Options For Youth

Public Charter Schools

Options for Youth - Acton Student Handbook

An exclusive WIOA Partner

2026-2027

This Student Handbook is also available on the OFY-Acton Website:
lions.ofy.org | wolfpack.ofy.org | mustangs.ofy.org

Options for Youth Public Charter Schools

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

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

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

- Direct Instruction (DI): Math and Reading/Writing, Social Science, Science, or other subjects as assigned
- Sessions with post-secondary counselors and resource specialists.
- RenStar Testing

State Mandatory Assessments such as:

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

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

- Student Agreement Form
- Student Emergency Release Cards

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

_____ _____ _____

Signature of Student | Age | Date

_____ _____

Signature of Parent/Guardian | Date

(Required for students under 18 years of age)

*Testing months are subject to change on a yearly basis. Please check with your student's teacher for current testing dates.
2026-2027 School Year

Dear Student,

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

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

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

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

Sincerely,
Ileana Kiriakos

Ileana Kiriakos
Superintendent
Acton Charter

Resource Center Locations

OFY-Acton

Chino 1
7011 Schaefer Ave., Ste E
Chino CA 91710
(909) 465-9529
lions.ofy.org/

Fontana 1
16981 Foothill Blvd.
Unit A6
Fontana CA 92335
(909) 357-3168
wolfpack.ofy.org/

Fontana 2
17216 Slover Ave. Ste L-102 & 12A
Fontana CA 92337
(909) 429-0482
wolfpack.ofy.org/

Hesperia 1
11975 Hesperia Rd.
Hesperia CA 92345
(760) 955-5900
mustangs.ofy.org/

Hesperia 2
15461 Main St. 103
Hesperia CA 92345
(760) 948-3355
mustangs.ofy.org/

Oxnard
1731 E. Ventura Blvd.
Oxnard, CA 93036
(805) 278-0713
lions.ofy.org/

Rancho Cucamonga
9849 E. Foothill Blvd.
Ste G
Rancho Cucamonga
CA
91730
(909) 466-9082
wolfpack.ofy.org/

Upland
1438 W. 7th St.
Upland CA 91786
(909) 946-0500
wolfpack.ofy.org/

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School General Information

About the Student Handbook
This handbook is intended to provide students 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-A. Planning a school program is very important and careful thought should be given to future educational and vocational goals, aptitudes, past academic achievement, and willingness to work. If you have any questions, please contact your local center or supervising teacher or log on to the school website. On the website you will find information about OFY-A programs and schedules, as well as links to a wide array of educational resources.

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

The Charter School completed an extensive process and earned system accreditation by Cognia, a nonprofit organization that recognizes districts and schools, nationally and internationally. This accreditation confirms the school meets rigorous standards focused on productive learning environments, equitable resource allocation, that meets the needs of all learners. Earning accreditation from the Cognia Global Accreditation Commission means that the charter school is recognized across the nation and the world as a school that meets Cognia Standards of Quality and maintains a commitment to continuous improvement.

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

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

- Open Entry – A student can enroll virtually any weekday of the year. No need to wait for a class or semester to start.
- Continuous Learning – OFY-A operates year-round.
- Individualized Programs to Accommodate Student Needs – Scheduled appointments afford students increased flexibility to meet work and family commitments while still satisfying program requirements.
- Criterion-Based Learning – In core subjects, only material that has not been mastered is required. Learning is focused on the specific skills needed to achieve maximum advancement in minimum time.
- Subject Matter Concentration – Taking fewer classes at a time allows for greater focus on core subjects and better retention of content knowledge.
- Launchpad Environment – OFY-A is committed to offering students a "Launchpad" rather than destination environment. Instead of focusing on high school graduation as the final destination for students, Post-secondary

Counselors, WIOA partners, and teachers collaboratively work together to help guide students to create individualized learning plans with a comprehensive post-secondary plan (whether attending a 2- or 4- year college, vocational training or career planning).

OFY-A does not discriminate against any person on the basis of gender, gender identity, gender expression, race, color, religion, disability, and/or any other status protected by law, including immigration status, in any of its policies, procedures, or practices in compliance with applicable federal and state laws.

General Enrollment Information

To enroll at OFY-Acton, the student or family should contact their local center or visit the school website to start the application process. OFY-Acton admits students entering the seventh through twelfth grades. It is the goal of OFY-Acton to set students up for success.

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

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

Lottery Policy

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

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

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

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

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

Who is responsible for compliance?

- Assistant Principal
- Principals (or designee)

Age of Enrollment[1]

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

[1] These requirements are in effect unless changed or modified

Students with Disabilities

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

During the first 30 days, in consultation with the student's parents/guardian, OFY-Acton will offer comparable services to those listed in the most recent IEP. Families will receive copies of all interim placement forms outlining these services. A 30-Day Interim Placement IEP meeting will be held on or before the 30th calendar day of enrollment to review placement, services, accommodations and progress towards goals. The IEP team will either adopt the previously held IEP or develop, adopt, and implement a new IEP. The determination regarding the appropriateness of independent study for a particular student receiving special education services will be made by the student's IEP Team.

