12
Graduation Requirement: Physical Education

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

**Introduction to Plays and Theater CP**
(HS-60-31)

Length of Course: 5 Credits
Grade Level Option: 9-12
Graduation Requirement: Elective
UC/CSU Approved

Introduction to Plays and Theater is the study of drama, a story that is written to be performed in front of an audience. In this course you will be learning the techniques involved in writing drama. These include: setting, plot, character development, conflict, props, play structure, dialogue, symbolism, and theme.

**Nature Journaling**
(HS-60-13)

Length of Course: 5 Credits
Grade Level Option: 9-12
Graduation Requirement: Elective

In this course students will learn to explore the natural world and make personal connections with it in a creative manner. They will learn to make regular recordings of observations, perceptions, and feelings about the natural world as they explore it. Each student’s nature journal will contain drawings, reflective writings, and personal thoughts. Nature Journaling fosters self-learning and challenges students to combine intellect with experience.

**Driver Education**
(HS-80-DE)

Length of Course: 5 Credits
Grade Level Option: 9-12
Graduation Requirement: Elective; Driver’s Education

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.

**Student Assistant A/B**
(HS-90-21, HS-90-22)

Length of Course: 10 Credits
Grade Level Option: 9-12
Prerequisite: Teacher Approval
Graduation Requirement: Elective

Student Assistants serve teachers and other staff members by providing clerical and instructional assistance in the centers. Teacher permission is required. 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.
Independent Project A/B  
(HS-90-90, HS-90-91)

Length of Course: 10 Credits  
Grade Level Option: 9-12  
Prerequisite: Approval of project by Regional Supervisor and Curriculum Department  
Graduation Requirement: Elective

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

Writing Skills  
(HS-10-28)

Length of Course: 5 Credits  
Grade Level Option: 9-12  
Graduation Requirement: Elective

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.

Poetry  
(HS-10-32)

Length of Course: 5 Credits  
Grade Level Option: 9-12  
Graduation Requirement: Elective  
NCAA Approved

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 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.

Basic Study Skills  
(HS-10-34)

Length of Course: 5 Credits  
Grade Level Option: 9-12  
Graduation Requirement: Elective

This English course is suitable for students with limited English proficiency skills and may work towards fulfilling the general elective requirement. The course focuses on students being able to set goals for themselves, manage their time well, take effective notes, and prepare for exams. They will also learn how to use different researching tools to create reports or to better understand a topic in which they are interested.
**Principles of English**  
(HS-10-PE)

Length of Course: 5 Credits  
Grade Level Options: 9-12  
Graduation Requirement: Elective

This course was created to help you review and master the key elements of the California content standards in language arts. As you review and master each standard, you will increase your competency in language arts and gain confidence in your abilities. The lessons are organized into reading and writing sections. The reading portions will help you 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.

**S Grammar A/B**  
(HS-10-BG; HS-10-AG)

Length of Course: 10 Credits  
Grade Level Option: 9-12  
Graduation Requirement: Elective

S 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.

**Reading Fiction**  
(HS-10-RF)

Length of Course: 5 Credits  
Grade Level Options: 9-12  
Graduation Requirement: Elective

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

**World Geography A/B**  
(HS-35-21, HS-35-22)

Length of Course: 10 Credits  
Grade Level Option: 9-12  
Graduation Requirement: Geography or Elective

This course will give students an overview of the geography of the world. It will give them an understanding of latitude and longitude, as well as help them develop their map skills. It will allow them to understand the different regions of the world, and how geography affects them. It will cover climate, population, cultures, religions, languages, and economic systems.

**Latin American History**  
(HS-30-LH)

Length of Course: 5 Credits  
Grade Level Options: 9-12  
Graduation Requirement: Elective

This course emphasizes the development of the three Latin American regions. Students will study Central America, the Caribbean, and South America. They will learn about each area’s geography, culture, climate, history, and tradition. Students will cover some countries in detail and learn how political systems and ideals have shaped its history.
History of the Ancient World
(HS-85-02)

Length of Course: 5 Credits
Grade Level Option: 9-12
Graduation Requirement: Elective

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

Comparative Religions
(HS-30-CR)

Length of Course: 5 Credits
Grade Level Options: 9-12
Graduation Requirement: Elective
NCAA Approved

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.

Psychology
(HS-30-23)

Length of Course: 5 Credits
Grade Level Option: 9-12
Graduation Requirement: Elective
NCAA Approved

This course provides an overview of the major areas in the field of psychology. The following areas will be emphasized: major models in psychology, major principles of memory applicable to learning of psychology, research methods used in psychology, social psychology, the organization of the human brain and the biological bases of behavior, principles of learning, major theories of personality development, stress and its effects on health, intelligence, development in infancy and childhood, and psychological disorders. Upon completion of the course, students should be able to identify the major theories, terminology, principles, processes, and methods in the above areas.

Criminal Justice
(HS-30-30)

Length of Course: 5 Credits
Grade Level Option: 9-12
Prerequisite: Teacher Approval
Graduation Requirement: Elective
NCAA Approved

Students will study the criminal justice system in America and its three basic components: police, courts, and corrections. The course begins with examining the concept of justice, and how this ideal relates to the everyday practice of criminal justice in the United States today. Students will then explore the history, the activities, and the 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.
English Readiness A/B
(HS-10-RA, HS-10-RB)

Length of Course: 10 Credits
Grade Level Option: 9-12
Prerequisite: Teacher Approval
Graduation Requirement: Elective

English Readiness is a standards-based modular course designed to remediate the student on 9th and 10th grade English/Language Arts standards. These modules, based on the twenty ELA power standards as identified by Options For Youth, 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.

Math Readiness A/B/C/D
(HS-MM-01, HS-MM-02, HS-MM-03, HS-MM-04)

Length of Course: 10 Credits
Grade Level Option: 9-12
Prerequisite: Teacher Approval
Graduation Requirement: Elective

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

Science Fiction CP
(HS-65-02)

Length of Course: 5 Credits
Grade Level Option: 9-12
Graduation Requirement: Elective

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

Multicultural Literature
(HS-10-ML)

Length of Course: 5 Credits
Grade Level Option: 9-12
Graduation Requirement: Elective

This course will expose students to a variety of authors and stories from around the world. Students will explore each story in depth by completing various activities that will challenge their thinking and open them up to new ways of learning. Students will be exposed, through the reading selections, 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.
This course is designed to fine tune and hone students’ skills in math. Through this class, students will review concepts and standards they have previously been exposed to, but maybe have not mastered. Over the course of sixty standards-based lessons, students will review concepts such as absolute value, number sense, rational numbers, percents, scientific notation, systems of inequalities, algebraic expressions, monomials and polynomials, linear equations, and quantitative relationships. Students will also be exposed to some measurement and geometry concepts like converting square and cubic units, planes, geometric figures, surface area and volume, and congruent figures. Lastly, students will explore the statistics, data analysis, probability, and mathematical reasoning.
HOME ECONOMICS • CAREER EDUCATION
Students following a complete UC pathway may be eligible for admittance into a UC or CSU university.

Independent Living (HS-80-01)
Length of Course: 5 Credits
Grade Level Option: 9-12
Graduation Requirement: Elective

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 your financial and career choices. You will learn the basics of childcare, money management, responsible citizenry, sewing stitches, and making your way around a kitchen.

Parenting and Child Development A/B (HS-80-40, HS-80-41)
Length of Course: 10 Credits
Grade Level Option: 9-12
Graduation Requirement: Elective

This course endeavors to prepare students to know and understand the physical, intellectual, emotional, and social growth and development of young children. Students learn about parenting, pregnancy, birth, and the different stages of a child's physical, emotional, social, and intellectual development. The course covers the early years (1-6) of a child's life. The textbook for this course is The Developing Child.

Career & College Skills (HS-85-12)
Length of Course: 5 Credits
Grade Level Option: 9-12
Graduation Requirement: Elective or Career Ed

This course helps students explore careers and develop employable skills. Topics include: the function of a job application, resume writing, interviewing skills, career exploration, paychecks, checking accounts, saving accounts, budgeting, and business records. Students are encouraged to explore their talents and consider what type of job would best utilize those talents. Students will also use the Internet to complete job-related assignments. Materials for this course include the Career Choices textbook, an accompanying workbook and portfolio, and the novel The Pact.

Food and Nutrition (HS-80-21)
Length of Course: 5 Credits
Grade Level Option: 9-12
Graduation Requirement: Elective

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

Small group instruction classes differ from independent study courses and have alternate attendance requirements. Titles and offerings will vary depending on time of year, staffing, and charter needs. Please see your instructor for an up-to-date list of SGI course offerings. Students following a complete UC pathway may be eligible for admittance into a UC or CSU university.

ELA SGI Review
(HS-10-ER)

Length of Course: 5 Credits
Grade Level Option: 9-12
Prerequisite: Teacher Approval
Graduation Requirement: Elective

This five week, ten session, direct instruction, English Language Arts Class focuses on standardized test preparation for students ranging in age and skill mastery level from ninth through twelfth grade. In addition to reading strategies providing guided and independent practice equipping students with improved reading comprehension skills. Writing strategies, conventions and applications will be emphasized including grammar, mechanics, spelling rules, sentence, and paragraph structure. Strategic vocabulary utilized in the testing process will be analyzed; students will demonstrate mastery recognizing literal and figurative language, and gain knowledge of word roots, bases and affixes. The writing process will be followed utilizing graphic organizers for pre-writing. Students will submit first drafts, revisions and final published essays. Characteristics inherent to the California State Standards for writing applications will be integrated into the lessons as students write thoughtful and coherent essays from five genres including, narrative, expository, persuasive, response to literature, and the business letter.

CAHSEE ELA Review
(HS-65-09)

Length of Course: 5 Credits
Grade Level Option: 9-12
Prerequisite: Teacher Approval
Graduation Requirement: Elective

This course was created to help students review and master the key elements of the California content standards in English Language Arts that will appear on the ELA portion of the CAHSEE. Students will review the terms and concepts from the content standards in class along with a PowerPoint presentation for 4 sessions (Vocabulary, Reading Comprehension, Writing Conventions and Strategies, and Writing Applications). The lessons are organized into a presentation and homework from the Measuring Up to the California Content Standards book. The reading portions will help students review and master skills related to vocabulary, reading comprehension, and literary analysis via creating flash cards as well as answering short answer, Talking to the Text, and multiple-choice items. The writing portion of this course assesses three aspects of writing: writing strategies, writing applications, and writing conventions. Students will draft and write two essays in the writing applications section.

SGI Reading and Writing Review
(HS-10-RW)

Length of Course: 5 Credits
Grade Level Option: 9-12
Prerequisite: Teacher Approval
Graduation Requirement: Elective

Course Goal and/or Major Student Outcomes:
- Students will demonstrate the ability to identify and use literal and figurative word meanings, understand word derivations, and identify the parts of speech
- Students will demonstrate reading comprehension skills through their ability to identify details, make inferences, and identify supporting evidence
- Students will demonstrate the ability to respond to and analyze literature including informational texts, dramatic literature, poetry, and short stories.
- Students will be able to identify the main idea of a passage and summarize bodies of work
- Students will demonstrate an understanding of theme, tone, characterization, and literary terms
- Students will demonstrate proficient writing strategies including construction and identification of a thesis, supporting evidence, active voice, and proper mechanics
- Students will demonstrate proper use of quotations, parallelism, and sentence structure
- Students will understand the format of and demonstrate the ability to write five paragraph essays
English Readiness A/B
(HS-10-RA, HS-10-RB)

Length of Course: 10 Credits
Grade Level Option: 9-12
Prerequisite: Teacher Approval
Graduation Requirement: Elective

English Readiness is a standards-based modular course designed to remediate the student on 9th and 10th grade English/Language Arts standards. These modules, based on the twenty ELA power standards as identified by Options For Youth, 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.

Critical Literacy
(HS-65-CL)

Length of Course: 5 Credits
Grade Level Option: 9-12
Prerequisite: Teacher Approval
Graduation Requirement: Elective

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

SGI Math Review
(HS-20-MR)

Length of Course: 5 Credits
Grade Level Option: 9-12
Prerequisite: Teacher Approval
Graduation Requirement: Elective

This course is designed to review student’s skills in math. Through this class, students will review concepts and standards they have previously been exposed to, but maybe not mastered. Students will review concepts such as absolute value, number sense, rational numbers, percents, scientific notation, systems of inequalities, algebraic expressions, monomials and polynomials, linear equations, and quantitative relationships. Students will also be exposed to some measurement and geometry concepts like converting square and cubic units, planes, geometric figures, surface area and volume, and congruent figures. Students will explore the statistics, data analysis, probability, and mathematical reasoning.

CAHSEE Math Review
(HS-75-08)

Length of Course: 5 Credits
Grade Level Option: 9-12
Prerequisite: Teacher Approval
Graduation Requirement: Elective

The CAHSEE Mathematics preparatory course is designed to provide students general knowledge of the six strands of the California Standards: Number Sense, Statistics, Data Analysis, and Probability, Measurement, Geometry, Algebra and Functions, Algebra 1, and Mathematical Reasoning. Students will learn test taking strategies by participating in a four session preparatory course. By the end of the course, students will have reviewed and practiced mathematical concepts covered by the California content standards.
Math Readiness is a standards and concepts-based modular course designed to remediate the student on various levels of math standards. These modules are designed to be assigned as needed where the instructor is able to detect a deficiency with a student's particular skill set. Each module focuses on one or two math concepts and will greatly increase the student's ability to comprehend and master each concept. All work is done in the workbook with some use of the Internet to reinforce certain concepts. A student can complete 5 modules per semester and can complete each module only once.

Principles of Math
(HP-06-PM)

This course is designed to fine tune and hone students' skills in math. Through this class, students will review concepts and standards they have previously been exposed to, but maybe have not mastered. Over the course of sixty standards-based lessons, students will review concepts such as absolute value, number sense, rational numbers, percents, scientific notation, systems of inequalities, algebraic expressions, monomials and polynomials, linear equations, and quantitative relationships. Students will also be exposed to some measurement and geometry concepts like converting square and cubic units, planes, geometric figures, surface area and volume, and congruent figures. Lastly, students will explore the statistics, data analysis, probability, and mathematical reasoning.
LANGUAGE ARTS (7-8)

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

Language Arts 7 A/B
(MS-10-03, MS-10-04)

Length of Course: 10 Credits
Grade Level Option: 7
Prerequisite: 7th grade standing
Promotion Requirement: Language Arts 7

This course will expose students to both fictional stories and nonfiction articles. This course will enhance students’ ability to comprehend and develop inferences towards the content of their reading assignments. It will expose students to authors’ intent and literature concepts. Each lesson will develop and increase students’ terms and vocabulary. An aspect of grammar will be introduced and students will implement their knowledge in their own writing. A fictional novel will accompany this course that will utilize the students’ imagination and creativity. At the end of each unit, students will have an opportunity to incorporate what they have learned in their writing. Students will also read the novels *A Wrinkle in Time*, *A Series of Unfortunate Events: The Wide Window*, and *A Series of Unfortunate Events: The Reptile Room*.

Language Arts 8 A/B
(MS-10-05, MS-10-06)

Length of Course: 10 Credits
Grade Level Option: 8
Prerequisite: 8th grade standing
Promotion Requirement: Language Arts 8

Language Arts 8 focuses on improving students’ ability to apply key concepts of literature to their reading assignments in order to gain further insight and knowledge. The skills acquired throughout this course will not only enhance their reading experience and improve writing skills but will also prepare them for high school level English. Students taking this course will be able to explore a grand diversity of literary experiences. This course offers a mixture of concepts that will aid students in continuing to develop reading, writing, and analytical skills. They will read the historical fiction novel *11,000 Years Lost* throughout the first semester and *Turnabout* throughout the second semester.

Language Arts 7 A/B
(MS-10-07, MS-10-08)

Length of Course: 10 Credits
Grade Level Option: 7
Promotion Requirement: S Language Arts 7

This Language Arts course is designed to teach the student to become a more successful reader through conceptual development of some key literary devices such as story conflict, main ideas, author’s viewpoint, comparing and contrasting, cause and effect, and idioms. Students will interact with their reading selections by learning to become active readers and develop critical thinking skills. They will apply these newly learned skills to their assignments and their reading of the Norton Juster novel, *The Phantom Tollbooth*, and Scott O’Dell’s *Island of the Blue Dolphins*. 
**S Language Arts 8 A/B**  
(MS-10-09, MS-10-10)

**Length of Course:** 10 Credits  
**Grade Level Option:** 8  
**Promotion Requirement:** S Language Arts 8

This course emphasizes developing background information, acquiring reading skills, comprehension, and moving beyond a textbook to think critically and make new connections. Students will be exposed to challenging activities that stimulate reading comprehension and critical thinking. Students will also be reading novels *Among the Hidden* and *Frozen Stiff* to further develop their reading skills.

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**MATHEMATICS (7-8)**

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

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**Basic Math A/B**  
(MS-20-03, MS-20-04)

**Length of Course:** 10 Credits  
**Grade Level Option:** 7-8  
**Prerequisite:** None  
**Promotion Requirement:** Mathematics 7-8

This course is self-paced and the student will work through the following topics: the four operations for whole numbers, fractions, decimals, rounding off, estimation, percent, equation, ratio and proportion, graphs, square roots, units of measure, basic formulas, geometric shapes and the Pythagorean theorem. The objective of this course is to prepare students to move on to Pre Algebra.

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**Pre Algebra A/B**  
(MS-20-28, MS-20-29)

**Length of Course:** 10 Credits  
**Grade Level Options:** 7-8  
**Prerequisite:** Basic Math B or proper designation from Math Placement Test  
**Promotion Requirements:** Mathematics

This course helps to build students’ foundational skills for entry into the Algebra I course. It 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. Other concepts covered include solutions of decimal problems, an introduction to a three-dimensional surface area (volume), and comprehensive work with percents and measurement systems. The course concludes with the product rule, power of exponents, and multiplying polynomials.

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**Algebra A/B**  
(MS-20-08, MS-20-09)

**Length of Course:** 10 Credits  
**Grade Level Option:** 7-8  
**Prerequisite:** Pre Algebra or Instructor Approval  
**Promotion Requirement:** Mathematics

This first-year Algebra course is for students who have a strong foundation in Mathematics and are ready for a high school Algebra I course. Students will review real numbers and order of operations and then begin a complete study of Algebra topics.
**Algebra IA1, IA2, IB1, IB2** (2-Year Course)

(MS-2I-A1; MS-2I-A2; MS-2I-B1; MS-2I-B2)

**Length of Course:** 20 Credits  
**Grade Level Options:** 7-8  
**Prerequisite:** Pre Algebra  
**Graduation Requirement:** Mathematics

This extended 2-year Algebra course begins with a review of essential and fundamental Algebra concepts. This includes understanding the use of variables and exponents, as well as properties of real numbers, and solving linear equations and inequalities. Students will then learn to graph linear equations and inequalities in two variables along with determining the slope and equations of lines. They move onto subtracting, multiplying and dividing polynomials as well as the quotient rule and scientific notation. Students begin the second half of the course with factoring. This includes understanding how to factor and apply it to everyday life. You 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.
SCIENCE (7-8)

**Physical Science 8 A/B**  
(MS-40-05, MS-40-06)  
Length of Course: 10 Credits  
Grade Level Option: 8  
Prerequisite: 8th grade standing  
Promotion Requirement: Physical Science 8

This course provides a survey of the physical and earth sciences. Students will study a variety of subjects pertaining to various sciences such as geology, physics, and chemistry. This course investigates the chemical and physical properties of matter, chemical interactions, atomic structure, thermodynamics, forces, motion and energy, sound, light, magnetism, electricity, and heat. The course will include both text study and virtual laboratory experiences using CD-ROMS and the Internet.

**S Physical Science 8 A/B**  
(MS-40-SA; MS-40-SB)  
Length of Course: 10 Credits  
Grade Level Options: 8  
Graduation Requirement: Science

In S Physical Science 8, students begin with an introduction of the definition of physical science. Matter is discussed in detail along with density. Students delve into the structure of atoms and chemical formulas formed from the atoms. Once the formulas have been discussed, students move onto metals, nonmetals, and radioactive elements that are created using the formulas. Compounds and mixtures are then discussed along with the bonds that hold them together. Then students move onto chemical reactions, acids, and bases. Force is discussed and how it affects everything from gravity to water pressure. Students delve into motion and Newton's Laws. Then students move onto energy and force. Heat is studied as both lack of and effects on air, solids and as a force of movement. S Physical Science concludes with lessons on light and spectrums.

**Life Science 7 A/B**  
(MS-40-07, MS-40-08)  
Length of Course: 10 Credits  
Grade Level Option: 7  
Promotion Requirement: Life Science/Biology 7

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

**S Life Science 7 A/B**  
(MS-40-S8, MS-40-S9)  
Length of Course: 10 Credits  
Grade Level Option: 7  
Promotion Requirement: Life Science/Biology 7

This course begins with an introduction of the definition and purpose of science. The scientific method is also explained and serves as a basis for students activities. Students delve into such topics as the structure, chemistry, human genetics, diverse organisms in various habitats, nutritional planning, human development from birth to late adulthood, and reproduction of cells, including a study of the differences between meiosis and mitosis as well as the differences between animal cell reproduction and plant cell reproduction.
SOCIAL STUDIES (7-8)

**World History 7 A/B**  
(MS-30-08, MS-30-09)

Length of Course: 10 Credits  
Grade Level Option: 7  
Prerequisite: 7th grade standing  
Promotion Requirement: World History 7

This course covers from the beginnings of the Roman and Byzantine Empires to China’s Golden Age, and 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, the civilizations that thrived and grew in Mesoamerica, and the development of the early Chinese civilizations such as the early 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 the early cultures, as well as how it was used as a weapon against other civilization’s enemies.

**U.S. History 8 A/B**  
(MS-30-05, MS-30-06)

Length of Course: 10 Credits  
Grade Level Option: 8  
Prerequisite: World History 7 and 8th grade standing  
Promotion Requirement: US History 8

This course will cover the basic concept of the beginnings of America and how the United States began to develop as a nation. Students will learn about events that led to the Revolution, what happened after the revolution, and how an American culture blossomed due to its independence. The second part of the course discusses the rise of America following the Revolutionary War, how the Articles of Confederation failed and the Constitution succeeded, the concept of manifest destiny and how it affected American policy for decades. It will discuss how industrial growth in the North affected the slave system in the South and how this created tension between the two sides. This course will detail the Civil War and important battles that would affect the outcome of the war. This course uses the *Call to Freedom* textbook.

**S U.S. History 8 A/B**  
(MS-30-40, MS-30-41)

Length of Course: 10 Credits  
Grade Level Option: 8  
Graduation Requirement: U.S. History

This course meets the US History requirement for students with limited English proficiency. The emphasis of the course is an overview of the history of the United States. They begin with an examination of events that shaped this nation such as exploration, establishment and expansion, struggles to keep the nation united, economic and industrial growth, and the role of the United States today. The courses also include a study of U.S. History through the use of maps. The textbooks used are *America's Story* and *American History Through Maps*. 
**World History 7 A/B**
(MS-30-22, MS-30-23)

**Length of Course:** 10 Credits  
**Grade Level Option:** 7  
**Graduation Requirement:** World History

This course will look at World History in the Medieval period. We will examine many different empires and civilizations, starting with the Romans, and moving through the Middle East, Africa, Mesoamerica, and Asia. While learning about how these civilizations emerged and declined, we will also learn about the geography of these different regions, the trade, culture, and contributions of each as well. Students will also study the Dark Ages, the Bubonic plague, feudalism in Europe and Japan, and the emergence of Christianity and Islam, with their role in changing and influencing leaders and peoples. Then finally this course will cover the Renaissance, with the focus on the rebirth of ideas from the past, and its change in society, the Reformation with the emergence of the Protestant church, the Scientific Revolution, the European exploration of Africa and the Americas, and the emergence of democratic ideas, humanism, and other key revolutions of thought in the period of Enlightenment.

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**HEALTH  (7-8)**

**Health 7-8 A/B**
(MS-70-10; MS-70-11)

**Length of Course:** 10 Credits  
**Grade Level Option:** 7-8  
**Promotion Requirement:** Health or Elective

In this course, students define the health triangle which includes an analysis of physical, emotional, and social health. Students will also define the elements of communication including refusal skills and conflict resolution. This course allows students to understand the value of setting goals as well as analyzing factors that influence self-concept. Also explored are the various methods of stress management. Mild emphasis is placed on the assortment of family structures which exist in our society. Students explore the components of body systems and how they relate to one another, the mechanisms of growth through adolescence along with the life cycle, the causes and prevention of communicable and non-communicable diseases as well as sexually transmitted infections (STIs). Students will also explore the ways and importance of personal hygiene as well as the basics of nutritional needs of the human body. It concludes with the creation and implementation of a pre-planned diet with a menu as well as a discussion about the components of fitness and with some insight into the methods of preserving our environment.
PHYSICAL EDUCATION (7-8)

**Physical Education 7 A/B**  
(MS-50-1A, MS-50-1B)  
**Length of Course:** 10 Credits  
**Grade Level Option:** 7  
**Promotion Requirement:** Physical Education

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

**Physical Education 8 A/B**  
(MS-50-2A, MS-50-2B)  
**Length of Course:** 10 Credits  
**Grade Level Option:** 8  
**Promotion Requirement:** Physical Education

This course is an elective program that allows students to select activities that will familiarize them with activities suitable for lifelong recreation and physical fitness. Students must perform at least thirty minutes of an activity for it to count and no more than two hours may be claimed per day. A total of 50 hours must be performed to complete the course. The course also requires the completion of a research report and ten summaries of sport- or nutrition-related articles. This course can only be taken once a semester.
**Food and Nutrition 7-8**  
(MS-80-21)

Length of Course: 5 Credits  
Grade Level Option: 7-8  
Promotion Requirement: Elective

This course will discuss health issues and concerns of students. Students will examine topics such as the impact and influence of food choices and practices of good nutrition, Dietary Guidelines for Americans, the impact and importance of calories, the dangers, effects, and treatments of eating disorders, safety issues, and basic first aid in the kitchen. Students will also explore the different parts of any given recipe, which includes language and the methods of measuring out ingredients. Students will expand on the notion of creating a meal that has appeal, limited to resources available to students, and the luxury of convenience foods. Students will learn smart shopping, shopping with a plan, creating a shopping list, ways to save money, reading the labels on the food products, and understanding the Universal Product Code. They will also discuss food groups and the four food groups from the Food Pyramid Guide. Students will also study the types of dairy products, cultured products, frozen dairy desserts, cheeses, and butter. Lastly, the students will discuss and explore how to buy, store, prepare, and cook meats, fish, poultry, and desserts.
FINE ARTS (7-8)

**Arts and Crafts A/B**
(MS-AC-01; MS-AC-02)

- Length of Course: 10 Credits
- Grade Level Options: 7-8
- Graduation Requirement: Fine Arts or Elective

Arts and Crafts begins by focusing on the elements of art and the color wheel. Students eventually progress to learning about the principles of art and how to apply them to various works of art. Students will learn about various artists and their crafts, and 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, the student will have gathered a portfolio of artwork which they will share with their instructor for evaluation.

**Basic Drawing 7-8**
(MS-60-05)

- Length of Course: 5 Credits
- Grade Level Option: 7-8
- Promotion Requirement: Fine Arts or Elective

This course explores a variety of techniques, materials, and visual exercises that will provide the student with a solid background for most art courses where the ability to draw is essential. Students will learn techniques to produce 120 different sketching projects while maintaining a drawing journal throughout the course. The textbook for this course is *Draw Squad*.

**Cartooning 7-8**
(MS-60-12)

- Length of Course: 5 Credits
- Grade Level Option: 7-8
- Prerequisite: Basic Drawing
- Promotion Requirement: Fine Arts or Elective

This course consists of a sequence of drawing exercises giving you the opportunity to explore the art and craft of cartooning and develop creative solutions for the many inherent challenges of the art form. This course is particularly designed for students who really enjoy drawing. The textbook for this course is *Everything You Ever Wanted to Know About Cartooning But Were Afraid to Draw*; there is also an art material kit that supports this class.
**ELECTIVES (7-8)**

**Student Assistant 7-8**  
(MS-90-21)

- **Length of Course:** 5 Credits  
- **Grade Level Option:** 7-8  
- **Prerequisite:** Teacher Approval  
- **Promotion Requirement:** Elective

Student Assistants serve teachers and other staff members by providing clerical and instructional assistance in the centers. Teacher permission is required and students must complete training as required by the Director of Educational Operations. Students falling behind in their schoolwork 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 students and adults. Students will earn 5 credits upon completion of 60 hours.