Out-of-date IEP documents will be reviewed by the school and updated as necessary.

Special Student Populations

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

In accordance with Education Code Sections 48850(a) (3) (A) and 47605(e), OFY-Acton will immediately enroll a homeless student regardless of the availability of school or immunization records. Education Code Section 48853.5 provides foster youth with immediate enrollment in school regardless of the availability of school or immunization records. In addition, immediate enrollment rights apply to these student populations: former juvenile justice system students under Education Code Section 48645.5(c), military youth under Education Code Section 48204.6(c)(3), and migratory youth under Education Code Section 48204.7(c) (3). Foster, homeless, former juvenile justice system students, military youth, migratory youth, and newcomer pupils may qualify for exemption from OFY-Acton's local graduation requirements as explained in Education Code Section 51225.1.

Students experiencing homelessness are advised to contact the Homeless & Foster Education Liaison at their school to access referrals to local available services. Contact information for the Homeless & Foster Education Liaison is available on the Charter School's website.

Notice to Students Interested in Enlistment

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

Standardized Testing

The state of California mandates that all OFY-Acton students participate in yearly standardized testing. This includes testing on core subjects, as well as annual Physical Fitness testing in grades 7 and 9. Students who enroll in OFY-Acton are required to participate in these standardized tests. The scheduled testing dates are below. Contact your school site for testing availability.

Smarter Balanced Test

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

- ***Who Takes It:*** *3rd–8th and 11th grade required*
- ***When:*** *April 19, 2027– May 7, 2027**
  **Tentative. These proposed dates mirror the process used to determine the prior year's SBA/CAST testing window. Dates cannot officially be set until Fall.*

California Science Test

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

- ***Who Takes It:*** *Students will take CAST in 8th grade and will have one opportunity to test in high school. Your child will be given the opportunity to test in grade 12 if they haven't already had the opportunity to test.*
- ***When:*** *April 19, 2027 – May 7, 2027**
  **Tentative. These dates mirror the process used to determine the prior year's SBAC/CAST testing window. Dates cannot officially be set until Fall.*

Physical Fitness Test (PFT)

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

- ***Who Takes It:*** *5th 7th and 9th grade*
- ***When:*** *February 1, 2027 – May 31, 2027**
  **Tentative*

English Language Proficiency Assessments for California (ELPAC)

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

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

PSAT/NMSQT

The PSAT provides firsthand practice for the SAT.

- ***Who Takes It:*** *10th graders (All 10th graders or all 10th graders on the A-G track)*
- ***When:*** *October 7, 2026**
  **Tentative. This is the anticipated Primary test day released on the College Board's website.*

SAT (School Day)

Students have opportunity to take SAT on-site

• ***Who Takes It:*** *11th and/or 12th graders* • ***When:*** *March 10, 2027**

Alternate Date ***When:*** *March 24, 2027**

**Tentative*

SAT 2026-2027 Dates

- *August 15, 2026**
- *September 12, 2026**
- *October 3, 2026**
- *November 7, 2026**
- *December 5, 2026**
- *March 13, 2027**
- *May 1, 2027**
- *June 5, 2027**
  **Please be aware these may be Saturdays; if so the exam will be delivered online.*

ACT 2026-2027 Dates

- *September 6, 2026*
- *October 18, 2026*
- *December 13, 2026*
- *February 14, 2027*
- *April 11, 2027*
- *June 13, 2027*
- *July 11, 2027*

AP Exam

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

- ***Who Takes It:*** *talk with your post-secondary counselor*
- ***When:*** *Monday, May 3 - May 14, 2026. Contact your individual center for testing days and times, as well as the test preparation schedule.*

Star Renaissance

- Upon enrollment in OFY-Acton all students take a computer adaptive placement assessment in reading and math; currently STAR Renaissance. These placement tests allow teachers to diagnose the current reading and math level of each student. In addition, all students are assessed at least three times each school year to measure the growth and progression of each student in reading and math.
- ***When:*** *The testing windows take place in (tentative)*
  - Fall: 8/1/2026 - 11/30/2026
  - Winter: 12/01/2026 - 3/31/2027
  - Spring: 4/01/2027 - 07/31/2027

- OFY-Acton uses these updated diagnostic assessments of student skill growth to measure the program's success and provide adjustments to students' Individualized Learning Plans.

Student Activities

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

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

Student Holidays (2026-2027)

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

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

Please note that the school may modify the hours of operation for meetings, school events, testing administrations, etc. Be sure to consult the school calendar to be aware of non-holiday closures or changes in hours of operation. Students are still responsible for their assignment when the school is closed.