**Independent Project A/B**  
(MS-90-11, MS-90-12)

- **Length of Course:** 10 Credits  
- **Grade Level Option:** 7-8  
- **Prerequisite:** Approval of project by Regional Supervisor and Curriculum Department  
- **Promotion Requirement:** Elective

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

**Basic Study Skills 7-8**  
(MS-10-24)

- **Length of Course:** 5 Credits  
- **Grade Level Option:** 7-8  
- **Promotion Requirement:** Elective

This course focuses students on improvement of their reading comprehension, writing skills, and research skills. Students learn study techniques, such the format of a textbook; organizing ideas and separating fact from opinion; setting goals for themselves; recognizing main ideas and supporting ideas; note taking; outlining and summarizing as well as test-taking strategies.

**Poetry 7-8**  
(MS-10-22)

- **Length of Course:** 5 Credits  
- **Grade Level Option:** 7-8  
- **Promotion Requirement:** Elective

Poetry offers a comprehensive study of the poetic form, elements of poetry, key literary genres, poem types as well as influential poets throughout the ages. Students will develop their ability to read and analyze poetry and decipher all varieties of poetic language. They will explore the historical origins of poetry in the English language that incorporates poets of the British Isles as well as North America. Students will keep 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.
Writing Skills 7-8  
(MS-10-33)

**Length of Course:** 5 Credits  
**Grade Level Option:** 7-8  
**Promotion Requirement:** Elective

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.

Introduction to Grammar  
(MS-10-15)

**Length of Course:** 5 Credits  
**Grade Level Option:** 7-8  
**Promotion Requirement:** Elective

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

Reading Fiction  
(MS-10-RF)

**Length of Course:** 5 Credits  
**Grade Level Option:** 7-8  
**Promotion Requirement:** Elective

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

World Geography 7-8  
(MS-30-18)

**Length of Course:** 5 Credits  
**Grade Level Option:** 7-8  
**Promotion Requirement:** Elective

This is a general geography course in which students learn about the physical and cultural aspects of geography. It is based on regional studies of the continents of the world and the people who inhabit them. Emphasis is on the how cultures have developed in specific areas including physical, cultural, and economic influences. This course is often used to fulfill a semester of S World History A/B.
**History of the Ancient World**  
(WS-85-02)

Length of Course: 5 Credits  
Grade Level Option: 7-8  
Graduation Requirement: Elective

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

**Latin American History**  
(WS-30-LH)

Length of Course: 5 Credits  
Grade Level Option: 7-8  
Graduation Requirement: Elective

This course emphasizes the development of the three Latin American regions. Students will study Central America, the Caribbean, and South America. They will learn about each area's geography, culture, climate, history, and tradition. Students will cover some countries in detail and learn how political systems and ideals have shaped its history.
Virtual education is the fastest-growing segment of education in the US and is an increasingly important choice for students seeking alternative education. This exciting program will provide an additional level of flexibility for students, increased access to Advanced Placement coursework and advanced classes, and varied styles of instruction. Our program is not structured for 100% online education, but will offer students the opportunity to take one or more online courses in addition to traditional coursework.

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

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

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

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

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### English Foundations I Sem 1/Sem 2
(HS-ES-56, HS-ES-57)

- **Length of Course:** 10 Credits
- **Grade Level Options:** 9-12
- **Graduation Requirement:** Elective

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

### English Foundations II Sem 1/Sem 2
(HS-ES-58, HS-ES-59)

- **Length of Course:** 10 Credits
- **Grade Level Option:** 9-12
- **Prerequisite:** English Foundations I Sem 1/Sem 2
- **Graduation Requirement:** Elective

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

### English I: Intro to Lit & Comp Sem 1/Sem 2
(HS-ES-01, HS-ES-02)

- **Length of Course:** 10 Credits
- **Grade Level Options:** 9
- **Graduation Requirement:** English
- **UC/CSU Approved**

English I: Introduction to Literature and Composition is a course that covers literature study, reading, writing, and language. Students read literature from around the world, including the following genres: short story, poetry, memoir, autobiography, drama, and epic. They read examples of informational writing, such as a letter, web site, magazine article, newspaper article, speech, editorial, and movie or book review. Along the way, they acquire and practice reading skills and strategies that are directly applicable to these literary and informational reading materials. In addition, students develop and practice writing and language skills. They employ the writing process to create narrative, expository, and persuasive compositions. The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to the California Department of Education Content Standards.
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<tr>
<td><strong>English I: Intro to Lit/Comp Lit Adv Sem 1/Sem 2</strong> (HS-ES-11, HS-ES-12)</td>
<td>9</td>
<td>10 Credits</td>
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<td>English</td>
<td>UC/CSU Approved</td>
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<td>Introduction to Literature and Composition is a valuable introduction to the study of literature and the reading of informational texts, and it offers ample opportunity to practice composition writing. Students read literature from around the world in the following genres: short story, poetry, memoir, autobiography, drama, and epic. They also read examples of informational writing, such as letters, Web sites, magazine and newspaper articles, speeches, and movie or book reviews. Along the way, they acquire and practice reading skills and strategies that are directly applicable to these literary and informational reading materials. Study Sheets support engagement with direct instruction and develop note-taking and study skills while also guiding students through the process of synthesizing information.</td>
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<td><strong>English II: Critical Rdg &amp; Effective Writing Sem 1/Sem2</strong> (HS-ES-03, HS-ES-04)</td>
<td>10</td>
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<td>English I</td>
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<td>UC/CSU Approved</td>
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<td>English II: Critical Reading and Effective Writing is a course that develops both academic and life skills. Concepts are presented in creative and lively ways that reinforce learning goals and engage students. Literary selections include short fiction and poetry from around the globe, modern drama works, and a contemporary novel. Nonfiction selections feature historical correspondence, diaries, logs, and famous courtroom arguments. Life reading skills target forms, applications, and work-related communication. Grammar review and vocabulary development are included in every unit. Summaries and annotations support fluency and comprehension of all reading material. Robust scaffolding in the form of process guides and graphic organizers helps reluctant writers to internalize strategies and develop composition skills. Select activities target text-handling skills and promote improved performance on commonly assessed literary analysis and response standards. Study Sheets support engagement with direct instruction and develop note-taking and study skills. The writing program builds confidence in young writers by targeting control of organization, effective sentences, and word choice. The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards.</td>
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<tr>
<th>Course</th>
<th>Grade Level Options</th>
<th>Length of Course</th>
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<th>UC/CSU Approved</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English II: Crit Rdg/Writ Lit Adv Sem 1/Sem2</strong> (HS-ES-13, HS-ES-14)</td>
<td>10</td>
<td>10 Credits</td>
<td>English I</td>
<td>English</td>
<td>UC/CSU Approved</td>
</tr>
<tr>
<td>In English II: Critical Reading and Effective Writing, students read literature from around the world in the following genres: short story, poetry, drama, and the novel. They also read examples of informational writing, such as letters, websites, magazine and newspaper articles, and speeches. Students work with their knowledge of literary elements to read critically and practice composition writing. Students are guided through the writing process as they create narrative, expository, and persuasive compositions. Support in the form of process guides and graphic organizers help reluctant writers to internalize strategies and develop composition skills. Select activities target text-handling skills and promote improved performance on commonly assessed literary analysis and response standards.</td>
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</table>
**English III: American Lit Sem 1/Sem 2**  
(HS-ES-05, HS-ES-06)

- **Length of Course:** 10 Credits  
- **Grade Level Options:** 11  
- **Prerequisite:** English II  
- **Graduation Requirement:** English  
- **UC/CSU Approved**

English III: American Literature is a literature and composition course organized as a survey of American literature. The course builds literary and communication skills, including reading, writing, language appreciation and aesthetics, listening and speaking, viewing and representing, and research. Within these general topic areas, special emphasis is placed on writing expository and creative compositions; conducting research; honing critical and analytic skills through close readings of literary, historical, expository, and functional documents; using context strategies and an understanding of etymology to build vocabulary; and practicing communication skills. Reading selections cover a variety of genres and voices in literature and expository prose. Students read a survey of American literature from colonial to contemporary eras. They learn and practice workplace communication skills in special activities. Finally, students practice gathering, evaluating, synthesizing, presenting, and documenting information in a unit dedicated to writing research reports. The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards.

**English IV: British & World Lit Sem 1/Sem 2**  
(HS-ES-07, HS-ES-08)

- **Length of Course:** 10 Credits  
- **Grade Level Options:** 12  
- **Prerequisites:** English III  
- **Graduation Requirement:** English  
- **UC/CSU Approved**

English IV Sem 2 is a survey of British literature that illustrates the origins of English-language literature and reflects its reach beyond the British Isles. Activities correlate to standards in six core areas: reading, writing, language (appreciation and aesthetics), listening and speaking, viewing and representing (including media literacy), and research. Students complete an entire research unit which culminates in an expanded research report. The course introduces students to classics of British and world literature. Throughout the course, students are encouraged to think and respond independently, critically, and creatively to the subject matter, whether it’s a work of literature, a piece of nonfiction writing, or a media work. The course emboldens students to approach these works — both on their own terms and within a larger context — while providing them with the tools and encouragement they need in order to do so. Robust scaffolding in the form of process guides and graphic organizers helps developing writers to internalize strategies and master composition skills. Select activities target text-handling and promote improved performance on commonly assessed literary analysis and response standards. Study sheets support engagement with direct instruction and develop note-taking and study skills. The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards.

**AP English Lang/Comp Sem 1/Sem 2**  
(HS-ES-09, HS-ES-10)

- **Length of Course:** 10 Credits  
- **Grade Level Options:** 11-12  
- **Prerequisites:** Teacher’s approval and English II or English III  
- **Graduation Requirement:** English  
- **UC/CSU Approved**

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

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

Math Foundations I Sem 1/Sem 2
(HS-ES-38, HS-ES-39)

Length of Course: 10 Credits
Grade Level Options: 9-12
Graduation Requirement: Elective

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

Math Foundations II Sem 1/Sem 2
(HS-ES-42, HS-ES-43)

Length of Course: 10 Credits
Grade Level Options: 9-12
Prerequisite: Math Foundations I Sem 1/Sem 2
Graduation Requirement: Elective

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

Introductory Algebra Sem 1/Sem 2
(HS-ES-32, HS-ES-33)

Length of Course: 10 Credits
Grade Level Options: 9-12
Graduation Requirement: Mathematics or Elective

Introductory Algebra provides a curriculum focused on beginning algebraic concepts that prepare students for success in Algebra I. Through a “Discovery-Confirmation-Practice” based exploration of basic algebraic concepts, students are challenged to work toward a mastery of computational skills, to deepen their conceptual understanding of key ideas and solution strategies, and to extend their knowledge in a variety of problem-solving applications. Course topics include integers; the language of algebra; solving equations with addition, subtraction, multiplication, and division; fractions and decimals; measurement; exponents; solving equations with roots and powers; multi-step equations; and linear equations. Within each Introductory Algebra lesson, students are supplied with a scaffolded note-taking guide, called a “Study Sheet,” as well as a post-study “Checkup” activity, providing them the opportunity to hone their computational skills by working through a low-stakes, 10-question problem set before starting a formal assessment. Unit-level Introductory Algebra assessments include a computer-scored test and a scaffolded, teacher-scored test.
Algebra 1 Sem 1/Sem 2  
(HS-ES-20, HS-ES-21)  

Length of Course: 10 Credits  
Grade Level Options: 9-12  
Graduation Requirement: Mathematics  
UC/CSU Approved  

Algebra I provides a curriculum focused on the mastery of critical skills and the understanding of key algebraic concepts, preparing students to recognize and work with these concepts. Through a “Discovery-Confirmation-Practice” based exploration of 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 an Introductory Algebra review; measurement; an introduction to functions; problem solving with functions; graphing; linear equations and systems of linear equations; polynomials and factoring; and data analysis and probability.

Algebra 1 Lit Adv Sem 1/Sem 2  
(HS-ES-34, HS-ES-35)  

Length of Course: 10 Credits  
Grade Level Options: 9-12  
Graduation Requirement: Mathematics  
UC/CSU Approved  

Algebra I students will deepen their conceptual understanding of key algebraic concepts, work toward computational fluency, and extend their knowledge of problem-solving applications. Course topics include an Introductory Algebra review; measurement; an introduction to functions; problem solving with functions; graphing; linear equations and systems of linear equations; polynomials and factoring; and data analysis and probability. 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 low-stakes problem sets before moving on to a formal assessment. Math is not all numbers. Accessible text supports students in comprehending academic math content. New vocabulary is supported with rollover definitions and usage examples that feature audio and graphical representations of terms. Situational interest that promotes a relevant, real-world application of math skills serves to engage and motivate struggling learners.

Geometry Sem 1/Sem 2  
(HS-ES-22, HS-ES-23)  

Length of Course: 10 Credits  
Grade Level Options: 9-12  
Graduation Requirement: Mathematics  
UC/CSU Approved  

Geometry provides a curriculum focused on the mastery of critical skills and the understanding of key geometric concepts. Through a “Discovery-Confirmation-Practice” based exploration of geometric 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 reasoning, proof, and the creation of a sound mathematical argument; points, lines, and angles; triangles; quadrilaterals and other polygons; circles; coordinate geometry; and three-dimensional solids. The course concludes with a look at special topics in geometry, such as constructions, symmetry, tessellations, fractals, and non-Euclidean geometry.

Geometry Lit Adv Sem 1/Sem 2  
(HS-ES-36, HS-ES-37)  

Length of Course: 10 Credits  
Grade Level Options: 9-12  
Graduation Requirement: Mathematics  
UC/CSU Approved  

Geometry students acquire conceptual understanding of key geometric topics, work toward computational fluency, and expand their problem-solving skills. Course topics include reasoning, proof, and the creation of sound mathematical arguments; points, lines, and angles; triangles; quadrilaterals and other polygons; circles; coordinate geometry; and three-dimensional solids. The course concludes with a look at special topics in geometry, such as constructions, symmetry, tessellations, fractals, and non-Euclidean geometry. Extensive scaffolding aids below-proficient readers in understanding academic math content and in making the leap to higher-order thinking. Mathematical vocabulary is supported with rollover definitions and usage examples that feature audio and graphical representations of terms. Situational interest that promotes a relevant, real-world application of math skills serves to engage and motivate students.
**Algebra 2 Sem 1/Sem 2**  
(HS-ES-24, HS-ES-25)

**Length of Course:** 10 Credits  
**Grade Level Option:** 9-12  
**Prerequisite:** Algebra 1 and/or Geometry  
**Graduation Requirement:** Mathematics  
**UC/CSU Approved**

Algebra 2 provides a curriculum that builds on the algebraic concepts covered in Algebra I. Through a “Discovery-Confirmation-Practice” based exploration of intermediate algebra 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 conic sections; functions, relations, and their graphs; quadratic functions; inverse functions; advanced polynomial functions; rational, radical, exponential, and logarithmic functions; sequences and series; and data analysis and probability.

**Precalculus Sem 1/Sem 2**  
(HS-ES-26, HS-ES-27)

**Length of Course:** 10 Credits  
**Grade Level Option:** 11-12  
**Prerequisite:** Algebra 2  
**Graduation Requirement:** Mathematics or Elective  
**UC/CSU Approved**

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

**AP Statistics Sem 1/Sem 2**  
(HS-ES-28, HS-ES-29)

**Length of Course:** 10 Credits  
**Grade Level Option:** 11-12  
**Prerequisite:** Teacher approval and Algebra 2 or PreCalculus  
**Graduation Requirement:** Mathematics or Elective  
**UC/CSU Approved**

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

**AP Calculus AB Sem 1/Sem 2**  
(HS-ES-30, HS-ES-31)

**Length of Course:** 10 Credits  
**Grade Level Option:** 11-12  
**Prerequisite:** Teacher approval and Algebra 2, Statistics, or PreCalculus  
**Graduation Requirement:** Mathematics or Elective  
**UC/CSU Approved**

In AP Calculus AB, students learn to understand change geometrically and visually (by studying graphs of curves), analytically (by studying and working with mathematical formulas), numerically (by seeing patterns in sets of numbers), and verbally. Instead of simply getting the right answer, students learn to evaluate the soundness of proposed solutions and to apply mathematical reasoning to real-world models. Calculus helps scientists, engineers, and financial analysts understand the complex relationships behind real-world phenomena. The equivalent of an introductory college-level calculus course, AP Calculus AB prepares students for the AP Exam and further studies in science, engineering, and mathematics.
**Earth Science Sem 1/Sem 2**  
(HS-ES-40, HS-ES-41)

**Length of Course:** 10 Credits  
**Grade Level Options:** 9-12  
**Graduation Requirement:** Science or Elective

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

**Biology Lit Adv Sem 1/Sem 2**  
(HS-ES-46, HS-ES-47)

**Length of Course:** 10 Credits  
**Grade Level Options:** 9-11  
**Graduation Requirement:** Life Science

Biology 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 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. 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 develop a deeper understanding of the nature of science. Extensive scaffolding aids below-proficient readers in understanding academic science content and in making the leap to higher-order thinking. The controlled release of scientific vocabulary helps struggling readers find success with complex material. This strategic support, including explicit comprehension and vocabulary strategies, helps students master material while simultaneously developing their literacy skills. Note-taking guides support engagement with direct instruction and use concept maps, illustrations, and graphic organizers to aid students in developing crucial study skills.
SOCIAL STUDIES

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

World History Sem 1/Sem 2
(HS-ES-60, HS-ES-61)

Length of Course: 10 Credits
Grade Level Options: 10
Graduation Requirement: World History

World History offers a tightly focused and scaffolded curriculum that uses multiple perspectives to trace the development of civilizations around the world from prehistory to the present. The course covers major events in world history, including the development and influence of human-geographic relationships, political and social structures, economics, science and technology, and the arts. Students investigate the major religions and belief systems throughout history and learn about the importance of trade and cultural exchange. Other topics include the development of agriculture, the spread of democracy, the rise of nation-states, the industrial era, the spread of imperialism, and the issues and conflicts of the 20th century. Students learn to use primary historical documents as evidence as they learn about past events. World History is designed as the second course in the social studies sequence. Students develop confidence in their analytic writing through a scaffolded sequence of short analytic pieces and short essays, including document-based questions. Primary documents are embedded in the instruction to encourage students to make frequent connections to evidence from the past.

US History Sem 1/Sem 2
(HS-ES-62, HS-ES-63)

Length of Course: 10 Credits
Grade Level Options: 11
Prerequisite: World History
Graduation Requirement: US History

US History traces the nation's history from the pre-colonial period to the present. Students learn about the Native American, European, and African people who lived in America before it became the United States. They examine the beliefs and philosophies that informed the American Revolution and the subsequent formation of the government and political system. Students investigate the economic, cultural, and social motives for the nation's expansion, as well as the conflicting notions of liberty that eventually resulted in civil war. The course describes the emergence of the United States as an industrial nation and then focuses on its role in modern world affairs. 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.

AP US History Sem 1/Sem 2
(HS-ES-66, HS-ES-67)

Length of Course: 10 Credits
Grade Level Options: 11
Prerequisite: Teacher approval and World History
Graduation Requirement: US History
UC/CSU Approved

AP US History analyzes and explores the economic, political, and social changes in America since Columbus. Students master historical knowledge and critical analysis, build reading, writing, and communication skills, and discover how historical events have contributed to American culture. In the process, they’ll learn how decisions and events of the past continue to have profound effects on the world today and how knowledge of the causes behind past events can influence future decisions. By the end of the course, students will be ready to put their factual knowledge to work by weighing evidence and interpreting problems presented by historians. The equivalent of an introductory college-level course, AP US History prepares students for the AP Exam and for further study in history, political science, economics, sociology, and law.
US History traces the nation's history from the pre-colonial period to the present. Students learn about the Native American, European, and African people who lived in America before it became the United States. They examine the beliefs and philosophies that informed the American Revolution and the subsequent formation of the government and political system. Students then investigate the economic, cultural, and social motives for the nation's expansion, as well as the conflicting notions of liberty that eventually resulted in civil war. The course describes the emergence of the United States as an industrial nation and then focuses on its role in modern world affairs. 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. Extensive scaffolding aids below-proficient readers in understanding academic social studies content. Accessible text helps struggling readers find success with challenging content such as primary source documents. This strategic support, including explicit comprehension and vocabulary strategies, helps students master material while simultaneously developing their literacy skills. Note-taking guides support engagement with direct instruction and develop crucial study skills.

US Government & Politics

US 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 US 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. US 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.

US Government & Politics Lit Adv

US 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.
**ELECTIVES**

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

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**CAHSEE English-Language Arts (O)**  
(HS-ES-55)

- **Length of Course:** 5 Credits  
- **Grade Level Options:** 9-12  
- **Graduation Requirement:** Elective

This course was created to help you review and master the key elements of the California content standards in English Language Arts that will appear on the ELA portion of the CAHSEE. You will review the terms and concepts from the content standards in the class. The reading portions will help you review and master skills related to vocabulary, reading comprehension, and literary analysis via creating flash cards as well as answering short answer and multiple-choice items. The writing portion of this course assesses three aspects of writing: writing strategies, writing applications, and writing conventions. You will draft and write essays in the writing conventions section.

**CAHSEE Mathematics (O)**  
(HS-ES-54)

- **Length of Course:** 5 Credits  
- **Grade Level Options:** 9-12  
- **Graduation Requirement:** Elective

The CAHSEE Mathematics preparatory course is designed to provide students general knowledge of the six strands of the California Standards: Number Sense, Statistics, Data Analysis, and Probability, Measurement, Geometry, Algebra and Functions, Algebra 1, and Mathematical Reasoning. Students will learn test taking strategies by participating in the preparatory course. By the end of the course, students will have reviewed and practiced mathematical concepts covered by the California content standards.

**Physical Education**  
(HS-ES-48)

- **Length of Course:** 5 Credits  
- **Grade Level Options:** 9-12  
- **Graduation Requirement:** Physical Education or Elective

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

**Skills For Health**  
(HS-ES-49)

- **Length of Course:** 5 Credits  
- **Grade Level Options:** 9-12  
- **Graduation Requirement:** Health

Skills for Health is a valuable, skills-based health education course designed for general education in grades 9 through 12. Skills for Health helps students develop knowledge, attitudes, and essential skills in a variety of health-related subjects, including mental and emotional health; nutrition; physical activity; substance use and abuse; injury prevention and safety; and personal health, environmental conservation, and community health resources. Through use of accessible information and real-life simulations, students apply the seven health skills. These include access to valid health information; self-management; analysis of internal and external influences; interpersonal communication; decision making; goal setting; and advocacy. Students who complete Skills for Health build the skills they need to protect, enhance, and promote their own health and the health of others.
Spanish 1 Sem 1/Sem 2  
(HS-ES-50, HS-ES-51)

Length of Course: 10 Credits  
Grade Level Options: 9-12  
Graduation Requirement: Foreign Language or Elective  
UC/CSU Approved

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

Spanish 2 Sem 1/Sem 2  
(HS-ES-52, HS-ES-53)

Length of Course: 10 Credits  
Grade Level Options: 9-12  
Prerequisites: Spanish I  
Graduation Requirement: Foreign Language or Elective  
UC/CSU Approved

Building on Spanish I concepts, Spanish II 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.

AP Spanish Lang Sem 1/Sem 2  
(HS-ES-80, HS-ES-81)

Length of Course: 10 Credits  
Grade Level Options: 11-12  
Prerequisites: Spanish II or Spanish III  
Graduation Requirement: Foreign Language or Elective  
UC/CSU Approved

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

*Algebra I Sem 1/Sem 2*
(HS-ES-20, HS-ES-21)

**Length of Course:** 10 Credits  
**Grade Level Options:** 7-8  
**Promotion Requirement:** Mathematics

Algebra I provides a curriculum focused on the mastery of critical skills and the understanding of key algebraic concepts, preparing students to recognize and work with these concepts. Through a “Discovery-Confirmation-Practice” based exploration of 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 an Introductory Algebra review; measurement; an introduction to functions; problem solving with functions; graphing; linear equations and systems of linear equations; polynomials and factoring; and data analysis and probability.

*Algebra I Lit Adv Sem 1/Sem 2*
(HS-ES-34, HS-ES-35)

**Length of Course:** 10 Credits  
**Grade Level Options:** 7-8  
**Promotion Requirement:** Mathematics

Algebra I students will deepen their conceptual understanding of key algebraic concepts, work toward computational fluency, and extend their knowledge of problem-solving applications. Course topics include an Introductory Algebra review; measurement; an introduction to functions; problem solving with functions; graphing; linear equations and systems of linear equations; polynomials and factoring; and data analysis and probability. 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 low-stakes problem sets before moving on to a formal assessment. Math is not all numbers. Accessible text supports students in comprehending academic math content. New vocabulary is supported with rollover definitions and usage examples that feature audio and graphical representations of terms. Situational interest that promotes a relevant, real-world application of math skills serves to engage and motivate struggling learners.
Options For Youth
Public Charter Schools
Empowering Minds by Inspiring Hearts

Curriculum, Assessment, and Accountability Department
CURRICULUM

“Education’s purpose is to replace an empty mind with an open one.”

~ Malcolm S. Forbes
What is Vantage SPMS?

Vantage SPMS is a web-based student assessment program with an adaptive learning platform, utilizing computer-adaptive testing to conduct continuous cross-curricular student skills assessment. It supports formative assessment by providing a systematic approach to student performance growth through the automated delivery of targeted and prescriptive online resources. Vantage SPMS provides a personalized adaptive learning plan for each and every student, based upon his or her assessment results, providing support structures through a large library of teacher-prepared and online resources.

Beginning in August 2012, all prospective students are given a Vantage SPMS reading benchmark assessment. The purpose of this reading benchmark assessment is to measure the prospective student’s current reading ability, identifying potential obstacles to participation in our independent study program. Students are assessed at their grade level, according to their transcript records. A total of 30 reading questions are administered. A total score of 100 – 700 is awarded, in addition to four specific domains: Key Ideas and Details, Craft and Structure, Knowledge and Ideas, and Range and Complexity.

The total score value earned corresponds to the reading grade level, as follows:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Score Range</th>
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<tbody>
<tr>
<td>2nd-3rd</td>
<td>100-124</td>
</tr>
<tr>
<td>4th</td>
<td>125-174</td>
</tr>
<tr>
<td>5th</td>
<td>175-224</td>
</tr>
<tr>
<td>6th</td>
<td>225-299</td>
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<tr>
<td>7th</td>
<td>300-374</td>
</tr>
<tr>
<td>8th</td>
<td>375-449</td>
</tr>
<tr>
<td>9th</td>
<td>450-524</td>
</tr>
<tr>
<td>10th</td>
<td>525-600</td>
</tr>
<tr>
<td>11th</td>
<td>600-690</td>
</tr>
<tr>
<td>12th</td>
<td>690-700</td>
</tr>
</tbody>
</table>

Based upon the student’s score, teachers may assign remediation to support the student and increase their reading proficiency.

Small group instructors also use Vantage SPMS to provide enrichment opportunities in all subject areas, with pre-and post-testing to monitor student progress.

When should Vantage SPMS be administered?

The Vantage reading benchmark assessment is administered to prospective students prior to their orientation. Once a student has completed the Vantage SPMS reading assessment and has attended an orientation with their teacher, work will be assigned.

Small group instructors have flexibility to design and administer assessments before, during, and after instruction to monitor student progress and remediate gaps in student learning.
# Sample Instructional Guide [Tier III]

Support guide for an academically struggling OFY Student

<table>
<thead>
<tr>
<th>Subject</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English I or English I Lit Adv**</td>
<td>English II or English II Lit Adv**</td>
<td>English III A/B*</td>
<td>English IV A/B*</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Algebra 1A1; 1A2 or Algebra 1 Lit Adv**</td>
<td>Algebra 1B1; 1B2 or Geometry Lit Adv**</td>
<td>Algebra 2 A/B* with support</td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td>World History A/B*</td>
<td></td>
<td>US History A/B*</td>
<td>US Government or Government Lit Adv ** Economics</td>
</tr>
<tr>
<td>Science</td>
<td>Physical Science</td>
<td>Biology or Biology Lit Adv**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fine Arts</td>
<td>Art History A/B</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foreign Language</td>
<td>Spanish I**</td>
<td>Spanish II**</td>
<td>Spanish III*</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>PE I, PE II</td>
<td>PE III, PE IV</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* denotes course where additional small group instruction or tutoring support is available

** denotes online courses
## Sample Instructional Guide [Tier II]

**Guide for an “at grade level” OFY Student**

<table>
<thead>
<tr>
<th>Subject</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>English I A/B</td>
<td>English II A/B</td>
<td>English III A/B</td>
<td>English IV A/B</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Algebra I A/B</td>
<td>Geometry</td>
<td>Algebra 2 A/B (opt.)</td>
<td>AP Calculus** (opt.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>AP Statistics** (opt.)</td>
</tr>
<tr>
<td><strong>Social Science</strong></td>
<td></td>
<td>World History A/B</td>
<td>US History A/B</td>
<td>Government Economics</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Physical Science or Biology (Lab)</td>
<td>Biology or Physics (Lab)</td>
<td>Physics (Lab)</td>
<td></td>
</tr>
<tr>
<td><strong>Fine Arts</strong></td>
<td></td>
<td>Art History A/B</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Foreign Language</strong></td>
<td>Spanish I**</td>
<td>Spanish II**</td>
<td>Spanish III*</td>
<td></td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>PE I</td>
<td>PE II</td>
<td>PE III</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Additional Requirements</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Additional Support**

Full ELA and Math SGI Support via email, phone, video-conferencing, or in-person.

* denotes courses taken at a Community College  
** denotes online courses
# Sample Instructional Guide [Tier I]

**Guide for a “high achieving” OFY Student**

<table>
<thead>
<tr>
<th>Subject</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>Adv Algebra I A/B</td>
<td>Geometry or Adv Algebra II A/B</td>
<td>Adv Algebra II A/B (opt.) or AP Statistics (opt.)</td>
<td>PreCalculus** (opt.) or AP Calculus (opt.)</td>
</tr>
<tr>
<td>Science</td>
<td>Physical Science or Biology (Lab)</td>
<td>Biology or Physics (Lab)</td>
<td>Third Year Science or Physics (Lab)</td>
<td></td>
</tr>
<tr>
<td>Fine Arts</td>
<td></td>
<td>Art History A/B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foreign Language</td>
<td>Spanish I**</td>
<td>Spanish II**</td>
<td>Spanish III*</td>
<td>AP Spanish Language**</td>
</tr>
</tbody>
</table>
| Physical Education| PE I  
PE II | PE III  
PE IV |                                                |                                                |
| Additional Requirements |                                                |                                                |                                                |                                                |

* denotes courses taken at a Community College  
** denotes Apex Learning online courses
# Graduation Requirements

## Subject Requirements

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
<th>OFY Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>40</td>
<td>English 1, 2 (World Lit), 3 (Am. Lit./Comp.), 4 (British Lit.) AP English Lit**, AP English Lang**</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>20</td>
<td>Algebra 1, Algebra 1 (2 year), Geometry, Algebra 2, Precalculus**, AP Calculus AB**, AP Statistics**</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>20</td>
<td>Physical Science, Biology*, Earth Science, Physics*</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>20</td>
<td>PE 1, 2, 3, 4 and PE Elective</td>
</tr>
<tr>
<td><strong>Fine Arts or Foreign Language</strong></td>
<td>10</td>
<td>Art History A/B, Film Analysis A/B, Arts and Crafts, Spanish I**, Spanish II**, Spanish III*, AP Spanish Lang**, French I**, French II**</td>
</tr>
<tr>
<td><strong>General Electives</strong></td>
<td>90</td>
<td>OFY offers over 50 electives</td>
</tr>
</tbody>
</table>

* Biology Lab and Physics Lab courses will be available at select OFY centers

** Online courses
Fontana Unified School District
[High School Planning Guide]

<table>
<thead>
<tr>
<th>GRADE 09</th>
<th>GRADE 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>English IA</td>
<td>English IIA</td>
</tr>
<tr>
<td>Math</td>
<td>Math</td>
</tr>
<tr>
<td>Physical Science A</td>
<td>Physical Science B</td>
</tr>
<tr>
<td>Physical Ed</td>
<td>Physical Ed</td>
</tr>
<tr>
<td>Fine Arts or Foreign Lang</td>
<td>Fine Arts or Foreign Lang</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GRADE 11</th>
<th>GRADE 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>English IIA</td>
<td>English IIB</td>
</tr>
<tr>
<td>US History A</td>
<td>US History B</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
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<tr>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
</tr>
</tbody>
</table>

[Graduation Requirements]

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>CREDITS</th>
<th>SUBJECT</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>40</td>
<td>Math (including Alg 1)</td>
<td>20</td>
</tr>
<tr>
<td>Math</td>
<td>10</td>
<td>Biology</td>
<td>10</td>
</tr>
<tr>
<td>Physical Science</td>
<td>10</td>
<td>Physical Education</td>
<td>20</td>
</tr>
<tr>
<td>World History</td>
<td>10</td>
<td>US History</td>
<td>10</td>
</tr>
<tr>
<td>Government</td>
<td>5</td>
<td>Economics</td>
<td>5</td>
</tr>
<tr>
<td>Fine Arts or Foreign Lang</td>
<td>10</td>
<td>General Electives</td>
<td>90</td>
</tr>
<tr>
<td>TOTAL</td>
<td>230</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Community service: 10 Hours

[Enrollment Information]

- **CAHSEE Passage**
  - Math
  - Language Arts
- **Algebra Passage**
  - 1st Semester
  - 2nd Semester
- **Ed Performance Reading Score:** ____________
  - Date: ____________
## UC/CSU: A-G Course Requirements

<table>
<thead>
<tr>
<th>A</th>
<th>History/Social Science</th>
<th>2 years required including U.S. History and either: 1 year of World History or 1 year of an “a” or “g” History/Social Science course.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>English</td>
<td>4 years of English (including no more than one year of ESL/ELD courses)</td>
</tr>
<tr>
<td>C</td>
<td>Mathematics</td>
<td>3 years of Math including Algebra 1, Algebra 2 and Geometry (4 years recommended)</td>
</tr>
<tr>
<td>D</td>
<td>Laboratory Science</td>
<td>2 years of laboratory science, including at least two of the three foundational subjects of biology, chemistry and physics</td>
</tr>
<tr>
<td>E</td>
<td>Foreign Language</td>
<td>2 years of language other than English (must be the same language)</td>
</tr>
<tr>
<td>F</td>
<td>Visual and Performing Arts</td>
<td>1 year long course in visual and performing arts (selected from dance, music, theater/drama and visual arts)</td>
</tr>
<tr>
<td>G</td>
<td>Electives</td>
<td>1 year of an elective chosen from any area on approved ‘a-g’ course list</td>
</tr>
<tr>
<td>‘A-G’</td>
<td>Subject</td>
<td>Required Years</td>
</tr>
<tr>
<td>-------</td>
<td>--------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>B</td>
<td>English</td>
<td>4 years</td>
</tr>
<tr>
<td>C</td>
<td>Mathematics</td>
<td>3 years</td>
</tr>
<tr>
<td>D</td>
<td>Lab Science</td>
<td>2 years</td>
</tr>
<tr>
<td>E</td>
<td>Foreign Language</td>
<td>2 years</td>
</tr>
<tr>
<td>F</td>
<td>VPA</td>
<td>1 year</td>
</tr>
<tr>
<td>G</td>
<td>Elective</td>
<td>1 year</td>
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</tbody>
</table>
# OFY-Fontana

## [A-G Planning Guide]

<table>
<thead>
<tr>
<th>GRADE 09</th>
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<tbody>
<tr>
<td><strong>English</strong></td>
<td><strong>English</strong></td>
</tr>
<tr>
<td>English IA CP</td>
<td>English IA CP</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td><strong>Math</strong></td>
</tr>
<tr>
<td>Algebra IA CP</td>
<td>Geometry A CP</td>
</tr>
<tr>
<td><strong>Science Lab</strong></td>
<td><strong>Science Lab</strong></td>
</tr>
<tr>
<td>Biology (Lab)*</td>
<td>Physics (Lab)*</td>
</tr>
<tr>
<td><strong>Physical Ed</strong></td>
<td><strong>Physical Ed</strong></td>
</tr>
<tr>
<td>PE I</td>
<td>PE III</td>
</tr>
<tr>
<td><strong>Foreign Language</strong></td>
<td><strong>Foreign Language</strong></td>
</tr>
<tr>
<td>Spanish I (Apex)</td>
<td>Spanish I (Apex)</td>
</tr>
<tr>
<td><strong>Elective</strong></td>
<td><strong>Elective</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>GRADE 11</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
</tr>
<tr>
<td>English IIIA CP</td>
</tr>
<tr>
<td><strong>US History</strong></td>
</tr>
<tr>
<td>US History A CP</td>
</tr>
<tr>
<td><strong>Elective or Science</strong></td>
</tr>
<tr>
<td><strong>Elective</strong></td>
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<tr>
<td><strong>Elective</strong></td>
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<tr>
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<tr>
<th>GRADE 12</th>
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<tbody>
<tr>
<td><strong>English</strong></td>
</tr>
<tr>
<td>English IVA CP</td>
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<tr>
<td><strong>Government</strong></td>
</tr>
<tr>
<td>US Government CP</td>
</tr>
<tr>
<td><strong>A-G Elective</strong></td>
</tr>
<tr>
<td>Intro to Plays &amp; Theater</td>
</tr>
<tr>
<td><strong>Elective</strong></td>
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<tr>
<td><strong>Elective</strong></td>
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<tr>
<td><strong>Elective</strong></td>
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## [A-G Requirements]

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>History/Social Science</td>
<td>20</td>
</tr>
<tr>
<td>English</td>
<td>40</td>
</tr>
<tr>
<td>Mathematics</td>
<td>30</td>
</tr>
<tr>
<td>Lab Science</td>
<td>20</td>
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<tr>
<td>Foreign Language</td>
<td>20</td>
</tr>
<tr>
<td>Visual/Performing Arts</td>
<td>20</td>
</tr>
<tr>
<td>College Prep Elective</td>
<td>10</td>
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</table>

* Biology Lab only at selected school sites, otherwise course must be taken at a Community College
** Denotes courses to be taken at a Community College
## ENGLISH

### HIGH SCHOOL COURSES

<table>
<thead>
<tr>
<th>Codes</th>
<th>English Titles</th>
<th>Maximum Credits</th>
<th>Textbook</th>
<th>Materials</th>
<th>Curriculum Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS-10-P1</td>
<td>Adv ENGLISH I-A CP</td>
<td>5.00</td>
<td><strong>Textbook:</strong> <em>Literature Gold</em> (Prentice Hall)</td>
<td><strong>Materials:</strong> Assignment sheet</td>
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</tr>
<tr>
<td>HS-10-P2</td>
<td>Adv ENGLISH I-B CP</td>
<td>5.00</td>
<td><strong>Textbook:</strong> <em>Literature Gold</em> (Prentice Hall)</td>
<td><strong>Materials:</strong> Assignment sheet</td>
<td></td>
</tr>
<tr>
<td>HS-10-P3</td>
<td>Adv ENGLISH II-A CP</td>
<td>5.00</td>
<td><strong>Textbook:</strong> <em>Literature Gold</em> (Prentice Hall)</td>
<td><strong>Materials:</strong> Assignment sheet</td>
<td></td>
</tr>
<tr>
<td>HS-10-P4</td>
<td>Adv ENGLISH II-B CP</td>
<td>5.00</td>
<td><strong>Textbook:</strong> <em>Literature Gold</em> (Prentice Hall)</td>
<td><strong>Materials:</strong> Assignment sheet</td>
<td></td>
</tr>
<tr>
<td>HS-10-P5</td>
<td>Adv ENGLISH III-A CP</td>
<td>5.00</td>
<td><strong>Textbook:</strong> <em>Prentice Hall Literature: The American Experience</em></td>
<td><strong>Materials:</strong> Assignment sheet</td>
<td></td>
</tr>
<tr>
<td>HS-10-P6</td>
<td>Adv ENGLISH III-B CP</td>
<td>5.00</td>
<td><strong>Textbook:</strong> <em>Prentice Hall Literature: The American Experience</em></td>
<td><strong>Materials:</strong> Assignment sheet</td>
<td></td>
</tr>
<tr>
<td>HS-10-P7</td>
<td>Adv ENGLISH IV-A CP</td>
<td>5.00</td>
<td><strong>Textbook:</strong> <em>Timeless Voices, Timeless Themes: The British Tradition</em> (Prentice Hall)</td>
<td><strong>SAWs:</strong> Units 1-5 <strong>Novel:</strong> <em>Twelfth Night</em> (Shakespeare)</td>
<td></td>
</tr>
<tr>
<td>HS-10-P8</td>
<td>Adv ENGLISH IV-B CP</td>
<td>5.00</td>
<td><strong>Textbook:</strong> <em>Timeless Voices, Timeless Themes: The British Tradition</em> (Prentice Hall)</td>
<td><strong>SAWs:</strong> Units 6-10 <strong>Novels:</strong> <em>Alice’s Adventures in Wonderland</em> and <em>The Communist Manifesto</em></td>
<td></td>
</tr>
<tr>
<td>HS-10-01</td>
<td>ENGLISH 1A CP</td>
<td>5.00</td>
<td><strong>Textbook:</strong> <em>Literature: Silver Level</em> (Globe Fearon)</td>
<td><strong>SAWs:</strong> Units 1-5 <strong>Novel:</strong> <em>Stargirl</em> (Spinelli)</td>
<td></td>
</tr>
<tr>
<td>HS-10-02</td>
<td>ENGLISH 1B CP</td>
<td>5.00</td>
<td><strong>Textbook:</strong> <em>Literature: Silver Level</em> (Globe Fearon)</td>
<td><strong>SAWs:</strong> Units 6-10 <strong>Novel:</strong> <em>Lord of the Flies</em> (Goldman)</td>
<td></td>
</tr>
<tr>
<td>HS-10-03</td>
<td>ENGLISH 2A</td>
<td>5.00</td>
<td><strong>Textbook:</strong> <em>World Literature</em> (Holt, Rinehart, &amp; Winston)</td>
<td><strong>SAWs:</strong> Units 1-5 <strong>Novel:</strong> <em>The Stranger</em> (Camus)</td>
<td></td>
</tr>
<tr>
<td>HS-10-04</td>
<td>ENGLISH 2B</td>
<td>5.00</td>
<td><strong>Textbook:</strong> <em>Elements of Literature</em> (Holt, Rinehart &amp; Winston)</td>
<td><strong>SAWs:</strong> Units 6-10 <strong>Novel:</strong> <em>Cry, the Beloved Country</em> (Paton)</td>
<td></td>
</tr>
<tr>
<td>HS-10-07</td>
<td>ENGLISH 4A CP</td>
<td>5.00</td>
<td><strong>Textbook:</strong> <em>Reader’s Choice: British Literature</em> (Glencoe)</td>
<td><strong>SAWs:</strong> Units 1-5 <strong>Novel:</strong> <em>Macbeth</em> (Shakespeare)</td>
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</tr>
<tr>
<td>HS-10-08</td>
<td>ENGLISH 4B CP</td>
<td>5.00</td>
<td><strong>Textbook:</strong> <em>Reader’s Choice: British Literature</em> (Glencoe)</td>
<td><strong>SAWs:</strong> Units 6-10 <strong>Novels:</strong> <em>Things Fall Apart</em> (Achebe) <em>Brave New World</em> (Huxley)</td>
<td></td>
</tr>
<tr>
<td>HS-10-S1</td>
<td>S ENGLISH 1A</td>
<td>5.00</td>
<td><strong>Textbook:</strong> <em>Be a Better Reader Level E</em> (Globe Fearon)</td>
<td><strong>SAWs:</strong> Units 1-5 <strong>Novel:</strong> <em>The Black Pearl</em> (O’Dell)</td>
<td></td>
</tr>
<tr>
<td>HS-10-S2</td>
<td>S ENGLISH 1B</td>
<td>5.00</td>
<td><strong>Textbook:</strong> <em>Be a Better Reader Level F</em> (Globe Fearon)</td>
<td><strong>SAWs:</strong> Units 6-10 <strong>Novel:</strong> <em>Where the Red Fern Grows</em> (Rawls)</td>
<td></td>
</tr>
<tr>
<td>Codes</td>
<td>English Titles</td>
<td>Maximum Credits</td>
<td>Textbook: Bridges to Literature (McDougal Littell)</td>
<td>SAWs: Units 1-5 Novel: A Wrinkle in Time (L'Engle)</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>---------------------------------</td>
<td>-----------------</td>
<td>-----------------------------------------------</td>
<td>--------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>MS-10-03</td>
<td>LANGUAGE ARTS 7A</td>
<td>5.00</td>
<td>Textbook: Bridges to Literature Level I (McDougal Littell)</td>
<td>SAWs: Units 1-5 Novel: A Wrinkle In Time (L'Engle)</td>
<td></td>
</tr>
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<td>MS-10-04</td>
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## SCIENCE
### HIGH SCHOOL COURSES

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Optional Lab: Student Lab Manual (HS45L1) |
| HS-45-02 | BIOLOGY B               | 5.00            | Textbook: *Biology* (McDougal Littell) SAWs: Units 6-10  
Optional Lab: Student Lab Manual (HS45L1) |
| HS-40-S1 | S BIOLOGY A             | 5.00            | Textbook: *Science Voyages: Green Level* (Glencoe) SAWs: Units 1-5 |
| HS-40-S2 | S BIOLOGY B             | 5.00            | Textbook: *Science Voyages: Green Level* (Glencoe) SAWs: Units 6-10 |
| HS-40-16 | EARTH SCIENCE A         | 5.00            | Textbook: *Earth Science* (Holt) SAWs: Units 1-5 - Virtual Lab CD |
| HS-40-17 | EARTH SCIENCE B         | 5.00            | Textbook: *Earth Science* (Holt) SAWs: Units 6-10 - Virtual Lab CD |
| HS-40-01 | ENVIRONMENTAL SCIENCE A | 5.00            | Spectrum: Units 1-5  
Optional Lab: Student Lab Manual (HS45L1) |
| HS-40-02 | ENVIRONMENTAL SCIENCE B | 5.00            | Spectrum: Units 6-10  
Optional Lab: Student Lab Manual (HS45L1) |
| HS-40-05 | PHYSICAL SCIENCE A      | 5.00            | Textbook: *Science Explorer Series Books K, L, and M* (Prentice Hall) SAWs: Units 1-5 |
| HS-40-06 | PHYSICAL SCIENCE B      | 5.00            | Textbook: *Science Explorer Series Books M, F and J* (Prentice Hall) SAWs: Units 6-10 |

### MIDDLE SCHOOL COURSES

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## PHYSICAL EDUCATION

### HIGH SCHOOL COURSES

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<td>PE Log &amp; Student Activity Workbook. Must complete 10 hours plus 2 articles per unit and complete a course paper by the end of the course. Cannot take more than once per semester.</td>
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### MIDDLE SCHOOL COURSES

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## ELECTIVES
### HIGH SCHOOL ELECTIVE COURSES

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<td>Textbook: Introductory Art (Glencoe) SAWs: Units 1-5 - Arts and Crafts Kit</td>
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<td>ART HISTORY A CP</td>
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<td>Textbook: Everything You Ever Wanted to Know About Cartooning But Were Afraid to Draw Student Manual - Art Kit</td>
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<td>BASIC DRAWING</td>
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<td>Spectrum: Units 1-5 Novel: Shirley Letters (unit 5)</td>
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<td>CAHSEE ELA REVIEW</td>
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<td>Textbook/Workbook: Measuring Up to the California Standards: Mathematics (Early Prep Edition) SAWs: Units 1-5</td>
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<td>CAHSEE MATH REVIEW</td>
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<td>Textbook/Workbook: Career Choices, Lifestyles Math (Academic Innovations) SAWs: Units 1-5 - The Pact (Davis, Jenkins, Hunt and Page)</td>
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<td>INTRODUCTION TO PLAYS AND THEATER</td>
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<td>PHOTOGRAPHY AND YOU</td>
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<td>Textbook: <em>Starting Photography</em> (Langford) SAWs: Units 1-5 - Supply Kit</td>
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<td>POETRY</td>
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<td>HS-10-PE</td>
<td>PRINCIPLES OF ENGLISH</td>
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<td>Textbook: <em>Meeting the California Challenge: English/Language Arts</em> (Globe Fearon) SAWs: Units 1-5</td>
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<td>WORLD GEOGRAPHY</td>
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<td>Textbook: <em>World Geography</em> (Pearson AGS Globe) SAWs: Units 1-5 - <em>Nystrom Desk Atlas</em></td>
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<td>WORLD GEOGRAPHY A</td>
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<td>Textbook/Workbook: <em>World Geography and Cultures</em> (Pearson AGS Globe) SAWs: Units 1-5 - <em>Nystrom Desk Atlas</em></td>
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<td>Textbook: <em>Introductory Art</em> (Glencoe) SAWs: Units 1-5 - Arts and Crafts Kit</td>
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<td>Textbook: <em>Everything You Ever Wanted to Know About Cartooning But Were Afraid to Draw Student Manual - Art Kit</em></td>
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<td>5.00</td>
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<td>FOOD &amp; NUTRITION</td>
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<td>Textbook: <em>Adventures in Food &amp; Nutrition</em> (Goodheart-Wilcox) SAWs: Units 1-5</td>
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<td>Field Trip to the Getty Museum/ Worksheets</td>
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<td>Textbook: <em>Teen Health: Course One</em> (Glencoe) SAWs: Units 1-5</td>
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<td>5.00</td>
<td>Textbook: <em>Teen Health: Course One</em> (Glencoe) SAWs: Units 6-10</td>
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<td>A student who wishes to complete a special independent project, which cannot be completed in a regularly scheduled course, may apply to enroll in Independent Project. Applications must be approved by Curriculum Supervisor prior to the class being assigned</td>
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<td>MS-10-15</td>
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<td>5.00</td>
<td>Textbook: <em>Keeping a Nature Journal</em> (Storey Pub.) - Student Manual - Course Kit</td>
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<td>5.00</td>
<td>Textbook: <em>Starting Photography</em> (Langford) SAWs: Units 1-5 - Supply Kit</td>
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<td>Textbook: <em>Exploring Poetry</em> (Longman) <em>Poetry: A Pocket Anthology</em> SAWs: Unit 1-5</td>
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<td>5.00</td>
<td>Textbooks: First Challenger series (Books 1-8)</td>
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<td>SAWs: Units 1-5 <em>Novels: The Westing Game</em> (Raskin) <em>Catcher in the Rye</em> (Salinger) <em>To Kill a Mockingbird</em> (Lee) <em>House of the Scorpion</em> (Farmer) <em>Harry Potter and the Sorcerer's Stone</em> (Rowling)</td>
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<td>5.00</td>
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INSTRUCTIONAL PROGRAMS

Small Group Instruction and Online Program

“To learn and never be filled, is wisdom; to teach and never be weary, is love.”
Educational Departments: Small Group Instruction (SGI) Program
SGI Mission Statement

Small group instruction provides innovative academic support for students to become passionate life-long learners, while integrating the highest quality educational research and technology to prepare all OFL students for graduation and post-secondary success.
Academic Support for Struggling Students

- APEX Learning Math Foundations (online)
- Math Readiness Classes
- Algebra Classes
- Individual Tutoring
- Peer Tutoring

Academic Support for Accelerated Students

- Geometry Classes
- Technology – Texas Instruments Nspire Calculators
- AP Calculus (Online)
- AP Statistics (Online)
- Serve as Peer Tutors

Test-Preparation and Academic Support for Students “Just Below the Line”

- CAHSEE Preparation Math Class
- General Math and Algebra Enrichment Classes
- APEX Learning Math Foundations (online)
- Individual Tutoring
- Scaffolded Algebra Classes
- Peer Tutoring

Small Group Instruction at Opportunities for Learning: Math

Successful Students
Academic Support for Struggling Students

• APEX Learning English Foundations (Online)
• Critical Literacy Class
• Grammar Class
• Writing Power Class
• Scaffolded Core English Classes
• Achieve 3000 (computer-based, leveled reading program)
• Center Libraries
• Individual Tutoring/Peer Tutoring
• Book Clubs

Test-Preparation and Academic Support for Students “Just Below the Line”

• CAHSEE Preparation ELA Class
• Writing Power Class
• Scaffolded Core English Classes
• Individual tutoring in English classes
• Achieve 3000 Center Libraries
• Peer Tutoring
• Book Clubs

Support for Accelerated Students

• AP English Language (Online)
• AP English Literature (Online)
• Small group instruction for
• Advanced 11th/12th grade English
• Book Clubs
• Serve as Peer Tutors

Successful Students

Small Group Instruction at Opportunities for Learning:

English Language Arts
Impact of SGI Program

10th GRADE CAHSEE RATES

Math SGI Program Begins
ELA SGI Program Begins

Passing Percentage of 10th Graders

Year

2004 2005 2006 2007 2008 2009 2010 2011

0 20 40 60 80 100

ELA  MATH
SGI Professional Development Opportunities

- Best Practices Workshops 3x per year
- Quantum Learning® Level 1-4 Training (Brain-based teacher training with practical techniques that enhance student engagement) and aligned observation protocol
- Classroom feedback/coaching and demonstration lessons provided by coaches
- Training on all new curriculum
Educational Departments

• Online Programs
• Staff Development
• Equity Initiative
• Educational Technology
• Student Advising
Online Program

- Utilize Apex Learning Curriculum
  - Meets Missouri Standards
  - Actively working to Common Core Alignment
    - Common Core English Courses in August

- Provides opportunities to:
  - Expanded curriculum
    - Foreign language
    - Advanced Placement (AP) courses
  - Access alternative instructional delivery

- Formatted to align to traditional curriculum
- Professional Development
Equity Initiative

- **Equity Framework:** Meeting the educational needs of each learner, group of learners, or distinct center [in contrast with equality, where each learner is given the same thing].

- **For Teachers:** High quality student-focused professional development focusing on high expectations, achievement gap data, research-based interventions and teaching strategies, and learning to access resources for students and communities.

- **For Students:** Additional resources
  - i.e. leadership activities, tutoring, skill-building lessons, additional time with teachers, motivational groups and classes, snacks, bus tokens.
## Overall CAHSEE ELA Passing % By Center

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<th>2010</th>
<th>Gain</th>
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<td>72.3%</td>
<td>0.12%</td>
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<tr>
<td>Compton</td>
<td>48.8%</td>
<td>63.0%</td>
<td>14.26%</td>
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<tr>
<td>Huntington Park</td>
<td>61.7%</td>
<td>75.7%</td>
<td>13.99%</td>
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<tr>
<td>Watts</td>
<td>55.2%</td>
<td>60.3%</td>
<td>5.12%</td>
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<tr>
<td>Jordan</td>
<td>53.6%</td>
<td>73.6%</td>
<td>20.04%</td>
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<tr>
<td>Signal Hill</td>
<td>64.9%</td>
<td>79.5%</td>
<td>14.55%</td>
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<tr>
<td>ALL Equity Centers</td>
<td>59.39%</td>
<td>70.74%</td>
<td>+11.35%</td>
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## Overall CAHSEE Math Passing % By Center

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<td>42.5%</td>
<td>33.8%</td>
<td>-8.70%</td>
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<tr>
<td>Compton</td>
<td>26.8%</td>
<td>52.4%</td>
<td>25.67%</td>
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<tr>
<td>Huntington Park</td>
<td>33.3%</td>
<td>54.7%</td>
<td>21.40%</td>
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<tr>
<td>Watts</td>
<td>35.4%</td>
<td>47.5%</td>
<td>12.11%</td>
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<tr>
<td>Jordan</td>
<td>34.2%</td>
<td>57.9%</td>
<td>23.72%</td>
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<tr>
<td>Signal Hill</td>
<td>41.8%</td>
<td>59.8%</td>
<td>17.92%</td>
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<tr>
<td>ALL Equity Centers</td>
<td>36%</td>
<td>51%</td>
<td>+15%</td>
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## Equity Graduate Increase

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<td>29</td>
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<tr>
<td>BP II - Compton Total</td>
<td>12</td>
<td>44</td>
<td>32</td>
<td>267%</td>
</tr>
<tr>
<td>BP - Hoover Total</td>
<td>12</td>
<td>21</td>
<td>9</td>
<td>75%</td>
</tr>
<tr>
<td>BP - Jordan Total</td>
<td>23</td>
<td>38</td>
<td>15</td>
<td>65%</td>
</tr>
<tr>
<td>BP - Signal Hill Total</td>
<td>20</td>
<td>46</td>
<td>26</td>
<td>130%</td>
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</tbody>
</table>

Average Growth: 146%

<table>
<thead>
<tr>
<th>Equity Centers with comparable enrollment from 2009-2010</th>
<th>2009</th>
<th>2010</th>
<th>Difference</th>
<th>% Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>BP - Hoover Total</td>
<td>12</td>
<td>21</td>
<td>9</td>
<td>75%</td>
</tr>
<tr>
<td>BP - Jordan Total</td>
<td>23</td>
<td>38</td>
<td>15</td>
<td>65%</td>
</tr>
<tr>
<td>BP - Signal Hill Total</td>
<td>20</td>
<td>46</td>
<td>26</td>
<td>130%</td>
</tr>
</tbody>
</table>

(Gain goal=20%) Average Growth: 90%
Staff Development

- Expert adult facilitators train new teachers on teacher role, auditing basics, and high expectations for student
- One-on-one support for struggling teachers
- Equity Initiative
  - Professional Development workshops on achievement gap data and the role of high expectations in closing the gap
  - Professional Learning Communities focused on belief in students, adding resources to struggling students, and problem-solving
- Advanced professional development in best practices and brain-based teaching techniques
Educational Technology

- Train staff on use of technology in instruction
- Develop curriculum for students to acquire Microsoft Office technology skills needed for post-secondary success
- Identify online Math and ELA assessments as well as skill-building software to help students reach proficiency
Student Advising

- Student Advisors use 1-on-1, as well as workshops and classes, to prepare students for post-secondary goals and planning
  - Parent/student seminars on college applications and financial aid
  - Support with state grant applications
  - Support with college applications
  - Guidance towards post-secondary plan (4-year, 2-year, or vocational path)
  - Organize PSAT test and field trips to local colleges
ACCOUNTABILITY

“The object of education is to prepare the young to educate themselves throughout their lives.”
~ Robert Maynard Hutchins
Accountability [Department Overview]

What is the Accountability Office?

The Accountability Office is a three-person department that handles all of Options for Youth – Burbank state reporting functions, including all aspects of:

- **California Longitudinal Pupil Achievement Data System (CALPADS):** A longitudinal data system used to maintain individual-level data including student demographics, course data, discipline, assessments, staff assignments, and other data for state and federal reporting.

- **California Longitudinal Teacher Information Data Education System (CALTIDES):** A teacher identifier system that not only studies teacher effectiveness on student achievement, but also monitors teacher assignment and conducts program evaluations.

- **CSIS DataGate:** A system that makes it possible for the Accountability Office to go through the Direct Certification process which allows schools to quickly ascertain whether new students are qualified for free or reduced school meals without requiring the usual paperwork.

- **DataQuest:** A system maintained by the California Department of Education that provides data reports about California’s schools and school districts. The information gathered from this database allows the Accountability Office to make accurate data comparisons between OFY-Burbank and similar schools.

The Accountability Office also maintains internal data sources and provides background reports and policy support to management in order to support data-driven instruction. This office is also the contact point for external CALPADS and data inquiries as well as supporting our school sites on policy and data issues.

**Homeless and Foster Student Support**

The Accountability Office is also the central contact point and support unit for homeless and foster students, leading the school’s implementation of the McKinney-Vento Act, as well as California’s AB490 and AB167 legislation.
ASSESSMENT

“The whole purpose of education is to turn mirrors into windows.”

~ Sydney J. Harris
OFY-Victor Valley ELA and Math CAHSEE
Passing Numbers from 2010-2011

<table>
<thead>
<tr>
<th>Year</th>
<th>ELA</th>
<th>Math</th>
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<tbody>
<tr>
<td>2010</td>
<td>267</td>
<td>274</td>
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<tr>
<td>2011</td>
<td>553</td>
<td>506</td>
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OFY-Victor Valley ELA and Math CAHSEE
Passing Rates from 2010-2011

<table>
<thead>
<tr>
<th>Year</th>
<th>ELA</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>75%</td>
<td>73%</td>
</tr>
<tr>
<td>2011</td>
<td>79%</td>
<td>70%</td>
</tr>
</tbody>
</table>
2010-2011 CAHSEE Math Passing Numbers Comparison

OFY-Victor Valley: 2010 - 274, 2011 - 506
Alliance College-Ready Academy High School #5: 2010 - 127, 2011 - 141
Animo Locke Charter High School: 2010 - 57, 2011 - 140
A.B. Miller High School: 2010 - 594, 2011 - 566
Fontana High School: 2010 - 646, 2011 - 692
2010-2011 CAHSEE ELA Passing Rate Comparison

<table>
<thead>
<tr>
<th>School</th>
<th>2010</th>
<th>2011</th>
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</thead>
<tbody>
<tr>
<td>OFY-Victor Valley</td>
<td>75%</td>
<td>79%</td>
</tr>
<tr>
<td>Alliance College-Ready Academy HS #5</td>
<td>89%</td>
<td>84%</td>
</tr>
<tr>
<td>Animo Locke Charter HS #1</td>
<td>63%</td>
<td>68%</td>
</tr>
<tr>
<td>A.B. Miller HS</td>
<td>79%</td>
<td>82%</td>
</tr>
<tr>
<td>Fontana HS</td>
<td>75%</td>
<td>74%</td>
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</table>
2010-2011 CAHSEE Math Passing Rate Comparison

<table>
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<th>2011</th>
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<tbody>
<tr>
<td>OFY-Victor Valley</td>
<td>73%</td>
<td>70%</td>
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<tr>
<td>Alliance College-Ready Academy High School #5</td>
<td>89%</td>
<td>91%</td>
</tr>
<tr>
<td>Animo Locke Charter High School #1</td>
<td>55%</td>
<td>80%</td>
</tr>
<tr>
<td>A.B. Miller High School</td>
<td>80%</td>
<td>83%</td>
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<tr>
<td>Fontana High School</td>
<td>74%</td>
<td>71%</td>
</tr>
<tr>
<td>Year</td>
<td>Number Tested</td>
<td>Number Passed</td>
</tr>
<tr>
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<tr>
<td>2007-08</td>
<td>391</td>
<td>318</td>
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<td>2008-09</td>
<td>348</td>
<td>217</td>
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<tr>
<td>2009-10</td>
<td>294</td>
<td>225</td>
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<tr>
<td>2010-11</td>
<td>355</td>
<td>267</td>
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<tr>
<td>2011-12</td>
<td>701</td>
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### CAHSEE ELA Comparison to Similar Schools

#### OFY Victor Valley

<table>
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<tr>
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<th>Number Tested</th>
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<th>Percent Passed</th>
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</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>294</td>
<td>225</td>
<td>77%</td>
</tr>
<tr>
<td>2010-11</td>
<td>355</td>
<td>267</td>
<td>75%</td>
</tr>
<tr>
<td>2011-12</td>
<td>701</td>
<td>553</td>
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#### Alliance College-Ready Academy High School #5

<table>
<thead>
<tr>
<th>Year</th>
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<th>Number Passed</th>
<th>Percent Passed</th>
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<tbody>
<tr>
<td>2009-10</td>
<td>156</td>
<td>110</td>
<td>71%</td>
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<tr>
<td>2010-11</td>
<td>144</td>
<td>128</td>
<td>89%</td>
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<tr>
<td>2011-12</td>
<td>153</td>
<td>128</td>
<td>84%</td>
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</table>

#### Animo Locke Charter High School #1

<table>
<thead>
<tr>
<th>Year</th>
<th>Number Tested</th>
<th>Number Passed</th>
<th>Percent Passed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>168</td>
<td>93</td>
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<tr>
<td>2010-11</td>
<td>104</td>
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<td>63%</td>
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<tr>
<td>2011-12</td>
<td>177</td>
<td>120</td>
<td>68%</td>
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#### (Fontana) A.B. Miller High School

<table>
<thead>
<tr>
<th>Year</th>
<th>Number Tested</th>
<th>Number Passed</th>
<th>Percent Passed</th>
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</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>708</td>
<td>537</td>
<td>76%</td>
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<td>2010-11</td>
<td>737</td>
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<tr>
<td>2011-12</td>
<td>675</td>
<td>556</td>
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</table>

#### Fontana High School

<table>
<thead>
<tr>
<th>Year</th>
<th>Number Tested</th>
<th>Number Passed</th>
<th>Percent Passed</th>
</tr>
</thead>
<tbody>
<tr>
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<td>729</td>
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<tr>
<td>2010-11</td>
<td>871</td>
<td>652</td>
<td>75%</td>
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<tr>
<td>2011-12</td>
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<td>515</td>
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<tr>
<td></td>
<td>2007-08</td>
<td>2008-09</td>
<td>2009-10</td>
</tr>
<tr>
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<tr>
<td><strong>OFY Victor Valley CAHSEE Math</strong></td>
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<tr>
<td>Number Tested</td>
<td>433</td>
<td>365</td>
<td>321</td>
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<tr>
<td>Number Passed</td>
<td>298</td>
<td>261</td>
<td>195</td>
</tr>
<tr>
<td>Percent Passed</td>
<td>69%</td>
<td>71%</td>
<td>61%</td>
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<td><strong>CAHSEE Math Comparison to Similar Schools</strong></td>
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<tr>
<td><strong>OFY Victor Valley</strong></td>
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</tr>
<tr>
<td>2009-10</td>
<td>321</td>
<td>195</td>
<td>61%</td>
</tr>
<tr>
<td>2010-11</td>
<td>375</td>
<td>274</td>
<td>73%</td>
</tr>
<tr>
<td>2011-12</td>
<td>727</td>
<td>506</td>
<td>70%</td>
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<tr>
<td><strong>Alliance College-Ready Academy High School #5</strong></td>
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<td>2009-10</td>
<td>156</td>
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<tr>
<td>2010-11</td>
<td>142</td>
<td>127</td>
<td>89%</td>
</tr>
<tr>
<td>2011-12</td>
<td>155</td>
<td>141</td>
<td>91%</td>
</tr>
<tr>
<td><strong>Animo Locke Charter High School #1</strong></td>
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<tr>
<td>2009-10</td>
<td>168</td>
<td>88</td>
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<tr>
<td>2010-11</td>
<td>103</td>
<td>57</td>
<td>55%</td>
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<tr>
<td>2011-12</td>
<td>176</td>
<td>140</td>
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<tr>
<td><strong>(Fontana) A.B. Miller High School</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2009-10</td>
<td>707</td>
<td>540</td>
<td>76%</td>
</tr>
<tr>
<td>2010-11</td>
<td>740</td>
<td>594</td>
<td>80%</td>
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<tr>
<td>2011-12</td>
<td>679</td>
<td>566</td>
<td>83%</td>
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<tr>
<td><strong>Fontana High School</strong></td>
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<tr>
<td>2009-10</td>
<td>960</td>
<td>717</td>
<td>75%</td>
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<tr>
<td>2010-11</td>
<td>877</td>
<td>646</td>
<td>74%</td>
</tr>
<tr>
<td>2011-12</td>
<td>703</td>
<td>692</td>
<td>71%</td>
</tr>
</tbody>
</table>
MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (“this Agreement”) is made by and between the Fontana Unified School District (hereinafter “District”) and the Options For Youth – Public Charter School - Fontana (hereinafter “Charter School”) (collectively, “the Parties”) with respect to the matters addressed herein.

RECITALS

A. The District is the granting agency of the Charter School. The District approved the Options For Youth Charter School charter on June 5, 2013, for a term of five (5) years.

B. A charter school that includes in its charter petition verifiable written assurances that the charter school will participate as a local educational agency in a special education plan approved by the State Board of Education shall be deemed a local educational agency (“LEA”) for the purposes of compliance with federal law, Individuals with Disabilities Education Act (“IDEA”) (20 U.S.C. Sec. 1400, et seq.) and for eligibility for federal and state special education funds. A charter school that does not provide such verifiable written assurances shall be deemed a public school of the local educational agency that granted the charter (Education Code Section 47641).

C. The Charter School elects to be a public school of the District for special education purpose pursuant to Education Code 47646. However, it is the intent of the Charter School to participate as a Local Educational Agency (“LEA”) in a special education local plan area (“SELPA”) approved by the State Board of Education. Until such time as the Charter School obtains membership in a SELPA as an LEA, the Charter School shall be a public school of the District for special education purposes. The parties intend that this agreement shall automatically terminate at such time that the Charter School shall provide the District verifiable assurances that it will participate as an LEA in a SELPA.

D. A child with disabilities attending the charter school shall receive special educational instruction or designated instruction and services, or both, in the same manner as a child with disabilities who attends another public school of that district. The agency that granted the charter shall ensure that all children with disabilities enrolled in the Charter School receive special education and designated instruction and services in a manner that is consistent with their individualized education program and in compliance with the IDEA. For purposes of this agreement the Charter School shall provide all services to Charter School students outside of the Chartering District, and shall be financially responsible for the provision of those services, as further described below. The District shall provide all services to Charter School students within the Chartering District, and
shall be financially responsible for the provision of those services, as further described below.

E. This agreement has the purpose of, among other things, clarifying the roles and responsibilities of the parties with regard to students who are enrolled and attend the charter school and are or may be eligible for special education and related services under the IDEA.

NOW, THEREFORE, in consideration of the promises and the mutual covenants and agreements herein set forth, the Charter School and the District do hereby agree as follows:

1. **Section 504 and the ADA**

   It is agreed that this Agreement is intended to address the responsibilities of the parties with respect to the provision and financing of special education services under the IDEA and does not cover services or accommodations required under Section 504 of the Rehabilitation Act (“Section 504”) nor under the Americans with Disabilities Act (“ADA”). Absent agreement of the parties to the contrary, the Charter School shall be solely responsible, at its own expense, for compliance with Section 504 and the Americans with Disabilities Act (“ADA”) with respect to eligible students outside of the Chartering District. The District shall be solely responsible, at its own expense, for compliance with Section 504 and the ADA with respect to eligible students within the Chartering District.

2. **Interpretation of Agreement**

   This Agreement is intended to supplement the terms of any other MOU between the parties. This Agreement shall be intended solely in accordance with its terms, together with the charter.

3. **Provision of Special Education Services to Student Attending Charter School Learning Centers**

   a. **Identification and Referral of Students**

      The Charter School has the responsibility to make referrals for identification and assessments of any students who are enrolled in the Charter School who are believed to be eligible for special education assessment and/or services. Prior to making any referral, the Charter School shall conduct a student study team, if at all possible (given a parent’s right to refuse such an option) to determine if alternative interventions are appropriate. All referrals shall be immediately delivered to the Charter School’s contracted service provider for consultation, identification and assessment.
b. Assessment of Students

The Charter School will determine what assessments, if any, are necessary and arrange for such assessments for all referred students, for annual assessments, and for tri-annual assessments.

c. Individualized Education Program

The Charter School shall be responsible for arranging the necessary IEP meetings. The Charter School shall be responsible for providing adequate meeting rooms at the Charter School, having the designated representative of the Charter School in attendance at the IEP meeting, in addition to representatives who are knowledgeable about the regular educational program at the Charter School. Further, the Charter School responsibilities shall include documentation of the IEP meeting and the provision of parent rights.

d. Eligibility and Placement

Decisions regarding eligibility, goals/objectives, program placement and exit from special education shall be the decision of the IEP team. Team membership shall be in compliance with federal law and shall include the designated representative of the Charter School (or designee). Services and placement shall be provided to all eligible Charter School students in accordance with the IDEA, and the policies, procedures and requirements of the SELPA in which the District participates, and whenever possible, should be provided at the Charter School. The District shall be invited to, but shall not be required to, have a representative on the IEP team.

e. Interim Placement

For students who enroll in the Charter School with a current IEP, it is the responsibility of the Charter School to implement the existing IEP to the extent possible at the Charter School. The Charter School will also require, as part of its admissions process that prospective students consent to acquisition from the student’s prior school of their cumulative files, including all special education files. For students who were previously enrolled in the District, the District agrees to forward the student’s cumulative file including all special education files to the Charter School within ten (10) days of notification.

f. Education Services and Programs

To the extent that the agreed upon IEP requires educational or related services to be delivered by staff other than the Charter School staff, the
Charter School shall provide such services through their special education department. All services required by the IEP will be provided by the Charter School and its contractor(s).

g. Parent/Guardian Concerns

Parent/Guardian Concerns regarding special education services shall be directed to the Charter School. The Charter School shall address the parent/guardian concerns. The Charter School shall distribute with its admissions material information pertaining to the provision of special education services if provided by the Charter School.

h. Complaints

The Charter School shall address, respond, investigate, and take any and all necessary action to respond to all complaints received under, among other things, the uniform complaint procedure, involving special education and IDEA compliance.

i. Due Process Hearing

The Charter School may initiate a due process hearing on behalf of the student enrolled in the Charter School as the Charter School determines is legally necessary to meet the Charter School’s responsibilities under federal law. In the event that parents/guardians file for a due process hearing, the Charter School shall be responsible for the defense and indemnity of the District consistent with the provisions of Paragraph 15 of this Agreement.

j. SELPA Activities and Meetings

As part of his or her District representation duties at all SELPA meetings, the District Superintendent or his or her designee shall represent the Charter School. Reports to the Charter School regarding SELPA decisions, policies, etc., shall be communicated to the Charter School as they are to all other Charter Schools within the District. To the extent that the District and/or SELPA provide training opportunities and/or information regarding special education to site staff, such opportunities/information shall be made available to the Charter School and its staff. To the extent that site staff has the opportunity to participate in committee meetings of the SELPA as representatives of their District, such opportunities shall be made available to Charter School staff.

k. Funding
The District shall retain all AB602 funding pertaining to special education, but shall reimburse the Charter School for all expense incurred for the provision of special education services to students attending Charter School learning centers.

The Charter School will invoice the District quarterly for the above mentioned services, and the District agrees to pay such invoices within 30 days of issuance.

The Charter School shall be permitted to contract with a certified Non-Public Agency for the provision of any special education service, and shall be permitted to submit such invoices to the District for payment out of the AB602 funding generated by students attending the Charter School.

l. Indemnification

The Charter School shall defend, hold harmless and indemnify the District and its officers, agents, trustees, and employees from all liabilities and claims for damages or death, sickness or injury to persons or property including but not limited to consequential damages, reimbursements, compensatory education, attorney’s fees or costs from any act or omission of the Charter School its officers, directors, employees, agents, subcontractors, or independent contractors, whatsoever, arising from or in connection with the services provided hereunder whether or not resulting from the negligence acts or omissions of the Charter School its officers, directors, employees, agents or subcontractors or independent contractors.

m. Dispute Resolution

The parties shall attempt to resolve all disputes regarding this Agreement by mediation. The Parties shall agree upon the selection of a suitable mediator and mediation by the parties shall occur within ten (10) days upon selection of the mediator, if practicable. The parties may agree by mutual consent to extend this deadline. The written request for mediation shall state the nature of the dispute.

n. Term

This Agreement shall remain in effect until such time that the Charter School is accepted as a member LEA in a SELPA approved by the State Board of Education. Charter School represents that until that time it shall exert best efforts to become a member of LEA in a SELPA. Until such time that the Charter School becomes a member LEA in a SELPA, the District shall retain supervisory oversight over the Charter School’s provision of special education services sufficient to ensure that the District is meeting all the requirements contained in the Education Code related to
the provision of the special education services. The Charter School shall also provide written verifiable assurances that it will comply with this Agreement with respect to the provision of special education services in compliance with all applicable laws and regulations. The Parties agree that the Charter School shall have the right at anytime to elect to be its own LEA for special education purposes.

0. Charter Growth

Because of the compelling public interest and aid to the economy when students achieve a high school diploma, the District hereby agrees that the Charter School may open additional learning centers when and if the need is substantiated through enrollment and related funding to support additional centers is available all as determined by the Charter School. The Charter School shall inform the District of the location(s) of any additional learning center(s).

Approved and ratified this _____________ day of _______________, 2013, by the Board of Education of the Fontana Unified School District by the following vote:

AYES:
NOES:
ABSTAINS:

Certification by the Superintendent:

______________________________________________________

OFY-Fontana, Inc., a California non-profit public benefit corporation, dba Options For Youth Public Charter Schools – Fontana

______________________________________________________

William Toomey
Deputy Superintendent of the Charter School
California Charter Schools Association

School: Options for Youth - Victor Valley

**General School Data**

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<th>Description</th>
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<tr>
<td>Primary Contact: Joan Hall</td>
<td></td>
</tr>
<tr>
<td>Phone: (626) 685-9300</td>
<td></td>
</tr>
<tr>
<td>Address: 17352 Main Street, Hesperia, CA 92345</td>
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<tr>
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**School Renewal & Authorization**

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<td>Authorizer: Victor Valley Union High</td>
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<td>Charter Expiration Date: 06/30/2016</td>
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**General School Data**

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<thead>
<tr>
<th>Data</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Valid 2011 STAR Test Scores:</td>
<td>796</td>
</tr>
<tr>
<td>% of Free/Reduced Price Lunch Eligible Students:</td>
<td>81</td>
</tr>
<tr>
<td>% of English Language Learners:</td>
<td>2</td>
</tr>
<tr>
<td>% of Students with Disabilities:</td>
<td>2</td>
</tr>
<tr>
<td>Average Parent Education:</td>
<td>2.33</td>
</tr>
<tr>
<td>% of Parent Education Responses Received:</td>
<td>88</td>
</tr>
<tr>
<td>% of Student Retention from October 2010 to 2011 STAR Testing:</td>
<td>57</td>
</tr>
<tr>
<td>% African American:</td>
<td>13</td>
</tr>
<tr>
<td>% American Indian/AN:</td>
<td>0</td>
</tr>
<tr>
<td>% Asian:</td>
<td>0</td>
</tr>
<tr>
<td>% Filipino:</td>
<td>0</td>
</tr>
<tr>
<td>% Latino/Hispanic:</td>
<td>53</td>
</tr>
<tr>
<td>% NH/Pacific Islander:</td>
<td>0</td>
</tr>
<tr>
<td>% White:</td>
<td>26</td>
</tr>
<tr>
<td>% Two or more races:</td>
<td>5</td>
</tr>
</tbody>
</table>

*Note: The above data are publicly reported to the California Department of Education through the 2011 STAR Program student answer documents. They are used for the calculation of schools' Similar Students Measure (SSM) - see page 2.*

**Page 2: CCSA Accountability Framework**

The CCSA Accountability Framework measures three elements of your school's performance: academic status (API score), growth over time (cumulative API growth over the past three years), and comparison to similar student populations (Similar Students Measure, or SSM).

- Schools are divided into 4 quadrants based on whether their API and cumulative growth scores place them above or below the statewide average – these are the status and growth metrics.
- Schools are also categorized into SSM Performance Bands based on whether they perform below, within range of, or above a predicted score based on student background – this is the comparison metric. (See more detail on page 4)

Schools four years and older (ASAM excluded) must meet at least one of the following CCSA minimum criteria for renewal:

- API at or above 700 points
- 3-year cumulative API growth greater than or equal to 50 points (2010-11 growth + 2009-10 growth + 2008-09 growth)
- Similar Students Measure (SSM) band higher than "Below" at least two out of the last three years.

**Page 3: SBE Revocation Regulations**

In 2010, the State Board of Education adopted regulations that would allow them to initiate a process of potential revocation if a school is below certain levels of performance. They only apply to schools five years and older. If a school five years and older has both of the following, it could be identified for potential revocation by the SBE:

- API Statewide Rank in the first decile for both of the prior two years
- 3-year cumulative API growth less than 50 points (2010-11 growth + 2009-10 growth + 2008-09 growth)

The revocation process would trigger a review where the school would be called to present additional performance data to demonstrate additional value-add to students' educational experience. SSM results would guide CCSA support in the event of revocation implementation.

**Summary of School Results**

<table>
<thead>
<tr>
<th>Meets CCSA Minimum Criteria for Renewal?</th>
<th>Above</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above or Below SBE Revocation Regulations?</td>
<td>Above</td>
</tr>
</tbody>
</table>

Above or Below Minimum Criteria? | Above |

Above or Below Revocation Criteria? | Above |
CCSA Accountability Framework: Status, Growth, & SSM

SSM Performance Band:
- Far Above All Years
- Above All Years
- Above Most Years
- Within/Fluctuating
- Below Most Years
- Below All Years
- Far Below All Years

Lines are set at the statewide median for all public schools (non-ASAM). Schools 4+ years old in the shaded region are classified as SSM Band of Below Most Years, Below All Years, or Far Below All Years. In 2011, Charters do not meet CCSA Minimum Criteria for Renewal.

More Detail: SSM Performance Band

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Annual Result (Far Above, Above, Within, Below, or Far Below)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td>Within Predicted</td>
</tr>
<tr>
<td>2009-2010</td>
<td>Within Predicted</td>
</tr>
<tr>
<td>2010-2011</td>
<td>Within Predicted</td>
</tr>
</tbody>
</table>

SSM Performance Band: Within/Fluctuating

SSM Performance Bands: Statewide Breakdown

More Detail: 3-Year Cumulative API Growth

Definition of CCSA Minimum Criteria for Renewal: Schools four years and older must meet at least one of the following in order to qualify for CCSA support at renewal:
- API score at or above 700
- 3-year cumulative API growth greater than or equal to 50 points (2010-11 growth + 2009-10 growth + 2008-09 growth)
- Similar Students Measure (SSM) band higher than "Below" at least two out of the last three years

More Detail: 3-Year Cumulative API Growth

2011 API (Growth):
- 648

3-Year Cumulative API Growth:
- 13

SSM Performance Band:
- Within/Fluctuating

Above or Below Minimum Criteria?
- Above

My school is 18 years old. Minimum criteria only apply to schools 4 and older.

See page 4 of this report for a description of the Similar Students Measure.
State Board of Education Revocation Regulations

Criteria for revocation eligibility (only applies to non-ASAM schools 5 years and older): Statewide rank of 1 over the past two years and 3-year cumulative growth under 50 points

<table>
<thead>
<tr>
<th>Criteria</th>
<th>School Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does it apply? (i.e., is my school non-ASAM, 5+ years?)</td>
<td>Yes</td>
</tr>
<tr>
<td>Statewide Rank 2009-10</td>
<td>2</td>
</tr>
<tr>
<td>Statewide Rank 2010-11</td>
<td>1</td>
</tr>
<tr>
<td>3-year Cumulative API Growth</td>
<td>13</td>
</tr>
</tbody>
</table>

Above or below revocation criteria: **Above**

If you have any questions on the material presented in the CCSA Academic Accountability Report Card, please contact: accountability@calcharters.org

or call Samantha Olivieri, Director of Accountability, at 415-283-5077

For more information on the CCSA Accountability Framework, please visit http://www.calcharters.org/advocacy/accountability/
# Academic Accountability Report Card

<table>
<thead>
<tr>
<th>Definitions and Data Sources</th>
<th>Definition</th>
<th>Data Source</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term</strong></td>
<td><strong>Definition</strong></td>
<td><strong>Data Source</strong></td>
</tr>
<tr>
<td>API Score</td>
<td>The Academic Performance Index (API) is a numeric score ranging from 200 to 1,000 that summarizes a school's performance over a five-year cycle.</td>
<td>2011 Growth API Data File</td>
</tr>
<tr>
<td>3-year cumulative API growth</td>
<td>Cumulative API growth over the last three API cycles (i.e. an API cycle represents the difference between a current year growth API and the prior year’s base API).</td>
<td>2011, 2010 and 2009 Growth API Data Files</td>
</tr>
</tbody>
</table>
| Similar Students Measure    | **What is it?** The Similar Students Measure (SSM) identifies schools that over- and under-perform compared to similar students statewide. It functions as a “proxy value-add” measure by comparing each school’s performance to a prediction based on how schools with similar student background perform.  
**How is it calculated?** For each of the prior three years, schools are categorized as to whether their API score was Far Above, Above, Within Range of, Below, or Far Below their prediction based on student background. Those results are aggregated into a three-year SSM Performance Band. There are seven SSM Performance Bands: Far Above All Years, Above All Years, Within/Fluctuating, Below Most Years, Below All Years, Far Below All Years. The SSM calculation is based on API scores and publicly-reported student demographics, as reported to the California Department of Education with STAR testing. The variables used are listed below. For technical detail on the SSM, see the Technical Guide: [www.calcharter.org/2011/02/technical-guide-construction-of-aspp-and-ssm.html](http://www.calcharter.org/2011/02/technical-guide-construction-of-aspp-and-ssm.html) | California Charter Schools Association, calculated using California Department of Education (CDE) reported data |

<table>
<thead>
<tr>
<th>School Type</th>
<th>Elementary, Middle, or High School, as assigned by CDE for deterring API ranks</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Valid Test Scores</td>
<td>Number of students in grades two through eleven tested in STAR Program testing for 2011. Note: Only includes number of students included in the 2011 API</td>
</tr>
<tr>
<td>% Free/Reduced Lunch Enrollment</td>
<td>Percentage of students in the school who were eligible for the free or reduced-price lunch program</td>
</tr>
<tr>
<td>% English Language Learners</td>
<td>Percentage of students at the school who were designated as English Learners</td>
</tr>
<tr>
<td>% Students with Disabilities</td>
<td>Percentage of students who are designated as students with disabilities (SWDs). A SWD receives special education services and has a valid disability code on the STAR Program student answer document.</td>
</tr>
<tr>
<td>Average Parent Education Level</td>
<td>Average of all parent education level responses using the following scale: 1 = Not high school graduate; 2 = High school graduate; 3 = Some college; 4 = College graduate; 5 = Graduate School</td>
</tr>
<tr>
<td>Response Rate for Parent Education</td>
<td>Percentage of parents responding to parent education level question</td>
</tr>
<tr>
<td>% Student Retention from October 2010 to 2011 STAR Testing</td>
<td>Percentage of students who were counted as part of the school enrollment on the October 2010 Fall Census Day and who have been continuously enrolled since that date to the date of STAR Program testing</td>
</tr>
<tr>
<td>Pupil ethnicity percentages</td>
<td>Percentage of students in the school in each ethnic category: African American, American Indian, Asian, Filipino, Hispanic, Pacific Islander, White, Two or More Races</td>
</tr>
</tbody>
</table>
| Percentage of grade span enrolments | Percentage of total enrollment in the following grade spans:  
  - Elementary schools: grade 2, grade 6, grades 7-8 and grades 9-11  
  - Middle schools: grade 2, grades 3-5, grade 6, grades 9-11  
  - High schools: grade 2, grades 3-5, grade 6, grades 7-8 |
### School Report - API Growth and Targets Met
#### 2012 Growth
#### Academic Performance Index (API) Report

- **School:** Options for Youth-Victorville Charter
- **LEA:** Victor Valley Union High
- **County:** San Bernardino
- **CDS Code:** 36-67934-3630670
- **School Type:** High

**Direct Funded Charter School:** Yes

### 2011-12 APR

<table>
<thead>
<tr>
<th>Summary</th>
<th>Glossary</th>
<th>Base</th>
<th>Guide</th>
<th>Growth</th>
<th>AYP</th>
<th>PI</th>
<th>Guide</th>
</tr>
</thead>
</table>

### Met Growth Targets

- **Schoolwide:** Yes
- **All Student Groups:** Yes
- **All Targets:** Yes

### Groups

<table>
<thead>
<tr>
<th>Number of Students Included in 2012 API</th>
<th>Numerically Significant in Both Years</th>
<th>2012 Growth</th>
<th>2011 Base</th>
<th>2011-12 Growth Target</th>
<th>2011-12 Growth</th>
<th>Met Student Groups Growth Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schoolwide</td>
<td></td>
<td>1320</td>
<td>571</td>
<td>8</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>Black or African American</td>
<td></td>
<td>143</td>
<td>527</td>
<td>816</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td></td>
<td>10</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td>9</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Filipino</td>
<td></td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td></td>
<td>805</td>
<td>369</td>
<td>8</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td></td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
<td>285</td>
<td>360</td>
<td>849</td>
<td>8</td>
<td>41</td>
</tr>
<tr>
<td>Two or More Races</td>
<td></td>
<td>33</td>
<td>708</td>
<td>676</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td></td>
<td>1078</td>
<td>960</td>
<td>636</td>
<td>8</td>
<td>24</td>
</tr>
<tr>
<td>English Learners</td>
<td></td>
<td>156</td>
<td>359</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td></td>
<td>42</td>
<td>514</td>
<td>492</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

In order to meet federal requirements of the Elementary and Secondary Education Act (ESEA), a 2012 Growth API is posted even if a school or LEA had no 2011 Base API or if a school had significant population changes from 2011 to 2012. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted.

"N/A" means a number is not applicable or not available due to missing data.

"***" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small in either 2011 or 2012. APIs based on small numbers of students are less reliable and, therefore, should be carefully interpreted.

"A" means the school or Student Groups scored at or above the statewide performance target of 800 in 2012.

"B" means the school did not have a valid 2011 Base API and will not have any growth or target information.

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, or a special education school. Target information is not applicable to LEAs or special education schools.

**Targets Met** - In the "Met Growth Target" columns, the growth targets reflect state accountability requirements and do not match the federal Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is a 2012 Growth API of 740 or a one-point increase from the 2011 Base API to 2012 Growth API for a school or LEA.

**Missing All Student Data** – All subgroup data are missing if the LEA informed the CDE of a potential data error in at least one race or ethnicity category.

**Missing Special Population Student Data** – Socioeconomically Disadvantaged and English Learners student groups with missing API data and a "No" under the "Met Student Growth Target” column indicates that there was a decrease in the number of students in the group by at least 20 percent from the 2011 Base API to the 2012 Growth API, or the LEA reported a potential data error with one or more these student groups. For that reason API information for that student group is not reported. LEAs that make changes to their data through the testing contractor will have updated API reports released in January 2013.
2011-12 Accountability Progress Reporting (APR)

School: Opiors for Youth-Victorville Charter
LEA: Victor Valley Union High
County: San Bernardino
CDS Code: 36-67934-3630670
School Type: High

Direct Funded Charter School: Yes

<table>
<thead>
<tr>
<th>2011-12 APR</th>
<th>2011-12 State API</th>
<th>2012 Federal AYP and PI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary</td>
<td>Glossary</td>
<td>Base</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2011 Base API</th>
<th>2011 Statewide Rank</th>
<th>2011 Similar Schools Rank</th>
<th>2011-12 Growth Target</th>
<th>2012 API Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>783</td>
<td>642</td>
<td>2</td>
<td>6</td>
<td>8</td>
</tr>
</tbody>
</table>

*N/A* means a number is not applicable or not available due to missing data.
*A* means the school scored at or above the statewide performance target of 800 in 2011.

For a further description of similar schools, please refer to the 2011-12 APR Glossary-Base API.

The API scale is 200-1000. Only scores for students continuously enrolled in the school from the October 2010 California Longitudinal Pupil Achievement Data System (CALPADS) census date to the 2011 testing date without a gap in enrollment of more than 30 consecutive calendar days are included in the calculation.

Create and download a data file of these 100 similar schools.

100 Similar Schools
Listed alphabetically by county, school district, and school name.

<table>
<thead>
<tr>
<th>CDS Code</th>
<th>County</th>
<th>School District</th>
<th>School</th>
<th>2011 Base API</th>
</tr>
</thead>
<tbody>
<tr>
<td>01-61259-0101063</td>
<td>Alameda</td>
<td>Oakland Unified</td>
<td>College Preparatory and Architecture Ace</td>
<td>610</td>
</tr>
<tr>
<td>01-61259-0101469</td>
<td>Alameda</td>
<td>Oakland Unified</td>
<td>LPS College Park</td>
<td>598</td>
</tr>
<tr>
<td>01-61259-0100834</td>
<td>Alameda</td>
<td>Oakland Unified</td>
<td>Media College Preparatory</td>
<td>614</td>
</tr>
<tr>
<td>01-61259-0100701</td>
<td>Alameda</td>
<td>Oakland Unified</td>
<td>MetWest High</td>
<td>543</td>
</tr>
<tr>
<td>06-61622-0637504</td>
<td>Colusa</td>
<td>Williams Unified</td>
<td>Williams High</td>
<td>642</td>
</tr>
<tr>
<td>07-61721-0730572</td>
<td>Contra Costa</td>
<td>Liberty Union High</td>
<td>Independence High</td>
<td>610</td>
</tr>
<tr>
<td>07-61796-0732164</td>
<td>Contra Costa</td>
<td>West Contra Costa Unified</td>
<td>De Anza Senior High</td>
<td>661</td>
</tr>
<tr>
<td>07-61796-0101477</td>
<td>Contra Costa</td>
<td>West Contra Costa Unified</td>
<td>Leadership Public Schools: Richmond</td>
<td>753</td>
</tr>
<tr>
<td>10-73809-1030121</td>
<td>Fresno</td>
<td>Firebaugh-Las Deltas Joint Union</td>
<td>Firebaugh High</td>
<td>694</td>
</tr>
<tr>
<td>10-62265-0108002</td>
<td>Fresno</td>
<td>Kings Canyon Joint Unified</td>
<td>Orange Cove High</td>
<td>691</td>
</tr>
<tr>
<td>10-62364-1034990</td>
<td>Fresno</td>
<td>Parlier Unified</td>
<td>Parlier High</td>
<td>642</td>
</tr>
<tr>
<td>10-75408-1035575</td>
<td>Fresno</td>
<td>Riverdale Joint Unified</td>
<td>Riverdale High</td>
<td>759</td>
</tr>
<tr>
<td>Area</td>
<td>District</td>
<td>School Name</td>
<td>Code</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>---------------------------------------</td>
<td>----------------------------------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>Kings</td>
<td>Antelope Valley Unified High</td>
<td>Eastside High</td>
<td>668</td>
<td></td>
</tr>
<tr>
<td>Los Angeles</td>
<td>Antelope Valley Unified High</td>
<td>Palmdale High</td>
<td>673</td>
<td></td>
</tr>
<tr>
<td>Burbank</td>
<td>Options for Youth-Burbank Charter</td>
<td>Hawthorne High</td>
<td>685</td>
<td></td>
</tr>
<tr>
<td>Los Angeles</td>
<td>Centinela Valley Union High</td>
<td>Centennial High</td>
<td>638</td>
<td></td>
</tr>
<tr>
<td>Los Angeles</td>
<td>Compton Unified</td>
<td>Compton High</td>
<td>627</td>
<td></td>
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<tr>
<td>Los Angeles</td>
<td>Compton Unified</td>
<td>Domínguez High</td>
<td>621</td>
<td></td>
</tr>
<tr>
<td>Los Angeles</td>
<td>Inglewood Unified</td>
<td>Inglewood High</td>
<td>635</td>
<td></td>
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<tr>
<td>Los Angeles</td>
<td>Inglewood Unified</td>
<td>Montasrde High</td>
<td>628</td>
<td></td>
</tr>
<tr>
<td>Los Angeles</td>
<td>Los Angeles Unified</td>
<td>Academy of Medical &amp; Health Sciences at</td>
<td>599</td>
<td></td>
</tr>
<tr>
<td>Los Angeles</td>
<td>Los Angeles Unified</td>
<td>Animo Locke Charter High School #1</td>
<td>607</td>
<td></td>
</tr>
<tr>
<td>Los Angeles</td>
<td>Los Angeles Unified</td>
<td>Animo Locke Technology High</td>
<td>611</td>
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<tr>
<td>Los Angeles</td>
<td>Los Angeles Unified</td>
<td>Animo Watts Charter High</td>
<td>608</td>
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</tr>
<tr>
<td>Los Angeles</td>
<td>Los Angeles Unified</td>
<td>Bell Senior High</td>
<td>679</td>
<td></td>
</tr>
<tr>
<td>Los Angeles</td>
<td>Los Angeles Unified</td>
<td>Belmont Senior High</td>
<td>643</td>
<td></td>
</tr>
<tr>
<td>Los Angeles</td>
<td>Los Angeles Unified</td>
<td>College Ready Academy High #11</td>
<td>626</td>
<td></td>
</tr>
<tr>
<td>Los Angeles</td>
<td>Los Angeles Unified</td>
<td>College Ready Academy High #5</td>
<td>774</td>
<td></td>
</tr>
<tr>
<td>Los Angeles</td>
<td>Los Angeles Unified</td>
<td>David Starr Jordan Senior High</td>
<td>515</td>
<td></td>
</tr>
<tr>
<td>Los Angeles</td>
<td>Los Angeles Unified</td>
<td>East Los Angeles Renaissance Academy at</td>
<td>638</td>
<td></td>
</tr>
<tr>
<td>Los Angeles</td>
<td>Los Angeles Unified</td>
<td>East Valley Senior High</td>
<td>651</td>
<td></td>
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<tr>
<td>Los Angeles</td>
<td>Los Angeles Unified</td>
<td>Edward R. Roybal Learning Center</td>
<td>645</td>
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<tr>
<td>Los Angeles</td>
<td>Los Angeles Unified</td>
<td>Health Services Academy High</td>
<td>665</td>
<td></td>
</tr>
<tr>
<td>Los Angeles</td>
<td>Los Angeles Unified</td>
<td>Helen Bernstein High</td>
<td>612</td>
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<td>Los Angeles</td>
<td>Los Angeles Unified</td>
<td>Heritage College-Ready High</td>
<td>714</td>
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<tr>
<td>Los Angeles</td>
<td>Los Angeles Unified</td>
<td>Humanitas Art School at Roosevelt High</td>
<td>572</td>
<td></td>
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<tr>
<td>Los Angeles</td>
<td>Los Angeles Unified</td>
<td>Huntington Park Senior High</td>
<td>604</td>
<td></td>
</tr>
<tr>
<td>Los Angeles</td>
<td>Los Angeles Unified</td>
<td>James Monroe High</td>
<td>657</td>
<td></td>
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Questions: Academic Accountability Team | cde@ca.gov | 916-319-0850.
STATE OF CALIFORNIA

FIRST AMENDED AND RESTATED ARTICLES OF INCORPORATION
OF
OFY - FONTANA, INC.

I.

The name of the corporation is OFY - Fontana, Inc.

II.

A. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable purposes.

B. The specific purpose of this corporation is to engage in charitable and educational purposes.

III.

The name and address in the State of California of this corporation's initial agent for service of process is:

John Hall
320 N. Halstead Street, Suite 220
Pasadena, CA 91107

IV.

A. The Corporation is organized and shall be operated exclusively for charitable, scientific or educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law, the “Code”), as amended.

B. No part of the net earnings of the corporation shall inure to the benefit of or be distributable to its directors, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article II hereof.

C. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of, or in opposition to, any candidate for public office.
D. Notwithstanding any other provision of these Articles, the corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes of the corporation, and the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

E. It is intended that the corporation shall have the status of a corporation which is exempt from federal income taxation under Section 501(a) of the Code as an organization described in Section 501(c)(3) of the Code and which is other than a private foundation by reason of being described in Section 509(a) of the Code. These Articles shall be construed accordingly, and all powers and activities of the corporation shall be limited accordingly. In the event the corporation is determined to be a private foundation within the meaning of Section 509 of the Code, then during such period:

(i) The corporation shall distribute its income for each taxable year at such time and in such manner as not to become subject to the tax or undistributed income imposed by Section 4942 of the Code.

(ii) The corporation shall not engage in any act of self-dealing, as defined in Section 4941(d) of the Code.

(iii) The corporation shall not retain any excess business holdings as defined in Section 4943(c) of the Code.

(iv) The corporation shall not make any investments in such manner as to subject it to tax under Section 4944 of the Code.

(v) The corporation shall not make any taxable expenditures as defined in Section 4945(d) of the Code.

V.

Upon the dissolution of the corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the corporation, dispose of all of the assets of the corporation for one or more exempt purposes within the meaning of Section 501(c)(3) of the Code, or shall distribute such assets to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by the applicable court in county which the principal office of the corporation is then located, exclusively for one or more exempt purposes within the meaning of Section 501(c)(3) of the Code, or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.
VI.

Except as otherwise provided herein, all conditions, qualifications, requirements, privileges and regulations regarding the Board of Directors in the Corporation, including voting rights if any, shall be fixed and governed by or pursuant to the Bylaws of the Corporation.

VII.

The corporation is authorized to indemnify its agents (as defined in Section 5238 of the California Nonprofit Corporation Law) to the fullest extent permissible under California law.
RESTATED BYLAWS
OF
OPTIONS FOR YOUTH-FONTANA, INC.
a California nonprofit public benefit corporation

The Bylaws of Options for Youth - Fontana, Inc., a California corporation ("the Corporation"), are hereby restated in their entirety, as of May 2013, (the "Effective Date"), as follows:

ARTICLE I
PURPOSE

The purpose of the Corporation shall be to engage in charitable and educational purposes.

ARTICLE II
OFFICES

Section 1. PRINCIPAL OFFICES. The Corporation’s principal office shall be located at such place in Los Angeles County, California, or elsewhere as the Board of Directors (the “Board”) shall from time to time determine. The Board is granted full power and authority to change the location of the Corporation’s principal office.

Section 2. OTHER OFFICES. The Board of Directors or the President may at any time establish branch or subordinate offices at any place or places where the Corporation is qualified to do business.

ARTICLE III
DEDICATION OF ASSETS

This Corporation’s assets are irrevocably dedicated to charitable purposes. No part of the net earnings, properties, or assets of the Corporation, on dissolution or
otherwise, shall inure to the benefit of any private person or individual, or to any Director or Officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE IV
MEMBERSHIP

Section 1. SOLE MEMBER. Options for Youth-California, Inc., a California nonprofit public benefit corporation, shall be the Sole Member of the Corporation.

Section 2. REQUIREMENTS FOR MEMBERSHIP. The Sole Member may, in its sole discretion, admit additional members to the Corporation, under such criteria as the Sole Member may, from time to time, establish. No Director shall simultaneously serve as a Director or Officer of this Corporation and of the Sole Member.

Section 3. ELECTION OF OFFICERS BY THE SOLE MEMBER. The Sole Member shall have no right or authority to select or remove Officers of the Corporation. Officers shall be elected by the Board of Directors as provided in Article VI, below.

Section 4. ANNUAL MEETINGS. The Members shall have an annual meeting, which shall be held on a date and time specified by the Sole Member. Any date so designated by the Sole Member shall be within five (5) months after the end of the fiscal year of the Corporation, which is June 30, and within fifteen (15) months after the last annual meeting. If the scheduled date falls on a legal holiday, the meeting shall be held on the next succeeding business day. At the meeting, Directors shall be selected by the Sole Member and other proper business may be transacted.
Section 5. SPECIAL MEETINGS. The Sole Member, or fifty percent (50%) or more of the Members, may call a special meeting of the Members for any lawful purpose at any time.

Any Officer of the Corporation may call a meeting of the Members for any lawful purpose at any time. Notice of a special meeting shall be given by the Officer calling such meeting or by any other Officer of the Corporation, with such notice to be given not less than ten (10) days prior to the date of the special meeting, unless such notice is waived in writing by the Members.

No business, other than the business that was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 6. PLACE OF MEETINGS AND MEETINGS BY TELEPHONE.

Meetings of the Members shall be held at any place within or outside the State of California designated by the Board or by the written consent of all Members entitled to vote at the meeting, given before or after the meeting. In the absence of any such designation, Members' meetings shall be held at the Corporation’s principal office. Special meetings of the Members shall be held at any place within or outside the State of California that has been designated in the notice of the meeting or, if not stated in the notice or if there is no notice, at the principal executive office of the Corporation. Any meeting, regular or special, may be held by conference telephone or similar communication equipment, so long as all Members participating in the meeting can hear one another, and all such Members shall be deemed to be present in person at the meeting.

Section 7. GENERAL NOTICE REQUIREMENTS. Whenever Members are required or permitted to take any action at a meeting, a written notice of the meeting shall be given, pursuant to Section 9, below, to each Member entitled to vote at that meeting. The notice shall specify the place, date and hour of the meeting. For the annual meeting, the notice shall state the matters that the Board, at the time notice is
given, intends to present for action by the Members. For a special meeting, the notice shall state the general nature of the business to be transacted and shall state that no other business may be transacted.

If any notice addressed to a Member at the address of that Member appearing on the books of the Corporation is returned to the Corporation by the United States Postal Service marked to indicate that the United States Postal Service is unable to deliver the notice to the Members at that address, all future notices or reports shall be deemed to have been duly given without further mailing if these shall be available to the Member on written demand of the Member at the principal executive office of the Corporation for a period of one (1) year from the date of the giving of the notice.

Section 8. NOTICE OF PROPOSAL TO WIND UP THE AFFAIRS OF THE CORPORATION. Approval by the Members of any proposal to wind up the affairs of the Corporation is valid only if the notice or written waiver of notice states the proposal to wind up the Corporation.

Section 9. MANNER OF GIVING NOTICE. Notice of any meeting of Members shall be in writing and shall be given at least ten (10) but no more than ninety (90) days before the meeting date, except, however, for special meetings, notice of which shall be given as provided in Section 5, above. The notice shall be given either personally or by first-class, registered or certified mail, or by other means of written communication, charges prepaid, and shall be addressed to each Member entitled to vote, at the address of that Member as it appears on the books of the Corporation or at the address given by the Member to the Corporation for purposes of notice. If no address appears on the Corporation’s books and no address has been so given, notice shall be deemed to have been given if either (i) notice is sent to that Member by first-class mail or facsimile or other written communication to the Corporation’s principal office or (ii) notice is published at least once in a newspaper of general circulation in the county in which the principal office is located.
Section 10. AFFIDAVIT OF MAILING NOTICE. An affidavit of the mailing of any notice of any Members’ meeting, or of the giving of such notice by other means, may be executed by the Secretary, Assistant Secretary, or any transfer agent of the Corporation, and if so executed, shall be filed and maintained in the Corporation’s minute book.

Section 11. QUORUM. A majority of the Members shall constitute a quorum for the transaction of business at any meeting of the Members, except to adjourn as provided in Section 18, below.

Section 12. ELIGIBILITY TO VOTE. Subject to the California Nonprofit Public Benefit Corporation Law, Members in good standing on the record date as determined by the Sole Member shall be entitled to vote at any meeting of the Members.

Section 13. MANNER OF VOTING. Voting may be by voice or by ballot.

Section 14. NUMBER OF VOTES. Each Member entitled to vote may cast one vote on each matter submitted to a vote of the Members.

Section 15. APPROVAL BY MAJORITY VOTE. If a quorum is present, the affirmative vote of the majority of the voting power represented at the meeting, entitled to vote and voting on any matter, shall be deemed the act of the Members unless the vote of a greater number, or voting by classes, is required by the California Nonprofit Public Benefit Corporation Law or by the Articles of Incorporation.

Section 16. WAIVER OF NOTICE. The transactions of any meeting of Members, however called or noticed and wherever held, shall be valid as though taken at a meeting duly held after standard call and notice, if (a) a quorum is present either in person or by proxy, and (b) either before or after the meeting, each Member entitled to vote, not present in person or by proxy, signs a written waiver of notice, a consent to the holding of the meeting, or an approval of the minutes of the meeting. The waiver of
notice, consent, or approval need not specify either the business to be transacted or the purpose of the meeting except that, if action is taken or proposed to be taken for approval of winding up the Corporation, the waiver of notice, consent or approval shall state the general nature of the proposal. All such waivers, consents, or approvals shall be filed with the corporate records or made a part of the minutes of the meeting.

A Member’s attendance at a meeting shall also constitute a waiver of notice of and presence at that meeting unless the Member objects at the beginning of the meeting to the transaction of any business because the meeting was not lawfully called or convened. Also, attendance at a meeting is not a waiver of any right to object to the consideration of matters required to be included in the notice of the meeting but not so included, if that objection is expressly made at the meeting.

Section 17. ACTION BY UNANIMOUS WRITTEN CONSENT. Any action required or permitted to be taken by the Members may be taken without a meeting, if all Members consent in writing to the action. The written consent or consents shall be filed with the minutes of the meeting. The action by written consent shall have the same force and effect as a unanimous vote of the Members.

Section 18. ADJOURNMENT AND NOTICE OF ADJOURNED MEETINGS. Any Members’ meeting, whether or not a quorum is present, may be adjourned from time to time by the vote of the majority of the members represented at the meeting, either in person or by proxy. No meeting may be adjourned for more than forty-five (45) days. When a Member’s meeting is adjourned to another time or place, notice need not be given of the adjourned meeting if the time and place to which the meeting is adjourned are announced at the meeting at which the adjournment is taken. If after adjournment a new record date is fixed for notice or voting, a notice of the adjourned meeting shall be given to each Member who, on the record date for notice of the meeting, is entitled to vote at the meeting. At the adjourned meeting, the Corporation may transact any business that might have been transacted at the original meeting.
ARTICLE V
BOARD OF DIRECTORS

Section 1. MANAGEMENT. The Board shall manage the business and affairs of the Corporation. The powers of the Corporation shall be exercised by the Board except as otherwise authorized by statute, the Articles of Incorporation, these Bylaws, and resolutions duly adopted by the Board.

Section 2. NUMBER OF DIRECTORS. The authorized number of Directors shall be not less than three (3) nor more than eleven (11) unless changed by a duly adopted amendment to these Bylaws.

Section 3. DESIGNATION AND TERM OF OFFICE OF DIRECTORS. Directors shall be designated by the Sole Member for a term of one (1) year. Each Director, including a Director designated to fill a vacancy, shall hold office until the expiration of the term for which designated and until a successor has been designated by the Sole Member, or until his or her earlier death, resignation or removal. No Director shall simultaneously serve as a Director or Officer of this Corporation and of the Sole Member.

Section 4. VACANCIES. The Sole Member shall have the exclusive power to appoint or designate Directors of the Corporation, including filling vacancies.

Any Director may resign by giving written notice to the President. The resignation shall be effective upon receipt of the written notice by the President or upon such later date as may be stated in the notice.

Section 5. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS.
No Director shall own any interest in any vendor or other third party entity with which the Corporation engages in any business or contractual relationship of any kind.

Section 6. CONFLICTS OF INTEREST. No Director of the Board of Directors shall vote on any matter or transaction concerning or with any individual, entity or matter with such Director has, or within the twelve-month period preceding the vote had, any substantial ownership, employment, fiduciary contractual or creditor relationship (any such matter or transaction is hereinafter referred to as a “Conflict”). Each Director shall disclose in writing all Conflicts to the Board of Directors prior to the discussion of the underlying matter or transaction by the Board of Directors and shall draw to the attention of the Board of Directors such Conflict at any subsequent meetings at which such matter or transaction is discussed. Following such disclosure, a Director shall be entitled to take part in the discussions of the Board of Directors concerning such matter or transaction and shall be considered in determining whether a quorum is present, but shall not be entitled to vote on the applicable matter or transaction. The question of whether a Conflict exists shall, in the absence of certainty, be determined by the vote of a majority of disinterested directors present at the meeting called for the purpose of discussing the transaction or matter to which the Conflict relates.

Section 7. REMOVAL OF DIRECTOR. Any Director may be removed from office with or without cause, by the Sole Member.

Section 8. POWERS. Subject to the provisions of the California Non-Profit Corporation Law and these Bylaws, the business and affairs of the Corporation shall be managed and all corporate powers shall be exercised by or under the direction of the Board of Directors. Without prejudice to this general grant of power, and subject to the provisions of the California Non-Profit Corporation Law and these Bylaws, the Directors shall have the power to:
(a) Select and remove all Officers, agents, and employees of the Corporation; prescribe any powers and duties for them that are consistent with law, with the Articles of Incorporation, and with these Bylaws; fix their compensation; and require from them security for faithful service;

(b) Approve indemnification of Directors, Officers, and agents;

(c) Change the principal executive office or the principal business office of the Corporation in the State of California from one location to another; cause the Corporation to be qualified to do business in any other state, territory, dependency, or country and conduct business within or without the State of California; and designate any place within or without the State of California for the holding of any meeting or meetings, including annual meetings;

(d) Adopt, make, and use a corporate seal and alter the form of the seal;

(e) Borrow money and incur indebtedness on behalf of the Corporation, and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities;

(f) Delegate the management of the activities of the Corporation to a nonprofit or for profit management organization, or to any other qualified persons, provided that the activities and affairs of the Corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board of Directors and subject to the requirements set forth in Section 1 of Article X, below;

Section 9. PLACE OF MEETINGS AND MEETINGS BY TELEPHONE.

Regular meetings of the Board of Directors may be held at any place within or outside the State of California designated from time to time by resolution of the Board. In the absence of any such designation, regular meetings shall be held at the principal
executive office of the Corporation. Special meetings of the Board shall be held at any place within or outside the State of California that has been designated in the notice of the meeting or, if not stated in the notice or there is no notice, at the principal executive office of the Corporation. Any meeting, regular or special, may be held by conference telephone or similar communication equipment, so long as all Directors participating in the meeting can hear one another, and all such Directors shall be deemed to be present in person at the meeting.

Section 10. ANNUAL MEETING. The Board of Directors shall hold an annual meeting each year on a date and at a time designated by the President or Board of Directors. The date designated shall be within five (5) months after the end of the fiscal year of the Corporation, which is June 30, and within fifteen (15) months of the last annual meeting. At each such meeting, any business to come before the Board may be conducted, including election of Officers. If the day of the scheduled meeting falls on a legal holiday, then the meeting shall be held at the same time and place on the next succeeding business day.

Section 11. OTHER REGULAR MEETINGS. Other regular meetings of the Board shall be held without call at such times and places as shall be fixed by the Board.

Section 12. SPECIAL MEETING. Special meetings of the Board of Directors for any purpose or purposes may be called at any time by, the President or any Vice President, the Treasurer or the Secretary or any two Directors. There shall be four (4) days' notice of special meetings given by first class mail or forty-eight (48) hours' notice delivered personally or by telephone facsimile or other electronic communication.

Section 13. NOTICE OF MEETINGS. All notices of meetings shall be sent or otherwise given in accordance with Section 14, below, not less than ten (10) nor more than sixty (60) days before the date of the meeting, except, however, for special meetings, four (4) days advance notice of which shall be given as provided in Section 12, above. The notice shall specify the place, date and hour of the meeting and
(i) in the case of a special meeting, the general nature of the business to be transacted, or (ii) in the case of the annual meeting, those matters which the President or the Board of Directors, at the time of giving the notice, intends to present for action by the Directors of the Board of Directors.

Section 14. MANNER OF GIVING NOTICE; AFFIDAVIT OF NOTICE. Notice of any meeting requiring a notice shall be given either personally or by first-class mail or telegraphic or other written communication, charges prepaid, addressed to the Directors at the address of each Director appearing on the books of the Corporation or given by the Director to the Corporation for the purpose of notice. If no such address appears on the Corporation's books or is given, notice shall be deemed to have been given if sent to that Director by first-class mail or telegraphic or other written communication to the Corporation's principal executive office, or if published at least once in a newspaper of general circulation in the county where that office is located. Notice shall be deemed to have been given at the time when delivered personally or deposited in the mail or sent by telegram or other means of written communication.

If any notice addressed to a Director at the address of that Director appearing on the books of the Corporation is returned to the Corporation by the United States Postal Service marked to indicate that the United States Postal Service is unable to deliver the notice to the Director at that address, all future notices or reports shall be deemed to have been duly given without further mailing if these shall be available to the Director on written demand of the Director at the principal executive office of the Corporation for a period of one (1) year from the date of the giving of the notice.

An affidavit of the mailing or other means of giving any notice of any Directors' meeting shall be executed by the Secretary of the Corporation giving the notice, and shall be filed and maintained in the minute book of the Corporation.

Section 15. WAIVER OF NOTICE OF MEETING. Notice of a meeting need
not be given to a Director who signs a waiver of notice or a written consent to hold the meeting, or who signs an approval of the minutes of such meeting. Notice need not be given to a Director who attends the meeting without protest, prior thereto or at its commencement, the lack of notice to such Director. All such waivers, consents and approvals shall be filed with the corporate records or made part of the minutes of the meeting.

**Section 16. QUORUM.** A majority of the authorized number of Directors shall constitute a quorum for the transaction of business, except to adjourn, as provided in Section 18. Every act or decision done or made by a majority of the Directors present at a meeting duly held at which a quorum is present shall be regarded as the act of the Board of Directors subject to the provisions of Section 5233 of the Code (as to approval of contracts or transactions in which a Director has a direct or indirect material financial interest), Section 5212 of the Code (as to appointment of committees), and Section 5238 of the Code (as to indemnification of Directors). A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of Directors, if any action taken is approved by at least a majority of the required quorum for that meeting.

**Section 17. ACTION BY BOARD WITHOUT A MEETING.** Any action required or permitted to be taken by the Board may be taken without a meeting, if all Directors of the Board shall individually or collectively consent to such action. Such written consent or consents shall be filed with the minutes of the proceedings of the Board.

**Section 18. ADJOURNMENT.** A majority of the Directors present, whether or not constituting a quorum, may adjourn any meeting.

**Section 19. FEES AND COMPENSATION OF DIRECTORS.** Directors shall not receive compensation for their services, but may be reimbursed reasonable expenses incurred in connection with their service as Directors.
ARTICLE VI
OFFICERS

Section 1. OFFICERS. The Officers of the Corporation shall be a President, Vice President, Secretary, and a Treasurer. Any number of offices may be held by the same person except as otherwise provided in the Articles of Incorporation or in these Bylaws. No Officer of Corporation may serve as a Director of the Sole Member.

Section 2. ELECTION OF OFFICERS. The Officers of the Corporation, except such Officers as may be appointed in accordance with the provisions of Section 3 or Section 4 of this Article VI, shall be chosen by the Board of Directors, and each shall serve at the pleasure of the Board.

Section 3 REMOVAL AND RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Corporation. Any resignation shall take effect on the date of receipt of that notice or at any later time specified in that notice; and, unless otherwise specified in that notice, the acceptance of the resignation shall not be necessary to make it effective. Any resignation is without prejudice to the rights, if any, of the Corporation under any contract to which the officer is a party.

Subject to the rights, if any, of an Officer under any contract of employment, any Officer may be removed, with cause, by the Board of Directors, at any regular or special meeting of the Board, by a vote of super majority of the Board. A vote by super majority shall require a minimum of seventy percent (70%) of all the members of the Board.

Section 4. VACANCY IN THE OFFICE OF THE PRESIDENT. A vacancy in the office of the President because of death, resignation, removal, disqualification or any other cause shall be immediately filled in the following succession: Vice President, Secretary and Treasurer.
Section 5. PRESIDENT. Subject to such supervisory powers, if any, as may be given by the Board of Directors, the President shall be the Chief Executive Officer of the Corporation and shall, subject to the control of the Board of Directors, have general supervision, direction, and control of the business and the affairs of the Corporation. He or she shall preside at all meetings of the Board of Directors. He or she shall have the general powers and duties of management usually vested in the office of President of a Corporation, and shall have such other powers and duties as may be prescribed by the Board of Directors or the Bylaws.

Section 6. VICE PRESIDENTS. In the absence or disability of the President, the Vice Presidents, shall perform all the duties of the President, and when so acting shall have all the powers of, and be subject to all the restrictions upon, the President. The Vice Presidents shall have such other powers and perform such other duties as from time to time may be prescribed for them respectively by the Board of Directors or the Bylaws, and the President.

Section 7. SECRETARY. The Secretary shall keep or cause to be kept, at the principal executive office or such other place as the Board of Directors may direct, a book of minutes of all meetings and actions of Directors, with the time and place of holding such meeting, whether regular or special, and, if special, how authorized, the notice given, the names of those present.

The Secretary shall keep or shall cause to be kept, at the principal California office, a copy of the Articles of Incorporation.

The Secretary shall give, or cause to be given, notice of all meetings of the Board of Directors required by the Bylaws or by law to be given, and shall keep the seal of the Corporation, if one be adopted, in safe custody, and shall have such other powers and perform such other duties as may be prescribed by the Board of Directors or by the Bylaws.
Section 8. TREASURER. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and records of accounts of the properties and business transactions of the Corporation, including accounts of its assets, liabilities, receipts, disbursements, gains, and losses. The books of account shall at all reasonable times be open to inspection by any Director.

The Treasurer shall deposit or cause to be deposited all moneys and other valuables in the name and to the credit of the Corporation with such depositories as may be designated by the Board of Directors. He or she shall disburse the funds of the Corporation as may be ordered by the Board of Directors, shall render to the President and Directors, whenever they request it, an account of all of his or her transactions as Treasurer and of the financial condition of the Corporation, and shall have other powers and perform such other duties as may be prescribed by the Board of Directors or the Bylaws.

ARTICLE VII
INDEMNIFICATION OF DIRECTORS, OFFICERS, EMPLOYEES AND OTHER AGENTS

The Corporation shall, to the maximum extent permitted by the California Non-Profit Corporation Law, hold harmless and defend each of its agents against expenses, judgments, fines, settlements and other amounts actually and reasonably incurred in connection with any proceeding arising by reason of the fact any such person is or was an agent of the Corporation if such person was found by the Board to be acting in good faith and in a manner such person reasonably believed to be in the best interests of the Corporation, and, in case of a criminal proceeding, had no reasonable cause to believe the conduct of such person was unlawful. For purposes of this Section, an "agent" of the Corporation includes any person or entity who is or was a Member, Director, Officer, employee, or other agent of the Corporation, or is or was serving at the request of the Corporation as a Member, Director, Officer, employee, or agent of another Corporation, partnership, joint venture, trust, or other enterprise, or was a Director, Officer,
employee, or agent of a corporation which was a predecessor corporation of the Corporation or of another enterprise at the request of such predecessor corporation.

ARTICLE VIII
RECORDS AND REPORTS

Section 1. MAINTENANCE AND INSPECTION OF BYLAWS. The Corporation shall keep at its principal executive office, or if its principal executive office is not in the State of California, at its principal business office in this state, the original or a copy of the Bylaws as amended to date. The Corporation’s annual tax returns shall also be available for public inspection at the Corporation’s principal office during regular business hours.

Section 2. MAINTENANCE AND INSPECTION OF OTHER CORPORATE RECORDS. The accounting books and records and minutes of proceedings of the Members and Board of Directors shall be kept at such place or places designated by the Board of Directors, or, in the absence of such designation, at the principal executive office of the Corporation. The minutes shall be kept in written form and the accounting books and records shall be kept either in written form or in any other form capable of being converted into written form.

Section 3. MEMBERS’ RIGHT TO INSPECT ACCOUNTING RECORDS AND MINUTES. On written demand on the Corporation, any Member may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Members and the Board of Directors, at any reasonable time for a purpose reasonably related to the Member’s interest as a Member. Any such inspection and copying may be made in person or by the Member’s agent or attorney, and the right to inspection includes the right to copy and make extracts of documents. This right of inspection extends to the records of any subsidiary of the Corporation.
Section 4. INSPECTION BY DIRECTORS. Every Director shall have the absolute right at any reasonable time to inspect all books, records, and documents of every kind and the physical properties of the Corporation, and the records of any subsidiary of the Corporation. This inspection by a Director may be made in person or by an agent or attorney and the right of inspection includes the right to copy and make extracts of documents.

Section 5. FINANCIAL STATEMENTS. A copy of any annual financial statement and any income statement of the Corporation for each quarterly period of each fiscal year, and any accompanying balance sheet of the Corporation as of the end of each such period, that has been prepared by the Corporation shall be kept on file in the principal executive office of the Corporation.

Section 6. ANNUAL REPORT. The Board shall cause an annual report to be sent to the Directors within 120 days after the end of the Corporation's fiscal year. The report shall contain the following information, in appropriate detail:

(a) The assets and liabilities, including the trust funds, of the Corporation as of the end of the fiscal year;

(b) The principal changes in assets and liabilities, including trust funds;

(c) The Corporation's revenue or receipts, both restricted and unrestricted to particular purposes;

(d) The Corporation's expenses or disbursements for both general and restricted purposes; and

(e) An independent accountants' report, or if none, the certificate of an authorized Officer of the Corporation that such statements were prepared without audit from the Corporation's books and records.
The requirement of an annual report shall not apply if the Corporation receives less than $25,000 in gross receipts during the fiscal year, provided, however, that the information specified above for inclusion in an annual report must be furnished annually to all Directors who request it in writing.

Section 7. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all Directors, or as a separate report if no annual report is issued, the Corporation shall, within 120 days after the end of the Corporation’s fiscal year, annually prepare and mail or deliver to each Director a statement of any transaction or indemnification of the following kind:

(a) Any transaction (i) in which the Corporation, or its parent or subsidiary, was a party, (b) in which an “interested person” had a direct or indirect material financial interest, and (c) which involved more than $50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than $50,000. For this purpose, an interested person is either:

(1) Any Director or Officer of the Corporation, its parent or subsidiary (but mere common Directorship shall not be considered such an interest); or

(2) Any holder of more than ten percent (10%) of the voting power of the Corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the Corporation, the nature of their interest in the transaction, and, if practicable, the amount of that interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

(b) Any indemnifications or advances aggregating more than $10,000 paid during the fiscal year to any Officer or Director of the Corporation under Article VII of these Bylaws, unless that indemnification has already been approved, pursuant to Code § 5238, by a majority of Directors who are not “interested persons.”
ARTICLE IX
GENERAL CORPORATE MATTERS

Section 1. CHECKS, DRAFTS, EVIDENCES OF INDEBTEDNESS. All checks, drafts, or other orders for payment of money, notes, or other evidences of indebtedness, issued in the name of or payable to the Corporation, shall be signed or endorsed by such person or persons and in such manner as, from time to time, shall be determined by resolution of the Board of Directors.

Section 2. CORPORATE CONTRACTS AND INSTRUMENTS; HOW EXECUTED. The Board of Directors, except as otherwise provided in these Bylaws, may authorize any Officer or Officers, agent or agents, to enter into any contract or execute any instrument in the name of and on behalf of the Corporation, and this authority may be general or confined to specific instances; and, unless so authorized or ratified by the Board of Directors or within the agency power of an Officer, no Officer, agent, or employee shall have any power or authority to bind the Corporation by any contract or engagement or to pledge its credit or to render it liable for any purpose or for any amount.

Section 3. CONSTRUCTION AND DEFINITIONS. Unless the context requires otherwise, the general provisions, rules of construction and definitions in the California Non-Profit Corporation Law shall govern the construction of these Bylaws. The Corporation shall, however, be governed by a Board of Directors and any reference in said laws to "Directors" or to the "Board of Directors" shall be deemed to refer to said Board of Directors. Without limiting the generality of this provision, the singular number includes the plural, the plural number includes the singular, and the term "person" includes both a Corporation and a natural person.

ARTICLE X
CONTRACTS WITH AND LOANS TO MEMBERS, DIRECTORS AND OFFICERS
Section 1. CONTRACTS WITH DIRECTORS AND OFFICERS. No Director of this Corporation nor any other corporation, firm, association or other entity in which one or more of this Corporation’s Officers have a material financial interest, shall be interested, directly or indirectly, in any contract or transaction with this Corporation or any corporation in which this Corporation is a member or holds any ownership interest.

No Officer of this Corporation nor any other corporation, firm, association or other entity in which one or more of this Corporation’s Officers have a material financial interest, shall be interested, directly or indirectly, in any contract or transaction with this Corporation or any corporation in which this Corporation is a member or holds any ownership interest unless (a) the material facts regarding the Officer’s financial interests in such contract or transaction regarding such common officership or financial interest are fully disclosed in good faith and noted in the minutes, or are known to all Directors of the Board prior to the Board’s consideration of such contractor transaction; (b) such contract or transaction is authorized in good faith by a majority of the Board by a vote sufficient for that purpose; (c) before authorizing or approving the transaction, the Board considers and in good faith decides after reasonable investigation that the Corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances; and, (d) the Corporation for its own benefit enters into the transaction, which is fair and reasonable to the Corporation at the time the transaction is entered into.

Section 2. LOANS TO MEMBERS, DIRECTORS AND OFFICERS. The Corporation shall not lend any money or property to or guarantee the obligation of any Director or officer without the approval of the California Attorney General; provided, however, that the Corporation may advance money to a Member, Director or Officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that Member, Director or Officer would be entitled to reimbursement for such expenses by the Corporation.

ARTICLE XI
AMENDMENTS
New Bylaws may be adopted or these Bylaws may be amended or repealed only by the Sole Member or by a vote of a super majority of the Members. A super majority vote shall require a minimum of seventy percent (70%) of all the members.

ARTICLE XII
WINDING UP AND DISSOLUTION

Section 1. PROCEDURE. This Public Charity may be wound up and dissolved upon a super majority vote of the Board of Directors. A super majority vote shall require a minimum of seventy percent (70%) of all the Board of Directors.

Section 2. DISTRIBUTION OF ASSETS. The assets of the Corporation shall be distributed and allocated as provided herein. Any Corporation assets not distributed as provided above shall be distributed to such tax-exempt charitable organizations as may meet the general objectives and mission of the Corporation, or to a community foundation or other charitable organization which will carry out the Corporation’s mission, in such manner as the Board of Directors deems reasonable and appropriate. Such termination and dissolution shall be subject to and bound by all then applicable rules of the Internal Revenue Code, and with such approval and consent as may be required by the Internal Revenue Service.
CERTIFICATE OF SECRETARY

I, the undersigned, do hereby certify:

(1) That I am the duly elected and acting Secretary of OPTIONS FOR YOUTH - FONTANA, INC.; and

(2) That the foregoing Bylaws, comprising twenty-one (21) pages, constitute the Bylaws of such corporation as duly adopted by the Board of Directors as of the ____ day of ________________, 2013.

IN WITNESS WHEREOF, I have hereto subscribed my name this _____ day of ________________, 2013.

________________________________________________
Secretary, OPTIONS FOR YOUTH - FONTANA, INC.
INJURY AND ILLNESS PREVENTION PROGRAM

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INTRODUCTION

OFY has developed and implemented this written Injury and Illness Prevention Program (IIPP) as part of our health and safety program. The work performed by OFY personnel is varied, in both nature and location. Under all circumstances, it is the intent of OFY to: 1) comply with the requirements and spirit of the California Code of Regulations, Title 8; and 2) provide a safe and healthful work environment for employees. Accordingly, effective July 1, 2001, OFY has implemented this IIPP in compliance with Senate Bill 198, encoded as Labor Code 6401.7, and the California Code of Regulations (CCR), Title 8, Section 3203. OFY expects and requires all employees to follow the requirements set forth in this IIPP.
RESPONSIBLE PERSON

(8 CCR 3203(a) (1))

OFY has designated Human Resources Manager, Safety Manager as the Responsible Person for the IIPP. It is the responsibility of Human Resources Manager to ensure overall implementation of the IIPP. In addition, the Charter Master Teachers and Operations Department has the jobsite responsibility for enforcement of the program.

The duties of the Responsible Person are to:

- Identify and evaluate workplace hazards, to include procedures for investigating occupational injuries and illnesses.
- Establish and/or review methods and procedures for correcting unsafe and unhealthy conditions and work practices.
- Ensure that employees receive training programs on general and specific safety and health practices for the company and on each of their job assignments.
- Ensure that there is a procedure for communicating to employees, in an understandable manner, OFY’s safety and health rules and procedures.
- Ensure compliance with safe and health work practices.
- Ensure that records on training, inspections, and corrective measures are properly maintained, as required by this Injury and Illness Program and other Cal/OSHA required programs in accordance with Title 8 CCR.

EMPLOYEE COMPLIANCE/DISCIPLINARY POLICY

(8 CCR 3203(a) (2))

Under OFY’s policy, all employees are required to follow company safety policies and operating procedures. When needed, employees will be provided with additional training and information, or retraining to maintain their knowledge.

The discipline policy of OFY is intended to encourage employee compliance with the OFY IIPP and to comply with the mandate of California Labor Code 6401.79(a) (6).

Although OFY reserves the right to discharge "at will," we believe that employees found performing work in an unsafe manner that would endanger the employee or another employee shall be subject to discipline or termination by management.
The Director of Human Resources will determine the course of action best suited to the circumstances. The steps to be taken at a minimum shall include the following:

- **Verbal Counseling** As the first step in correcting unacceptable behavior, the supervisor/manager shall review the pertinent facts with the employee. The supervisor will consider the severity of the problem, and the employee's past performance. A verbal warning will be issued to the employee, which will be documented by the supervisor in the employee’s personnel file.

- **Written Warning, Probation and/or Suspension** If the unacceptable performance continues, the next step will be a written warning. The written warning will clearly state the safety policy that was violated and steps the employee must take if it is to be corrected. Probation and or Suspension may be a part of the written warning.

- **Termination/Suspension** The employee may be terminated or suspended if he does not improve his performance while on probation, or has violated another company safety policy within twelve months.

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**COMMUNICATION OF SAFETY AND HEALTH MATTERS**

(8 CCR 3203(a) (3))

The elements of the OFY IIPP and all aspects of its safety and health program shall be communicated in a readily understandable manner to all employees.

It is the policy of OFY to encourage all employees to report hazards existing at their worksite to their supervisors or the Responsible Person so that corrective action can be taken in a timely manner.

Employees who report such conditions will not be disciplined nor will they suffer any reprisals due to their actions.

If you have a safety issue or hazard to report you may use either an anonymous memo or letter directed to the Safety Office. An alternative is by telephone, or you may send an E-Mail to the Safety Director.

Employees shall be kept informed of the requirements of the OFY IIPP through the use of:

- Meetings,
- Training programs,
- Postings,
- Written communications,
• Safety and health committee.

LABOR/MANAGEMENT SAFETY AND HEALTH COMMITTEE

(8 CCR 3203)

To communicate in an understandable manner the safety and health policies of OFY, a Labor/Management Safety and Health Committee has been established.

The committee shall meet a minimum of twice a year, more if updates are needed. The meetings will be held in the Pasadena or Irwindale Corporate locations. From time to time, meetings may be canceled or postponed. Should this occur the committee shall meet at least annually. In addition to its other duties, the committee shall have the following responsibilities:

• Review OFY’s periodic scheduled worksite inspection records;
• Review OFY’s investigation of causes of incidents resulting in injury, illness, or exposure to hazardous substances;
• Review OFY’s investigations of alleged hazardous conditions brought to the attention of a committee member;
• Conduct inspections and investigations when necessary; submit recommendations to assist in the evaluation of employee safety suggestions;
• Verify abatement actions taken by OFY when requested by Cal/OSHA.

The Safety and Health Committee shall be made up of a Master Teacher from each Charter and representative from Human Resources, Operations and Purchasing Representative in accordance with company policy.

IDENTIFY AND EVALUATE WORKPLACE HAZARDS

(8 CCR 3203(a) (4))

The goal of this IIPP is to identify and evaluate unsafe work conditions and practices so that accidents, injuries, and job related illnesses are minimized, if not eliminated. To this end, OFY has instituted the procedures described in this section of the IIPP.

The principle approach to reducing accidents at OFY is through periodic scheduled and unscheduled inspections. Inspections will be conducted as follows:

• The Operations team will evaluate all of the centers and locations on a monthly basis and complete one annual inspection.
Inspections will be conducted at the following intervals, in addition to those times mentioned above:

- Whenever OFY is made aware of a new or previously unrecognized hazard.

The following approaches will be used periodically to further evaluate the workplace.

- Checklists

- Records Review (including workers' compensation summaries, accident reports, injury reports, new Material Safety Data Sheets, air contaminant/noise monitoring data, purchase orders);

- Other means of evaluating (e.g., employee suggestion, input from safety meetings or supervisors); and

- Inspections of the jobsite by the Operations Department.

The activities above will be conducted by the appointed Safety and Health Committee member at each center or location.

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**ACCIDENT, INJURY AND ILLNESS INVESTIGATIONS**

(8 CCR 3203(a) (5))

When accidents, injuries, or illnesses occur on the job, which requires medical care, they will be thoroughly investigated by the Master Teacher or Immediate Supervisor. Investigators will complete the Accident Investigation Form, which is attached to this IIPP. The investigation will determine at least the following:

- Who and what was directly involved in the accident.
- Who and what was indirectly involved in the accident.
- Where and when the accident occurred.
- The Cause of the accident, if known.
- Steps/Procedures to take to prevent reoccurrence, if known.

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**METHODS AND PROCEDURES FOR CORRECTING UNSAFE OR UNHEALTHY CONDITIONS, WORK PRACTICES**

(8 CCR 3203(a) (6))
All unsafe or unhealthy work conditions or work practices identified will be evaluated and corrected.

Unsafe or unhealthy work conditions or work practices will be corrected in a timely manner, as determined by the severity of the hazard. Under no conditions will OFY personnel be required to, or permitted to, work under conditions which pose a clear or imminent hazard.

Problems that cannot be corrected immediately will be assigned to the Operations Department to ensure completion of the corrective action. Once corrected, written documentation of the action taken will be developed or obtained by the Operations Departments.

When an imminent hazard exists which cannot be immediately corrected without endangering employees and/or property, the following steps will be followed:

1. Remove all potentially endangered employees;
2. Provide employees responsible to correct the condition with necessary safeguards;
3. Correct the problem; and
4. Document the corrective action and date corrected in accordance with this Section. The documentation is to be completed by the Master Teacher, Immediate Supervisor or her/his designee. The Master Teacher or Immediate Supervisor will maintain documentation on file.

Unsafe or unhealthy work conditions needing corrective action will be documented by using:

- The attached Work Order form to note the date and who observed the condition, the unsafe condition, the corrective action needed, the person(s) assigned to correct the problem and the date of completion

Engineering controls will be used first to eliminate or minimize unsafe or unhealthy work conditions. If engineering controls are impractical or infeasible, administrative controls will be used. If engineering controls alone, or in combination with administrative controls cannot adequately minimize the hazard, personal protective equipment shall be used.

Unsafe work practices will be immediately corrected by providing the affected employees with retraining to be provided by the Responsible Person or her/his designee.

All Operating Procedures will be reviewed at least once a year and whenever new chemicals or equipment is introduced into the system, or when there is a process change. When changes are made, affected employees will receive additional instruction.
TRAINING AND INSTRUCTION

(8 CCR 3203(a) (7))

All employees shall receive training and instruction in the following areas:

- Initially during the New Employee Orientation.
- General safety and health work practices, and
- Specific instruction with respect to hazards unique to the job assignment;

Training of employees as to this IIPP shall occur:

- At their center locations during their quarterly Safety Day.

In accordance with this IIPP, training shall be provided by:

- The appointed Safety and Health Committee member assigned to the Charter

This IIPP shall be made an integral part of existing occupational safety and health training programs at OFY.

Additional training shall be provided to supervisors to familiarize them with the safety and health hazards to which employees under their immediate direction and control may be exposed.

MAINTENANCE OF RECORDS

(8 CCR 3203(b))

OFY will keep records of the actions taken to implement and maintain this IIPP. The records will be maintained on file for a minimum of three years. The records kept by OFY relating to this IIPP will not adversely affect the retention of medical and exposure records in accordance with Title 8, California Code of Regulations, Section 3204 "Access to Employee Exposure and Medical Records."

Records of scheduled and unscheduled periodic inspections as well as other records including methods used to identify and evaluate workplace conditions and work practices shall also be retained.

Records relating to the IIPP shall include at a minimum, person(s) conducting the inspection or evaluation; the unsafe conditions and work practices that have been identified; and, actions taken to correct the identified condition or work practice.

Records and documentation of safety and health training shall include at a minimum, the name of employee and/or employee number; date of training;
training topic(s); training format; and instructor. Records of employees who have worked for less than one year for OFY may be turned over to the employee upon termination as long as the terminated employee signs an acknowledgement letter documenting the records which have been turned over to him or her.

Records of Safety Committee minutes shall also be retained for three years.

CODE OF SAFE PRACTICES

GENERAL

1. All persons shall follow these safe practice rules, render every possible aid to safe operations, and report all unsafe conditions or practices to the supervisor/manager.

2. Supervisor/manager shall insist on employees observing and obeying every rule, regulation, and order as is necessary to the safe conduct of the work, and shall take such action as is necessary to obtain observance.

3. Anyone known to be under the influence of drugs or intoxicating substances that impair the employee's ability to safely perform the assigned duties shall not be allowed on the job while in that condition.

4. Horseplay, scuffling, and other acts that tend to have an adverse influence on the safety or well-being of the employees shall be prohibited.

5. Work shall be well planned and supervised to prevent injuries in the handling of materials and in working together with equipment.

6. No one shall knowingly be permitted or required to work while the employee's ability or alertness is so impaired by fatigue, illness, or other causes that it might unnecessarily expose the employee or others to injury.

7. Employees shall be instructed to ensure that all guards and other protective devices are in proper places and adjusted, and shall report deficiencies promptly to the supervisor/manager.

8. All injuries shall be reported promptly to the supervisor/manager so that arrangements can be made for medical or first aid treatment.

9. When lifting heavy objects, the large muscles of the leg instead of the smaller muscles of the back shall be used.
Exhibit J: Administrative Regulations / Suspension Policy

BOARD POLICY

Definitions
Suspension shall be defined as a temporary leave of absence from the Charter School that may occur at the recommendation of the individual Charter School teacher, supervisor or school employee and must be approved by the President or designee(s).

Expulsion shall be defined as a permanent dismissal from the Charter School without re-enrollment privileges and must be approved by the Board, President or designee(s).

Notice of Regulations
The Charter School's President or designee(s) shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, suspension and expulsion at the time of enrollment.

Grounds for Suspension and Expulsion
A student may be subject to suspension and/or expulsion when it is determined that he/she while on or within view of the learning center or at a school-sponsored activity:

1. Caused, attempted to cause or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self defense.
2. Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object.
3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of, any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind.
4. Unlawfully offered, arranged or negotiated to sell any controlled substance, as defined in Health and Safety Code 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.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.

8. Possessed or used tobacco or any product containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew, packets and betel. This restriction shall not prohibit a student from using or possessing his/her own prescription products.

9. Committed an obscene act or engaged in habitual profanity or vulgarity.

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

11. 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.

12. Knowingly received stolen school property or private property.

13. 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 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 Charter School’s President or designee(s)’s concurrence.

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

15. 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.

16. Made terrorist threats against school officials and/or school property.

***Note: Pursuant to Education Code 48900.7, the making of a terrorist threat includes any written or oral statement 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 $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.***

A student in grades 4 through 12 may also be subject to suspension or recommendation for expulsion when it is determined that he/she while on or within view of the campus or at a school-sponsored activity:

17. Committed sexual harassment, as defined in Education Code 212.5.

18. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code 33032.5.

19. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonable expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment.
Immediate Suspension
A student shall be subject to immediate suspension if the President or designee(s) determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. The President or designee(s) shall immediately suspend any student found at the school or at a school activity to have committed any of the actions identified as items #2, 3, 4 or 14 under “Grounds for Suspension and Expulsion.”

Mandatory Expulsion
Unless the President or designee(s) finds that expulsion is inappropriate due to particular circumstances, the President or designee(s) shall expel a student for any of the actions identified as items #1, 2, 3, 4 or 5 under “Grounds for Suspension and Expulsion” or for assault or battery, as defined in Penal Code 240 and 242, upon any school employee.

Suspensions shall be initiated according to the following procedures:

1. **Informal Conference.** Suspension shall be *preceded* by an informal conference conducted by the teacher, supervisor or school employee who recommended the suspension. At the conference, the student shall be informed of the reason for the recommended disciplinary action and the evidence against him/her; the student shall be given the opportunity to present his/her version and evidence in support of his/her defense.

   This conference may be omitted if the Lead Teacher, Regional Supervisor, Director of Instruction or the President or designee(s) determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or 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. The conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such case, the conference shall be held as soon as the student is physically able to return to school.

2. **Administrative Actions.** All recommendations for student suspension are to be submitted in writing to the Lead Teacher and Regional Supervisor and/or Director of Instruction of the learning center in which the student is enrolled at the time of the misbehavior. All requests shall include the name of the student, the specific offense(s) committed by the student, the reason(s) for the suspension and the dates of the suspension. A copy of the request shall also be sent to the President or designee(s) for final approval.

   All recommendations for suspension of a student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act or Section 504 of the Federal Rehabilitation Act of 1973 shall be subject to charter school administrative regulations for Suspension and Expulsion/Due Process (Students with Disabilities).

3. **Notification of Law Enforcement Authorities.** Prior to the suspension or expulsion of any student, the President or designee(s) shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245.

   The President or designee(s) also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10.
Within one school day after a student's suspension or expulsion, the President or designee(s) shall notify appropriate city or county law enforcement authorities by telephone or other appropriate means of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind.

4. **Notice to Parents/Guardians.** At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended as a minor, the parent/guardian shall be notified in writing of the suspension. If the student is over 17 years of age or legally emancipated, the student shall be notified in writing of the suspension. The Director of Instruction, Regional Supervisor or designated Lead Teacher must approve all written documentation, in writing. This is to ensure that all due process has been afforded to students and their families and to ensure all written documents comply with state and federal laws.

   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 school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.

5. **Parent/Guardian Conference.** Whenever a student is suspended, school officials may meet with the parent/guardian to discuss the causes and duration of the suspension, the school policy involved and any other pertinent matter.

   While the parent/guardian is required to respond without delay to a request for a conference about a student’s behavior, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied readmission solely because the parent/guardian failed to attend.

6. **Extension of Suspension.** If the President or the designee(s) is considering the expulsion of a suspended student or the suspension of a student for the balance of the semester, the President or designee(s) may, in writing, extend the suspension until such time as the President or designee(s) has made a decision.

   Any extension of the original period of suspension shall be preceded by notice of such extension with an offer to hold a conference concerning the extension giving the student an opportunity to be heard. If the student is a minor, the parent/guardian shall be notified of such extension. If the student is over 17 years of age or is legally emancipated, the student shall be notified of such extension. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension.

**Authority to Expel**

A student may only be expelled by the President or designee(s), except when the student is identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act or Section 504 of the Federal Rehabilitation Act of 1973. A student identified as an individual with disabilities may only be expelled by the Board of the Charter School. The Board, President or designee(s) shall expel, as required by law, any student found to have committed certain offenses listed under “Mandatory Expulsion.”
The Board, President or designee(s) may also order a student expelled for any of the acts listed under “Ground for Suspension and Expulsion” upon recommendation by the Regional Supervisor, Director of Instruction or an appointed hearing officer or administrative panel based on finding either or both of the following:

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct;

2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

**Expulsions shall be initiated according to the following procedures:**

1. **Administrative Actions.** All recommendations for student expulsion are to be submitted in writing to the President or designee(s) by the Regional Supervisor or Director of Instruction of the learning center in which the student is enrolled at the time of the misbehavior. All recommendations shall include the name of the student, the specific offense(s) committed by the student, the reason(s) for the recommended expulsion and any other means of correction that were attempted but failed to bring about proper conduct.

   All recommendations for expulsion of a student identified as an individual with disabilities pursuant to the Individual with Disabilities Education Act or Section 504 of the Federal Rehabilitation Act of 1973 shall be subject to the charter school administrative regulations for Suspension and Expulsion/Due Process (Students with Disabilities).

2. **Notification of Law Enforcement Authorities.** Prior to the suspension or expulsion of any student, the President or designee(s) shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245.

   The President or designee(s) also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10.

   Within one school day after a student’s suspension or expulsion, the President or designee(s) shall notify appropriate city or county law enforcement authorities by telephone or other appropriate means of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind.

3. **Scheduling of Expulsion Hearing.** The student is entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within 30 school days after the President or designee(s) determines that one of the acts listed under “Grounds for Suspension and Expulsion” has occurred.

   The student is entitled to one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the discretion of the President or designee(s).

   If the President or designee(s) finds it impractical to comply with these time requirements for conducting an expulsion hearing, the President or designee(s) may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held.
Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay.

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental or emotional needs of a student who is the complaining witness.

Whenever any allegation of sexual assault or sexual battery is made, the President or designee(s) shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending.

4. **Written Notice of the Expulsion Hearing.** The President or designee(s) shall forward written notice of the hearing to the student and the student’s parent/guardian at least 10 calendar days before the date of the hearing.

The notice shall include:

a) The date and place of the hearing;

b) A statement of the specific facts, charges and offense upon which the proposed expulsion is based;

c) A copy of Charter School disciplinary rules which relate to the alleged violation;

d) Notification of the student’s or parent/guardian’s obligation, pursuant to Education Code 48915.1, to provide information about the student’s status in the Charter School to any other district in which the student seeks enrollment. This obligation applies when a student is expelled for acts other than those described in Education Code 48915 (a);

e) The opportunity for the student or the student’s parent/guardian to appear in person or to employ and be represented by counsel;

f) The right to inspect and obtain copies of all documents to be used at the hearing;

g) The opportunity to confront and question all witnesses who testify at the hearing; and

h) The opportunity to question all evidence presented and to present oral and documentary evidence on the student’s behalf, including witnesses.

Whenever the President or designee(s) recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, he/she shall give the complaining witness a copy of the Charter School’s Suspension and Expulsion Policy and Administrative Regulation and shall advise the witness of his/her right to:

1. Receive five days’ notice of his/her scheduled testimony at the hearing;

2. Have up to two adult support persons of his/her choosing present in the hearing at the time he/she testifies; and

3. Have a closed hearing during the time he/she testifies.
5. **Expulsion Hearing.** An expulsion hearing shall be conducted as follows:

a) **Closed Session.** Notwithstanding the provisions of Government Code 54953 and Education Code 35145, the President or designee(s) shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such request is made, the meeting shall be public, unless another student’s privacy rights would be violated.

Whether the expulsion hearing is held in closed or public session, the President or designee(s) may meet in closed session to deliberate and determine whether or not the student should be expelled. If the President or designee(s) admits any other person to this closed session, the parent/guardian, the student and the counsel of the student shall also be allowed to attend the closed session.

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including but not limited to videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television.

b) **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 proceeding can be made.

c) **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. The decision of the President or designee(s) to expel must be supported by substantial evidence that the student committed any of the acts listed in “Grounds for Suspension and Expulsion.”

Findings of fact shall be based solely on the evidence at the hearing. While no evidence shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

In cases where a search of a student’s person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

d) **Testimony by Complaining Witnesses.** The following procedures shall be observed when hearings involve allegations of sexual assault or sexual battery by a student:

(1) Any complaining witness shall be given five days’ notice before being called to testify.

(2) Any complaining witness shall be entitled to have up to two adult support persons, including but not limited to a parent/guardian or legal counsel, present during his/her testimony.

(3) Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
(4) The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.

(5) If one or both support persons are also witnesses, the hearing shall be conducted according to Penal Code 868.5.

(6) Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.

(7) In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaint, the Charter School shall provide a non-threatening environment.

(a) The school shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.

(b) At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.

(8) The person conducting the hearing may:

(a) Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness.

(b) Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

(c) Permit one of the support persons to accompany the complaining witness to the witness stand.

6. **Decision Within 10 Days.** The President or designee(s)’s decision on whether to expel a student shall be made within 10 school days after the conclusion of the hearing, unless the student requests in writing that the decision be postponed.

**Alternative Expulsion Hearing: Hearing Officer or Administrative Panel**

Instead of conducting an expulsion hearing one’s self, the President or designee(s) may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. Alternatively, the President or designee(s) may appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled.
A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures as apply to a hearing conducted by the President or designee(s), as specified above in “Expulsion Hearing.”

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the President or designee(s). If expulsion is not recommended, the student shall be immediately reinstated. The President or designee(s) shall place the student in a classroom instructional program, any other instructional programs, a rehabilitation program or any combination of these programs, after consulting with Charter School staff, including the student’s teachers and with the student’s parent/guardian.

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the President or designee(s). All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The President or designee(s) may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the President or designee(s) may order.

In accordance with Board policy, the hearing officer or administrative panel may recommend that the President or designee(s) suspend the enforcement of the expulsion for a period of one year.

**Final Action by the President or Designee(s)**

Whether the expulsion hearing is conducted in closed or public session by the President or designee(s), a hearing officer or an administrative panel, the final action to expel shall be taken by the President or designee(s).

If the President or designee(s) conducts the hearing and reaches a decision not to expel, this decision shall be final and the student shall be reinstated immediately. The President or designee(s) shall place the student in any classroom program, other instructional program, rehabilitation program or any combination of such programs, after consulting with Charter School personnel, including the teacher involved and with the student’s parent/guardian.

Upon ordering an expulsion, the President or designee(s) shall set a date when the student shall be reviewed for readmission to a learning center within the Charter School. For a student expelled for an act listed under “Mandatory Recommendation for Expulsion,” this date shall be one year from the date the expulsion occurred, except that the President or designee(s) may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred.

At the time of the expulsion order, the President or designee(s) shall recommend a plan for the student’s rehabilitation.

With parental consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county sponsored drug rehabilitation program before returning to school.

**Maintenance of Records**

The President or designee(s) shall maintain a record of each expulsion, including the specific cause of the expulsion. The expulsion record shall be maintained in the student’s mandatory interim record and sent to any school in which the student subsequently enrolls, within five days of a written request by the admitting school.
The President or designee(s) shall, within five working days, honor any other district’s request for information about an expulsion from the Charter School.

**Readmission Procedures after Expulsion**

Readmission procedures shall be as follows:

1. A written request for readmission shall be submitted by the parent/guardian to the President or designee(s).

2. The President or designee(s) shall hold a conference with the parent/guardian and the student. At the conference the student’s rehabilitation plan shall be reviewed and the President or designee(s) shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.

3. If the readmission is granted, the President or designee(s) shall notify the student and parent/guardian, by registered mail, of the President or designee(s)’s decision regarding readmission.

4. If the readmission is denied, the President or designee(s) shall provide written notice to the expelled student and parent/guardian describing the reason(s) for denying readmittance into the regular program.

**STUDENTS WITH DISABILITIES**

**Suspension**

A student identified as an individual with disability pursuant to the Individual with Disabilities Education Act or Section 504 of the Federal Rehabilitation Act of 1973 is subject to the same grounds for suspension and expulsion which apply to regular education students. All the procedural safeguards established by the Charter School policies and regulations shall be observed in considering the suspension of students with disabilities.

The President or designee(s) may suspend a student with disability for up to five school days for a single incident of misconduct and for up to 20 school days in a school year. If the student is transferred to another school or alternative educational program, the student may be suspended for up to 30 school days in a school year, but still no more than five days for a single incident of misconduct, unless the student is suspended by the President or designee(s) pursuant to Education Code 48912. (Education Code 48903, 48911)

If the student poses an immediate threat to the safety of himself/herself or others, the President or designee(s) may suspend the student for up to, but not more than, 10 consecutive school days. In the case of a dangerous child, a suspension may exceed 10 consecutive school days and/or the student’s placement may be changed, if the parent/guardian so agrees or if a court order so provides. (Education Code 48911)

If a student with disability possesses, at school or at a school activity, a weapon as defined in the United States Code, Title 18, Section 921, he/she shall be immediately suspended and may be placed in an alternative educational setting for not more than 45 calendar days or until the conclusion of any due process proceedings requested by the parent/guardian. The student’s individualized education program (IEP) team or school site committee shall determine the student’s alternative educational setting. (Education Code 48915; 20 USC 1415)
Monitoring of Suspension
Whenever a student identified as an individual with disability has been suspended on three separate occasions or for a total of five days, whichever occurs first, the student's IEP team or school site committee shall meet to consider:

1. Whether the student's misconduct was related to his/her disability;

2. Whether the misconduct was the result of an inappropriate placement; and

3. Whether a change in placement has occurred as a result of the cumulative suspension.

Based on its findings, the IEP team or school site committee shall determine whether to initiate alternatives to suspension, a change in placement or other changes to the student's IEP or accommodation plan.

Expulsion
The Board of the Charter School shall have the only authority to expel students with disabilities. Procedures and timelines governing the expulsion of students with disabilities shall be the same as those for all other students, except that a pre-expulsion assessment shall be made and an IEP team or school site committee meeting held under conditions and with possible consequences indicated below.

Pre-Expulsion Assessment and Meeting

1. The parent/guardian shall receive written notice of the Charter School's intent to conduct the pre-expulsion assessment and shall make the student available for the assessment without delay at a site designated by the Charter School. The parent/guardian shall also have the right to an independent assessment, as provided in Education Code 56329. (Education Code 48915.5)

2. The pre-expulsion assessment shall be conducted in accordance with the guidelines of the Code of Federal Regulations, Title 34, Section 104.35, which shall include a review of the student's placement at the time of the alleged misconduct and a determination of the relationship, if any, between the student’s behavior and his/her disability. (Education Code 48915.5)

3. The IEP team or school site committee shall meet to determine if an expulsion hearing is appropriate. This meeting shall be held at a time and place mutually convenient to the parent/guardian and the Charter school within the period, if any, of the student's pre-expulsion suspension. The parent/guardian’s participation may be made through actual participation, representation or a telephone conference call. (Education Code 48915.5)

4. The parent/guardian shall be notified of his/her right to participate in the meeting at least 48 hours before the meeting. This notice shall specify: (Education Code 48915.5)

   a) That the meeting may be held without the parent/guardian's participation, unless he/she requests a postponement for up to three additional school days, and

   b) That the suspension will be continued during the postponement if the student continues to pose an immediate threat to the safety of himself/herself or others.

In order to make a record of its attempts to arrange the meeting at a mutually convenient time and place, the Charter School shall keep documentation such as: (Code of Federal Regulations, Title 34, Part 300.345)
a) Detailed records of telephone calls made or attempted and the results of those calls.

b) Copies of correspondence sent to the parent/guardian and any responses received.

c) Detailed records of visits made to the parent/guardian’s home or place of employment and the results of those visits.

5. The Charter School shall grant a parent/guardian’s request that the meeting be postponed for up to three additional school days and may extend a student’s suspension for the period of postponement if he/she continues to pose an immediate threat to the safety of himself/herself or others. However, the suspension shall not be extended beyond 10 consecutive school days, unless agreed to by the parent/guardian or by court order. If the parent/guardian refuses to consent to an extension beyond 10 consecutive school days and chooses not to participate, the meeting may be conducted without the parent/guardian’s participation. (Education Code 48915.5)

6. The IEP team or school site committee shall consider the pre-expulsion assessment results and shall also review and consider the student’s health records and school discipline records. (Education Code 48915.5)

7. If the IEP team or school site committee determines that the alleged misconduct was caused by or was a direct manifestation of the student’s disability or that the student was not appropriately placed, the expulsion shall not proceed. (Education Code 48915.5)

8. If the IEP team or school site committee determines that the alleged misconduct was not caused by or was not a direct manifestation of the student’s disability and, if it is determined that the student was appropriately placed, the student shall be subject to expulsion in accordance with procedures that apply to all students. (Education Code 48915.5)

9. When expulsion is recommended, the IEP team or school site committee should also recommend a potential rehabilitation plan for the student, if appropriate.

**Due Process and Expulsion Hearings**

If the parent/guardian disagrees with the decision of the IEP team or school site committee, he/she has a right to a due process hearing conducted pursuant to United States Code, Title 20, Section 1415 or the Code of Federal Regulations, Title 34, Section 104.36.

Due process appeals must be initiated within 15 days of the decision of the IEP team or school site committee.

The expulsion hearing shall not be conducted and the 30-day expulsion proceedings time limit shall not commence until after completion of:

1. The pre-expulsion assessment;

2. The IEP team or school site committee meeting; and

3. Due process hearing and appeals, if initiated. (Education Code 48915.5)

The Board may expel a student with disability only if an IEP team or school site committee has determined that:
1. The misconduct was not caused by or was not a direct manifestation of the student’s identified disability; and

2. The student was appropriately placed at the time the misconduct occurred. (Education Code 48915.5)

**Services During Expulsion**
During the term of the expulsion, a special education student shall continue to be offered a program of appropriate educational services that is individually designed to meet his/her unique learning needs. Such services may include independent study, home instruction or another appropriate alternative program.

The Board shall consider the recommendation of the IEP team or school site committee when developing a rehabilitation plan for an expelled student with disability.

**Readmission**
Readmission procedures for students with disabilities shall parallel those used for all students. The President or designee(s) may consider the input of the student’s IEP team or school site committee when developing recommendations to the Board regarding a request for readmission. Upon readmission, an IEP team or school site committee meeting shall be convened to determine whether a new IEP or accommodation plan needs to be established.
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<tr>
<th>Row No.</th>
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<th>S-26</th>
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**CERTIFICATED SALARIES**

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**CLASSIFIED SALARIES**

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**EMPLOYEE BENEFITS**

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**BOOKS AND SUPPLIES**

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**SERVICES, OTHER OPERATING EXPENSES**

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**TOTAL EXPENDITURES**

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**EXCESS (DEFICIENCY)**

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This SERVICES AND PROPERTY AGREEMENT (“Agreement”) is made and entered into and effective, July 1 2013, by and between Pathways Management Group, Inc., a California nonprofit corporation (“PMG”), and Option For Youth - Fontana, Inc., a California nonprofit corporation (“OFY- F”) with reference to the following:

RECITALS
A. PMG provides management and other services to charter schools and has expertise in providing educational services to at risk students using independent study instructional modalities;
B. OFY-F was created to develop new ways to educate children within the public school system through the establishment of and/or operation of charter schools;
C. On June 5, 2013 the Fontana Unified School District approved the petition for charter submitted by OFY-F to operate a charter school serving at risk students;
D. The charter petition sets forth the governance structure for the charter school and provides, among other things, that the management and day-to-day operation of the charter school may be delegated to third parties;
E. OFY-F desires to contract for services, including school management, facilities management, financial management, accounting, student achievement reporting and human resources services; and
F. The parties intend that the terms of this Agreement shall be consistent with the terms of the charter petition approved by the Fontana Unified School District.

NOW, THEREFORE, the parties hereto agree as follows:
ARTICLE 1

1.1 Charter Petition. The parties understand and acknowledge that OFY-F is bound by and subject to, all the terms and conditions of the Charter Petition between OFY-F and the Fontana Unified School District (hereafter referred to as the “District”), which charter was approved by the District on (hereafter referred to as the “Charter Petition”) and that by entering into this Agreement, PMG’s services shall comply with the applicable terms and conditions of the Charter Petition.

1.2 Independent Contractor. The parties to this Agreement intend that:

   1.2.1 The relationship between PMG and OFY-F created by this Agreement is that of an independent contractor, and not a partnership or employer-employee or other relationship. No agent, employee, or servant of PMG shall be deemed to be the employee, agent or servant of OFY-F or the District. The manner and means of conducting the work pursuant to this Agreement is under the sole control of PMG and PMG will be solely and entirely responsible for its acts and for the acts of its agents, employees, servants, and subcontractors during the entire Term of this Agreement; and,

   1.2.2 No agent, employee, or servant of OFY-F shall be deemed to be the employee, agent or servant of PMG. OFY-F will be solely and entirely responsible for its acts and for the acts of its agents, employees, servants, and subcontractors during the entire Term of this Agreement.

ARTICLE 2 TERM

2.1 Unless earlier terminated pursuant to this Agreement, the term (“Term”) of this Agreement shall commence on July 1, 2013 (the “Commencement Date”), and shall continue through June 30, 2018, provided however, that in the event OFY-F shall at anytime cease to be chartered by a sponsoring school district, this Agreement shall terminate thirty (30) days following the effective termination date of OFY-F’s charter.

ARTICLE 3 SERVICES TO BE PROVIDED BY PMG

3.1 During the Term of this Agreement, except as otherwise provided herein, PMG shall provide to OFY-F as more specifically described herein below, school management, facilities management, financial management, accounting, student achievement reporting and human resources services (hereafter referred to as the “PMG Services”). Such services are more particularly identified on Exhibit “B,” which is attached hereto, and incorporated herein.

ARTICLE 4 PMG COMPENSATION

4.1 On the 5th day of each calendar month during the Term of this Agreement, OFY-F shall cause to be paid to PMG a monthly fee for the PMG Services. OFY-F shall initially pay PMG the amount of Four Hundred and no Cents ($400.00) per student
served, which amount may be amended by a writing signed by both parties. The monthly fee will be in addition to OFY-F’s obligation to reimburse expenses as provided hereinafter.

ARTICLE 5 FACILITIES MANAGEMENT SERVICES

5.1 PMG shall be responsible for the identification, location and acquisition of space for OFY-F learning centers.

5.2 OFY-F shall reimburse PMG or pay directly any and all rentals (including common area charges and other charges assessed directly by the landlord as part of each respective lease) advanced by PMG for the use of commercial premises for charter school learning centers. PMG has or may enter into and shall maintain for the benefit of OFY-F leases of commercial real property and office space to provide learning centers for the students of the charter school.

5.3 OFY-F shall also reimburse PMG or pay directly all expenses for utilities, including telephone, power, water, trash and other utilities used in connection with the foregoing learning centers.

5.4 OFY-F acknowledges that the terms of certain of the leases held by OFY-F at the time of this Agreement may expire or terminate prior to the end of the Term of this Agreement. In such event, PMG agrees to locate and secure, on behalf of OFY-F, suitable replacement premises. PMG will obtain the prior written approval of OFY-F staff before adding or subtracting the number of learning centers devoted to the Charter School.

5.5 All learning centers will meet the state and local health and safety standards.

5.6 Facilities will be selected on the basis of identification of areas where the greatest numbers of potential students can be served.

5.7 PMG shall be responsible for the purchase and installation of technology (computers, modems, and phone units) integral to the operation of OFY-F learning centers and OFY-F will pay directly or reimburse PMG for these costs.

5.8 PMG shall be responsible for furnishing and maintaining OFY-F learning centers as necessary to operate the learning centers. OFY-F will pay directly or reimburse PMG for these costs.

5.9 PMG will secure insurance reasonably suitable to protect the OFY-F for personal and property damage caused by hazards at the learning centers. OFY-F will pay directly or reimburse PMG for the cost of such insurance.

5.10 PMG will ensure that, at a minimum, each of the learning centers are open to teachers and students according to OFY-F’s operating schedules.

ARTICLE 6 STUDENT ACHIEVEMENT REPORTING

6.1 PMG shall provide information to the OFY-F governing board sufficient to enable the OFY-F governing board to monitor the sufficiency of services provided by PMG.
6.2 PMG shall make available to OFY-F the following reports: monthly report of expenses incurred for reimbursement, monthly ADA reports, reports required for the sponsoring District and California Department of Education, J200 budget reports, J18 and 19 filings, and year to date budget variance reports. Upon reasonable request, PMG shall provide additional financial data and other data to OFY-F in a format and structure reasonably directed by OFY-F.

6.3 OFY-F shall have the right, upon fifteen days notice to PMG, to conduct an audit of PMG’s financial and other records relating to the operation of the Charter School. OFY-F shall pay the cost of such an audit and such audit may be performed by any Certified Public Accountant of OFY-F’s choosing.

6.4 PMG, at its own election or when requested by OFY-F, will contract periodically with an independent evaluator of charter schools to conduct an independent evaluation of OFY-F’s educational programs and student achievement. The results of the evaluation will be provided to OFY-F. This independent evaluation will examine the effectiveness and quality of the educational programs and services provided to OFY-F students. The evaluation will use both qualitative and quantitative data. The evaluator will analyze standardized test data and incorporate the results into the evaluation. In addition, the data relating to baseline student Performance Plans; educational and community agency services rendered to OFY-F’s students; and enrollment, academic and attendance records will be analyzed. Qualitative data will be collected through structured and unstructured interviews and questionnaires with OFY-F staff, students, parents and community agency personnel. OFY-F shall pay directly or reimburse PMG for the cost of any evaluation(s) requested by OFY-F.

ARTICLE 7 EDUCATIONAL PROGRAM AND CURRICULUM

7.1 PMG shall provide an education program (the “Program”) to be used in connection with OFY-F’s educational program. The Program shall be initially structured as follows:

7.1.1 The curriculum developed or purchased by PMG shall introduce instruction in higher order skills as early as possible in the Program, in order to offer interesting and challenging curriculum for the purpose of allowing students to progress as quickly as their capabilities will allow. The Program will allow students to use the knowledge that they are accumulating in novel ways to facilitate problem-solving and skill development. Materials shall be designed in a language and format that are readily accessible, and students will be allowed to complete course work at their own pace, as the Program will be formulated based on an initial assessment of the student’s skill levels in reading, math and other core courses. The key components of the Program are as follows:

7.1.2 Students will be encouraged to concentrate their learning efforts on a maximum of one or two core subjects, in order to achieve greater depth of learning in each subject and to focus the students’ attention on specific areas as a way to promote maximum efficiency for faster results.
7.1.3 Students will participate in independent study programs that will allow each student to tailor his or her work pace to meet personal needs and goals.

7.1.4 Students will be placed in core subjects of reading, English and Math based on tested achievement levels. Advancement will be determined on actual mastery of skills. Learning will be thus focused on the specific skills and tasks, which will result in the maximum advancement in the minimum time.

7.1.5 PMG, under the direction of OFY-F, will develop and assist in establishing University of California A-G compliant courses, which will allow OFY-F students to apply directly to the University of California system schools after graduation from the OFY-F program.

7.2 PMG shall implement OFY-F’s curriculum in a manner that is consistent with the Charter Agreement.

7.3 PMG shall implement or contract to provide data assessment and accountability functions on the academic performance of OFY-F students, including the effect of any outside programs provided by or through PMG or OFY-F. OFY-F shall pay directly or reimburse PMG for the cost of obtaining such assessment and accountability reports, if contracted through a third party.

7.4 PMG shall ensure that OFY-F, including its curriculum, will be nonreligious, nonsectarian and shall not illegally discriminate against any student on the basis of race, creed, color, sex, national origin, religion, ancestry, age, disability, special need, marital status or citizenship.

7.5 OFY-F shall pay directly or reimburse PMG for the cost of all curriculum materials and purchasing.

ARTICLE 8 MANAGEMENT OF THE CHARTER SCHOOL

8.1 PMG is not obligated to devote all of its time or business efforts to the affairs of OFY-F.

8.2 PMG and its officers, directors, members, agents, employees and/or affiliates may engage or invest in any business activity of any type or description, including, without limitation, those that might be the same as or similar to the OFY-F’s business. Neither OFY-F, nor the Charter School shall have any right in or to such other activities or to the income or proceeds derived there from. PMG shall not be obligated to present any investment opportunity or prospective economic advantage to OFY-F, even if the opportunity is of the character that, if presented to OFY-F, could be invested in by OFY-F.

8.3 In addition to any other duties or obligation of PMG arising under this agreement, PMG shall ensure that, in the event that OFY-F lose its charter or otherwise cease to operate as charter school, all applicable legal requirements established by the California Department of Education or other government entity shall be met.

ARTICLE 9 PERSONNEL AND TRAINING
9.1 PMG shall recruit, screen and recommend certificated and non-certificated individuals to OFY-F for employment by OFY-F.

9.2 All personnel recommended by PMG for employment by OFY-F shall have the experience and knowledge appropriate to the position for which they are to be considered for employment.

9.3 All personnel recommended by PMG for employment by OFY-F shall meet standards set forth by California law, as applicable and such Employee’s particular job description. Certificated employees shall meet requirements of the California Commission on Teacher Credentialing.

9.4 When necessary, OFY-F shall work with PMG to obtain State Department of Education waivers and shall work with PMG to expedite the certification process or alternative accreditation for all new or out-of-district personnel.

9.5 PMG shall provide training in its methods, curriculum, program, and technology to all teaching personnel of OFY-F. Such training shall be at OFY-F’s expense, and may be held off-site, at locations selected by PMG. PMG will also provide team building events, at OFY-F’s expense, for the benefit of OFY-F employees.

9.6 PMG will administer health and retirement benefits for OFY-F’s employees, including all certificated and non-certificated staff.

9.7 OFY-F acknowledges and agrees that John Hall, Joan Hall, Jamie Hall, John Hall Jr. and William Toomey may have employment relationships with both PMG and OFY-F.

9.8 Personnel Policies

9.8.1 PMG and OFY-F shall comply with all applicable federal and state laws, concerning employee welfare, safety and health, including, without limitation, the requirements of federal law for a drug free workplace.

9.8.2 Neither PMG nor OFY-F will illegally discriminate against any employee or applicant for employment on the basis of race, creed, color, sex, national origin, religion, ancestry, age, disability, marital status, or citizenship, in its recruitment, selection, training, utilization, termination or other employment-related activities.

ARTICLE 10 SUBCONTRACTING OF SERVICES

10.1 Subcontracting of Services. PMG reserves the right to subcontract any and all services specified in this Agreement to the District and/or to public or private subcontractors, as permitted by law.

10.2 Location of Performance. PMG reserves the right to perform non-instructional functions, such as purchasing materials or developing curriculum, off-site at PMG offices or remote locations, unless prohibited by federal, state laws, rules, or regulations.

ARTICLE 11 SCHOOL YEAR
11.1 School Year. The parties hereto agree that OFY-F shall be in session at least two hundred forty (240) days or more between July 1st and June 30th of each school year.

11.2 Calendar. Notwithstanding the above, the parties understand and agree that the OFY-F will have a year-round, multi-track, staggered start calendar for the Programs, or, as necessary, any other calendar that would improve the delivery of instruction to students.

ARTICLE 12 STUDENT PRIVACY

12.1 Family Educational Rights and Privacy: Act. OFY-F shall instruct the District to designate PMG and its officers, employees, agents and representatives as having a legitimate educational interest such that they are entitled to access to education records under 20 U.S.C.A. 1232g, the Family Educational Rights and Privacy Act and under applicable California information and privacy laws. PMG, its officers and employees shall comply with the Family Educational Rights and Privacy Act at all times.

ARTICLE 13 WARRANTIES AND REPRESENTATIONS

13.1 Representations of OFY-F. OFY-F represents and warrants to PMG that: (i) it is an organization formed, existing and operating under the laws of the State of California; (ii) it has full lawful power and authority to execute, deliver and perform this Agreement to incur the obligations provided for under this Agreement and to contract with PMG for PMG to provide the services set forth in this Agreement; (iii) the information, if any, OFY-F has furnished to PMG concerning OFY-F’s finances, revenues, and student enrollment is accurate and the latest information available at the time of the execution of this Agreement; (iv) the execution, delivery and performance of this Agreement by OFY-F is not a violation or breach of any other agreement between OFY-F and any other person or entity.

13.2 Representations of PMG. PMG represents and warrants to OFY-F that: (i) it is a California corporation organized and existing under the laws of the State of California; (ii) it has full lawful power and authority to execute, deliver and perform this Agreement, to incur the obligations provided for under this Agreement and to contract with OFY-F to provide the services set forth in this Agreement on behalf of OFY-F; (iii) the information, if any, PMG has furnished to OFY-F concerning PMG’s finances and revenues is accurate and complete and the latest information available at the time of the execution of this Agreement; (iv) the execution, delivery and performance of this Agreement by PMG is not a violation or breach of any other agreement between PMG and any other person or entity.

ARTICLE 14 INDEMNIFICATION

14.1 PMG shall indemnify and hold OFY-F and its members, managers, employees, officers, subcontractors, agents, representatives and authorized volunteers (collectively “the OFY-F Agents”) harmless from and against any and all claims, demands, suits, costs, judgments, or other forms of liability to third parties, actual or claimed, of
whatsoever kind or character, including attorneys’ fees, brought against OFY-F and/or the OFY-F Agents for injury to property or persons, occurring or allegedly occurring in, on or about OFY-F learning centers as a result of actions by PMG and/or by its employees, officers, directors, subcontractors, representatives, and agents (collectively “PMG’s Agents”) during the Term of this Agreement or any renewal periods thereof. Upon timely written notice from OFY-F, PMG shall defend OFY-F and/or the OFY-F Agents in any action or proceeding brought thereon with counsel reasonably acceptable to OFY-F.

14.2 OFY-F shall indemnify and hold PMG and PMG’s Agents harmless from and against any and all claims, demands, suits, costs, judgments or other forms of liability to third parties, actual or claimed, of whatsoever kind or character, including attorneys’ fees, brought against PMG and/or PMG’s Agents for injury to property or persons, occurring or allegedly occurring in, on or about OFY-F learning centers as a result of actions by OFY-F and/or by OFY-F’s Agents during the Term of this Agreement or any renewal periods thereof. Upon timely written notice from PMG, OFY shall defend PMG and/or PMG’s Agents in any action or proceeding brought thereon with counsel reasonably acceptable to PMG.

ARTICLE 15 TERMINATION AND CLOSURE

15.1 OFY-F Termination for Cause. OFY-F may terminate this Agreement for Cause prior to the end of the Term, in accordance with the procedures set forth herein. For purposes of this Section, “Cause” means:

15.1.1 Material breach of this Agreement, which may include, but is not limited to, failure of PMG to provide services as required by this Agreement, or any other act or failure to act by PMG which undermines the joint purpose of this Agreement. OFY-F may terminate for cause only if OFY-F has provided PMG written notice of the material breach and has allowed PMG a reasonable period in which to remedy such breach. A reasonable period for cure under this section shall not be less than sixty (60) days. If OFY-F makes a good faith reasonable determination that PMG’s remedial action is unsatisfactory, OFY-F may terminate the Agreement under this paragraph pursuant to the procedure set forth in Section 15.4.

15.2 PMG Termination for Cause. PMG may terminate this Agreement for Cause prior to the end of the Term, in accordance with the procedures set forth herein. For the purposes of this Section, “Cause” means:

15.2.1 Material breach of this Agreement, which may include, but is not limited to, OFY-F’s failure to adhere to the reasonable personnel, curriculum, program or similar recommendations of PMG with respect to OFY-F, which PMG reasonably determines to be necessary for the implementation of PMG’s Program, OFY-F’s failure to obtain waivers from third parties as provided for in this Agreement which PMG reasonably determines to be necessary for the implementation of PMG’s Program, OFY-F’s failure to make payments as required by this Agreement; or any other failure which undermines the joint purposes of this Agreement.
PMG may terminate for cause only if PMG has provided written notice of the breach to OFY-F and has allowed OFY-F a reasonable period in which to remedy such breach. A reasonable period for cure under this section shall not be less than sixty (60) days. If PMG makes a good faith reasonable determination that OFY-F’s remedial action is unsatisfactory, PMG may terminate the Agreement under this paragraph pursuant to the procedure set forth in Section 15.4.

15.3 Statutes or Legislative Changes. In the event that any enactment, repeal, promulgation or withdrawal of any federal, state, or local law, regulation, or court or administrative decision or order materially affects the operation of OFY-F in conformity with this Agreement, or otherwise constitutes a violation of law, or otherwise has a material adverse effect on PMG’s ability to operate, PMG or OFY-F may elect to deliver written notice to the other of such changes and the resulting consequences. Upon delivery of such notice, the parties shall promptly commence negotiations in good faith regarding a mutually agreeable approach (including without limitation, an amendment to the Agreement) to address the statutory and/or legislative changes. If despite such good faith negotiations the parties are unable to agree upon an acceptable approach to address the statutory and/or legislative changes, then either party may elect to terminate the Agreement without further obligation or liability to the other, by delivering written notice of termination to the other at least one hundred eighty (180) days in advance of the effective date of such termination, or in such lesser time as is reasonable under the circumstances. Among other events, the foregoing section applies to actions that may be made by the State Board of Education, Department of Education and the Advisory Commission on Charter Schools.

15.4 Termination Notice and Other Termination Procedure

15.4.1 Unless otherwise expressly provided herein, each party shall give the other party at least ninety (90) days advance written notice of a termination of this Agreement prior to the end of its Term.

15.4.2 Notwithstanding any other provision in this agreement, each party shall use its good faith best efforts to avoid a termination of the Agreement, which becomes effective during the middle of a school year because of the disruption to the educational program and the students. Therefore, in the event this agreement is terminated by either party prior to the end of the Term, absent unusual and compelling circumstances, the termination will not become effective until the end of the school year.

15.4.3 In the event of termination of this Agreement for any reason, PMG shall provide reasonable assistance to OFY-F for up to ninety (90) days after the effective date of termination of the Agreement, to assist in the closure of the Charter School and the transition of students.

15.4.4 In the event OFY-F terminates this Agreement prior to the end of the Term, regardless of the reason, then OFY-F shall, for the duration of the Term, be obligated to reimburse PMG for all expenses incurred by PMG on account of the leases and all other reimbursable items listed in Article 5.
15.4.5 In the event of closure of OFY-F, for any reason, the parties shall follow the closure procedures listed in Exhibit “C”.

ARTICLE 16  INSURANCE

16.1  Liability Insurance

16.1.1 PMG, on behalf of OFY-F and the District, shall secure and maintain, insurance, including, but not limited to general liability insurance coverage for bodily injury and property damage for the protection of OFY-F, the District, PMG, and their respective officers, directors, board members, employees, students, teachers and volunteers. Such insurance policies shall be issued by an insurance company or companies selected by PMG and licensed to do business in the State of California. Except as otherwise agreed in writing by OFY-F and PMG, all such insurance coverage shall be primary insurance, with deductibles or SIR’s which are outside the policy limits, and shall be occurrence based insurance (and not claims made insurance). OFY-F shall pay directly or reimburse PMG for all costs of such insurance.

16.1.2 OFY-F shall require that its contractors, if providing transportation or other services to OFY-F shall name PMG and its, and their respective officers, directors, board members, employees, and agents as additional insureds under their respective commercial general liability and automobile liability insurance policies for personal injury and property damage; and if such services are provided directly by OFY-F rather than by contracted service, then PMG may ensure such persons shall be named as an additional insured under corresponding OFY-F insurance policies.

16.1.3 The insurance policies maintained by each party pursuant to this Agreement shall be endorsed to state that coverage shall not be suspended, voided, canceled, or reduced, in coverage or limits, except after thirty (30) days prior written notice to PMG and OFY-F. The parties shall furnish one another certified copies of the insurance or certificates of insurance which name one another as additional insured and which demonstrate compliance with this Agreement.

16.2  Workers’ Compensation Insurance. PMG, on behalf of OFY-F, shall secure and maintain workers’ compensation insurance covering OFY-F employees and authorized volunteers. Such insurance policies shall be issued by an insurance company or companies licensed to do business in the State of California. OFY-F shall pay directly or reimburse PMG for its pro-rata share of such cost.

16.3  Coordination of Risk Management. The parties shall coordinate risk management activities with one another, which shall include the prompt reporting of any and all pending or threatened claims, filing of timely notices of claim, cooperating fully with one another in the defense of any claims and complying with any defense and reimbursement provisions of state governmental immunity laws and applicable insurance policies. The parties shall give each other prompt written notice of any claim arising out of the operation of OFY-F learning centers. Neither PMG nor OFY-F shall compromise, settle, negotiate or otherwise affect any disposition of any claim or potential claims asserted against it to the extent such claims are insured by or through the other party, without the approval of the other party.
ARTICLE 17 CONFIDENTIAL AND PROPRIETARY INFORMATION

17.1 Proprietary Marks and Intellectual Property. OFY-F acknowledges and agrees as follows:

17.1.1 PMG owns, may develop, or may create certain proprietary marks during the course of this Agreement and that all proprietary rights in and to such intellectual property, including but not limited to, all trademarks, trade names, service marks, industrial designs, insignias, logos, and designations (as presently or hereafter comprised) in connection therewith (the “Proprietary Marks”);

17.1.2 PMG also owns, may develop, or purchase curriculum materials, software and other intellectual property to be used in connection with OFY-F educational programs, including but not limited to all copyrights, patents, source codes, technology and trade secrets (as presently or hereafter comprised) in connection therewith (the “Intellectual Property”);

17.1.3 PMG has extensively invested in developing and improving the Proprietary Marks and Intellectual Property and in marketing, refining, advertising, promoting and publicizing the same, all of which have become well and favorably known to the public throughout the United States and elsewhere, and, as a result of such efforts, PMG has acquired valuable goodwill therein; and,

17.2 Validity and Use of Proprietary Marks and Intellectual Property. OFY-F hereby acknowledges the validity of the Proprietary Marks and Intellectual Property identified above and acknowledges that same are the sole property of PMG. OFY-F may use such Proprietary Marks and Intellectual Property only for so long as the right and license granted here remains in force, and only in connection with OFY-F operations, in the manner and for the purposes specified in this Agreement. OFY-F, shall not, either during or after the term of this Agreement, do anything, or aid or assist any other party to do anything, which would infringe upon, harm, or contest the rights of PMG in any of its Proprietary Marks and/or Intellectual Property. OFY-F further agrees that any additional rights that may develop in any of PMG’s Proprietary Marks and/or Intellectual Property in the future, whether as trade names, trademarks, service marks, or copyrighted materials, shall inure and accrue to the benefit of PMG.

17.3 License. Subject to the terms and conditions contained herein, PMG hereby grants to OFY-F, and OFY-F hereby accepts from PMG, a non-exclusive license to use PMG Proprietary Marks and Intellectual Property during the Term.

17.4 Prohibitions on Use. OFY-F agrees not to interfere in any manner with or attempt to prohibit the use of the Proprietary Marks and Intellectual Property by any other entity. OFY-F further agrees to execute any and all other necessary papers, documents, and assurances to effectuate this purpose and agrees to cooperate fully with PMG or its agents in securing all necessary and required authority from any Secretary of State, licensing authority, or any other state or federal authority to the use of the Proprietary Marks and Intellectual Property wherever needed. The grant of the License pursuant to this Agreement, does not grant exclusivity of territory or use to OFY-F.
17.5 Ownership of Proprietary Information. OFY-F agrees that PMG shall own all copyright and other proprietary rights in and to the Proprietary Marks and Intellectual Property, including but not limited to all instructional materials, training materials, curriculum and lesson plans, and any other materials developed by PMG, its employees, agents or subcontractors, during the Term of this Agreement or any renewal Terms hereof. PMG shall have the sole and exclusive right to license such materials for use by other school districts or customers, or to modify and/or sell such materials to other school districts and customers. PMG may disclose such proprietary information, including that which is currently in existence as well as that which may be created in the future. OFY-F shall take all measures reasonably necessary to assure that none of its personnel or agents disclose, publish, copy, transmit, modify, alter or utilize the Proprietary Marks and Intellectual Property without PMG’s prior written consent.

17.6 Unauthorized Use. OFY-F shall promptly report to PMG any unauthorized use of PMG’s Proprietary Marks and/or Intellectual Property that comes to its attention in any manner whatsoever. If requested by PMG, OFY-F will cooperate with PMG in precluding unauthorized use of PMG’s Proprietary Marks and Intellectual Property, or any confusingly similar mark or property.

17.7 Confidential Information.

17.7.1 OFY-F acknowledges and agrees that during the Term, it will have access to certain confidential information of PMG, including but not limited to confidential or proprietary business information, curriculum materials, software, property rights and data, know-how, trade secrets, customer and vendor lists, supplier and distributor lists, billing practices and procedures, operating manuals and procedures, pricing policies, operational methods, marketing plans or strategies, financial information, budget information and procedures of PMG (“the Confidential formation”).

17.7.2 From and after the commencement of the Term, OFY-F shall keep secret and retain in strictest confidence and shall not use for the benefit of itself or others, all or any of the Confidential Information.

17.7.3 Promptly following the termination of this Agreement for any reason, OFY-F shall immediately deliver to PMG all Confidential Information in its possession, together with all notes, records, memoranda, correspondence files and other papers, magnetic tapes, software, discs, manuals and other information in any form relating to PMG (including all copies of these materials). OFY-F acknowledges that it does not have and cannot acquire any rights to these materials.

ARTICLE 18 DISPUTE RESOLUTION PROCEDURE

18.1 Mediation. In the event that any controversy claim or dispute between the parties arises relating to the terms of this Agreement, or the breach thereof, the parties hereby agree to initially attempt to settle such disputes by a non-binding mediation, before a single neutral mediator (the “Mediator”), administered by J.A.M.S./ENDISPUTE. The Mediator shall be assigned at random by J.A.M.S./ENDISPUTE and shall take place within Los Angeles County.
18.1.1 The mediation shall commence within forty-five (45) calendar days from the date of the receipt of the Mediation Demand sent by the aggrieved party (“Receipt Date”), and shall be concluded no later than sixty (60) calendar days from the Receipt Date. In determining the Receipt Date, the notice provisions of this Agreement shall apply.

18.1.2 The administrative costs of conducting the mediation shall be shared equally between the parties.

18.2 Binding Arbitration. In the event that the parties are unable to resolve any dispute regarding relating to the terms of this Agreement, or the breach thereof, through non binding mediation pursuant to Section 18.1, above, such dispute shall be determined by binding arbitration in accordance with the rules of J.A.M.S./ENDISPUTE. The parties may select any third party arbitrator, including a retired jurist, or other independent party. Any determination of the arbitrator shall be binding on the parties, and may be entered in any court with proper jurisdiction for enforcement thereof. The costs of the arbitrator shall be borne equally by the parties.

ARTICLE 19 MISCELLANEOUS

19.1 Standard of Interpretation. Except as otherwise provided herein, the parties shall perform all actions required herein in a reasonable and timely manner.

19.2 Notices. Any and all notices, demands or other communications required or desired to be given hereunder by any party shall be in writing and shall be validly given or made to another party if served either personally or, if deposited in the United States mail, certified or registered, postage prepaid, return receipt requested. If such notice, demand or other communication be served personally, service shall be conclusively deemed made at the time of such personal service. If such notice, demand or other communication be given by mail, such shall be conclusively deemed given forty-eight (48) hours after the deposit thereof in the United States mail, addressed to the party to whom such notice, demand or other communication is to be given as hereinafter set forth.

19.3 Governing Law and Construction. This Agreement shall, in all respects, be governed by the laws of the State of California applicable to agreements executed and to be wholly performed within the State of California. Nothing contained herein shall be construed so as to require the commission of any act contrary to law, and wherever there is any conflict between any provision contained herein and any present or future statute, law, ordinance or regulation contrary to which the parties have no legal right to contract, the latter shall prevail but the provision of this Agreement which is affected shall be construed and limited only to the extent necessary to bring it within the requirements of the law.

19.4 Severability. The provisions of this Agreement are severable, and if any one or more provisions shall be determined to be judicially unenforceable, in whole or in part, the remaining provisions shall nevertheless be binding and enforceable.

19.5 Arm’s Length Agreement. This Agreement has been negotiated at arm’s length and between persons (or their representatives) sophisticated and knowledgeable in the matters dealt with in this Agreement. Accordingly, any rule of law or legal decision that
would require interpretation of any ambiguities against the party that has drafted it is not applicable and is waived. The provisions of this Agreement shall be interpreted in a reasonable manner to affect the purpose of the parties and this Agreement.

19.6 **Entire Agreement.** This Agreement, together with the Charter Agreement, constitutes the entire agreement of the parties with respect to the subject matter hereof and supersedes any and all other written or oral negotiations, understandings or agreements among the parties with respect to the rights and obligations assumed herein and contains all of the covenants and agreements among the parties with respect to such rights and obligations.

19.7 **Binding Agreement.** The party’s rights and obligations under this Agreement are personal and shall not be assignable. Subject to the foregoing, each of the terms and provisions contained herein shall inure to the benefit of and be binding upon the parties hereto and their respective heirs, personal representatives, successors, and assigns.

19.8 **Cumulative Remedies.** No remedy conferred by any provisions of this Agreement is intended to be exclusive of any other remedy, and each and every remedy shall be cumulative and shall be in addition to every other remedy given hereunder or now or hereafter existing at law or in equity. Except as otherwise provided herein, the election of anyone or more remedies by any party, shall not constitute a waiver of the right to pursue other available remedies.

19.9 **Modifications.** No amendment, change or modification of this Agreement shall be valid unless in writing, stating that it amends or modifies this Agreement, and signed by all of the parties hereto.

19.10 **Additional Acts.** Each of the parties hereto shall execute and deliver any and all additional papers, documents and other assurances and shall do any and all acts reasonably necessary in connection with the performance of their obligations hereunder and to carry out the intent of the parties hereto.

19.11 **Counterparts.** This Agreement may be executed in one or more counter-parts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.

19.12 **Waiver.** The waiver by any party to this Agreement of the breach of any provision of this Agreement shall not be deemed a continuing waiver or a waiver of any subsequent breach, whether of the same or another provision of this Agreement.

19.13 **Captions.** The captions appearing at the commencement of the paragraphs hereof are descriptive only and for convenience in reference. Should there be any conflict between any such caption and the section at the head of which it appears, the section and not such caption shall control and govern in the construction of this Agreement. The reference to paragraph numbers herein shall be deemed to refer to the numbers preceding each section.

19.14 **Force Majeure.** Neither party shall be liable if the performance of any part or all of this contract is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of any strike, flood, riot, fire, explosion, war, act of God, sabotage, accident or any other casualty or cause beyond either party’s control and which cannot be overcome by reasonable diligence and without unusual expense.
19.15 Jointly Drafted Agreement. The parties acknowledge that this Agreement is the product of the combined involvement and drafting of both parties hereto and that neither party may be considered or deemed the primary drafter of the Agreement.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the day and year first above written.

Pathways Management Group, Inc., a California nonprofit public benefit corporation

__________________________________________________________________________  ______________________________________________________________________
By: John Hall Date
Title: President

Options For Youth- Fontana, Inc., a California nonprofit public benefit corporation

__________________________________________________________________________  ______________________________________________________________________
By: Date
Title: Member of the Board of Directors

Options For Youth- Fontana, Inc., a California nonprofit public benefit corporation

__________________________________________________________________________  ______________________________________________________________________
By: Date
Title: Member of the Board of Directors

Options For Youth- Fontana, Inc., a California nonprofit public benefit corporation

__________________________________________________________________________  ______________________________________________________________________
By: Date
Title: Member of the Board of Directors
Exhibit A

Charter Petition
A. Provide an academic recovery educational program that is specifically designed for drop outs and at risk youth and meets all requirements of the charter agreement between OFY-F and the Fontana Unified School District, (see Article 7),

B. Implement, as deemed necessary, a leadership development program and youth impact program (“Extra Programs”),

C. Identify and produce curriculum and instructional materials for the Program and any Extra Program (see cost allocation in section 7.5),

D. Train OFY-F teachers and instructional aides in delivery of the Program to students (see cost allocation in section 9.5),

E. Provide administrative support staff to assist Charter School,

F. Provide all human resources services needed by OFY-F, including but not limited to advertising for and recruiting teachers and instructional employees, screening prospective new employees, making staffing and employment recommendations to OFY-F, planning and conducting team building events for OFY-F staff, and coordinating all employee benefits,

G. Provide computers for the use of each teacher (see cost allocation in section 5.7),

H. Provide administrative services needed for operation of the school, including program development, facilities management and management of day to day operations,

I. Obtain waivers as may be necessary for operation of the Charter School’s multi-track calendar,

J. Provide all accounting services, including all bookkeeping and accounting services,

K. Arrange for an annual audit of the Charter School to be performed by an auditing firm approved by OFY-F, and any other such audits as may be necessary according to the Agreement (see cost allocation in section 6.3),

L. Provide to OFY-F the following reports: monthly report of expenses incurred for reimbursement, monthly ADA reports, reports required for the sponsoring District and California Department of Education, J200 budget reports, J18 and 19 filings, year to date budget variance reports, quarterly reports on the account balance, quarterly reports on the contribution of excess revenues, and quarterly reports on the use of Charter Funds. Upon reasonable request, PMG shall provide additional financial data and other data concerning the charter school to OFY-F in a format and structure reasonably directed by OFY-F.

M. Locate and secure facilities adequate to meet the needs of the Charter School and the Program, lease or otherwise contract with third parties for the use of facilities for school purposes (see cost allocation in section 5.2),
N. Provide all property management services needed to maintain the Charter School’s learning centers and to keep the learning centers in clean and professional order and repair (see cost allocation in section 5.8),

O. Furnish all learning centers with adequate desks, chairs, books, book cases and other furnishings appropriate to maintain the learning centers’ clean and professional appearance and suitable for the conduct of the Charter School (see cost allocation in section 5.8),

P. Provide computers for students in each learning center with Internet connections and printing capabilities (see cost allocation in section 5.7),

Q. Arrange or provide IT and other technological support to the Charter School (see cost allocation in section 5.7),

R. Procure all insurance needed for operation of the Charter School (see cost allocations in Article 16),

S. Periodically, or as requested by OFY-F, arrange for independent assessments as described in the Agreement (see cost allocation in section 6.4),

T. Provide for marketing services on behalf of the Charter School, and

U. Provide or arrange for further instructional and operational support, program development, or administrative services as needed, consistent with the methodology established in the Agreement.
Exhibit C

Charter School Closure Procedures