- Independence day .....July 4, 2026
- Labor Day .....Sept. 1, 2026
- Veteran's Day .....Nov 11, 2026
- Thanksgiving Holiday ..... Nov 26–27, 2026
- Winter Break .....Dec 21, 2026–Dec 31, 2026
- New Year's Day ..... Jan 1, 2027
- MLK Day .....Jan 18, 2027
- President's Day ..... Feb 15, 2027
- Spring Recess .....March 18-19, 2027
- Memorial Day .....May 31, 2027
- Juneteenth Day .....June 18, 2027

Graduation Ceremony

The School conducts at least one graduation ceremony each school year, typically taking place in the Spring. Students who successfully complete all requirements by the deadline are invited to participate in the graduation ceremony. Please refer to your school calendar for important information and dates regarding graduation ceremonies and other related events.

Graduation Regalia, Items of Special Recognition, and other items of Adornment

Each student with confirmed participation in the School's graduation ceremonies will be provided a standard cap and gown at no cost. The School may offer additional items of recognition which can be worn along with the cap and gown such as honor cords, stoles or pins.

Students participating in graduation ceremonies or related activities may wear traditional tribal regalia or recognized objects of religious or cultural significance, as determined by the student and the student's family as adornment. The School will not require a preapproval process for a graduate's use of adornment as defined by law. This does not limit the School's discretion and authority to prohibit an item that is likely to cause a substantial disruption of, or material interference with, the ceremony or event.

Workforce Education

The School operates exclusively as a WIOA (Workforce Innovation Opportunity Act) Educational Partner. This means that every aspect of the School's instructional design is aligned and embedded with WIOA ideals, elements, and federal requirements. The School maintains an ongoing and balanced collaboration with WIOA partners in the community that strive for all students to be adequately prepared for post-secondary education and the workforce.

The School and its WIOA partners work collaboratively to ensure all students participate in programs and support outlined in the fourteen (14) elements that must be offered to participants, in accordance with WIOA federal regulatory requirements (20 CFR §681.460). Due to these partnerships, students are required to meet certain requirements or participate in certain activities, including but not limited to: meet additional graduation requirements, participate in career exploration activities, complete work experience hours, and attend workshops. The 14 Elements guide the various activities, supports and resources that students will be offered and/or required to participate in while enrolled with OFY-Acton.

14 Elements

1. Tutoring, study skills training, instruction and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized postsecondary credential;

2. Alternative secondary school services, or dropout recovery services, as appropriate;

3. Paid and unpaid work experience/internship experiences that have academic and occupational education as a component of the work experience, which may include the following types of work experiences: (i) Summer employment opportunities and other employment opportunities available throughout the school year; (ii) Pre-apprenticeship programs; (iii) Internships and job shadowing; and (iv) On-the-job training opportunities;

4. Occupational skill training, which includes priority consideration for training programs that lead to recognized postsecondary credentials that align with in-demand industry sectors or occupations in the local area involved, if the Local WBD determines that the programs meet the quality criteria described in WIOA sec. 123;

5. Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;

6. Leadership development opportunities, including community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors;

7. Supportive services, including those services listed in 20 CFR §681.570;

8. Adult mentoring for a duration of at least 12 months, that may occur both during and after program participation;

9. Follow-up services for not less than 12 months after the completion of participation , as provided in 20 CFR §681.580;

10. Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling, as well as referrals to counseling, as appropriate to the needs of the individual youth;

11. Financial literacy education;

12. Entrepreneurial skills training;

13. Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area such as career awareness, career counseling, and career exploration services;

14. Activities that help youth prepare for and transition to postsecondary education and training.

Student Learning Outcomes

It is the belief of OFY-Acton that all students are unique individuals who:

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

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

1. Take responsibility for own life.

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

- Identifying their dreams and post-secondary goals
- Setting deadlines and keeping them
- Completing schoolwork to the best of their ability, in a timely manner
- Advocating for themselves
- Taking risks to achieve goals
- Using obstacles or setbacks as springboards for success
- Understanding the impact of personal choices
- Working with staff to create a plan for postsecondary goals
- Carrying out the plan to achieve post-secondary goals

Staff will measure progress by:

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

2. Think Critically.

Students will exhibit thinking critically by:

- Effectively accessing digital resources
- Collecting, organizing, and drawing meaning from data
- Critically analyzing written material

- Making meaningful arguments to support a position
- Explaining reasoning in problem solving
- Using the scientific method to validate or disprove a hypothesis

Staff will measure progress by:

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

3. Make Meaningful Interpersonal Connections.

Students will show they have made meaningful interpersonal connections by:

- Regularly communicating with teachers about academic progress and/or personal goals
- Regularly communicating with parents/guardians about academic progress and/or personal goals
- Participating in extra-curricular and/or cocurricular activities
- Volunteering in the community
- Showing awareness of benefits of serving in the community

Staff will measure progress by:

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

2026 – 2027 School Year Calendar

July

S	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August

S	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September

S	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	**23**	**24**	**25**	26
27	**28**	**29**	**30**			

October

S	M	T	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November

S	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December

S	M	T	W	Th	F	Sa
		1	2	**3**	**4**	5
6	**7**	**8**	**9**	**10**	**11**	12
13	**14**	**15**	**16**	**17**	**18**	19
20	**21**	**22**	**23**	**24**	**25**	26
27	**28**	**29**	**30**	**31**		

January 2027

S	M	T	W	Th	F	Sa
					1	2
3	**4**	**5**	**6**	**7**	**8**	9
10	**11**	**12**	**13**	**14**	**15**	16
17	**18**	**19**	**20**	**21**	**22**	23
24	**25**	**26**	**27**	**28**	**29**	30
31						

February

S	M	T	W	Th	F	Sa
	1	**2**	**3**	**4**	**5**	6
7	**8**	**9**	**10**	**11**	**12**	13
14	**15**	**16**	**17**	**18**	**19**	20
21	**22**	**23**	**24**	**25**	**26**	27
28						

March

S	M	T	W	Th	F	Sa
	1	**2**	**3**	**4**	**5**	6
7	**8**	**9**	**10**	**11**	**12**	13
14	**15**	**16**	**17**	**18**	**19**	20
21	**22**	**23**	24	25	26	27
28	29	30	31			

April

S	M	T	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May

S	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June

S	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Start-End	
Month 1	Jul 1 – Jul 28
Month 2	Jul 29 – Aug 25
Month 3	Aug 26 – Sep 22
Month 4	Sep 23 – Oct 20
Month 5	Oct 21 – Nov 17
Month 6	Nov 18 – Dec 15
Month 7	Dec 16 – Jan 26
Month 8	Jan 27 – Feb 23
Month 9	Feb 24 – Mar 23
Month 10	Mar 24 – Apr 20
Month 11	Apr 21 – May 18
Month 12	May 19 – Jun 15
Month 13	Jun 16 – Jun 30

Holidays

Independence Day	July 3 (Observed)	President's Day	February 15
Labor Day	September 7 (Observed)	Spring Break	March 18-19
Veterans Day	November 11	Memorial Day	May 31
Thanksgiving	November 26-27	Juneteenth	June 18
Winter Break	December 21-31	**Floating Holidays**	
New Year's Day	January 1, 2027	Floating Holiday 1	June 7-11
MLK Day	January 18	Floating Holiday 2	June 14-18
Holiday	February 12	Floating Holiday 3	June 21-25

Supplemental Dates

Track D - 1A - Sep 23–30	Track A - 7- Dec 16–Jan 26
Track A - 6B - Dec 3–15	Track B – 6 - Dec 16–Jan 26
Track B - 5B - Dec 4–15	Track C – 5- Dec 16–Jan 26
Track C - 4B - Dec 8–15	Track A – 8 - Jan 27–Feb 23
	Track B – 7- Jan 27–Feb 23
	Track A – 9 - Feb 24–Mar 23

Track Start

Track A - July 1
Track B - July 29
Track C - August 26
Track D – September 23

Guide

	Holiday
	Month Start/End
XX	Floating
OO	Supplemental
	Exempt

General Information and Academics

Grade Level Classification (9-12)

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

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

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

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

Pupil Grade Level Promotion and Retention Plan Student grade level promotion or retention will be solely based on demonstrated growth in learning and meeting grade level standards of expected student achievement.

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

Attendance and Academic Progress

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

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

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

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

Additional excused absences include, but are not limited to:

- Medical appointments
- Appearance in court
- Religious holidays, etc.
- Spending time with a member of the student's immediate family who is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment
- Other reasons as determined in the discretion of the Principal or Designee
- Pregnant and Parenting Students:
  Per Education Code 221.51, 222.5 and 46015, pregnant and parenting students are entitled to 8 weeks of parental leave, and additional leave if deemed medically necessary by the student's physician. Absences due to parental leave are marked as excused absences and students are not required to complete academic work or other school requirements. Students are entitled to return to the school and the course of study in which they are enrolled before taking parental leave. Under certain circumstances, students may remain enrolled for a fifth year of instruction in order for the student to complete graduation requirements.

Per OFY-Acton's Truancy Policy, possible consequences for truancy may include interventions, an evaluation to determine whether remaining in independent study is in the student's best interest, and subsequent removal from OFY-Acton. Truancy is defined by OFY-Acton as when the student fails to complete 100% of the minimum work assignments required for one school month, fails to verify 75% of attendance for one school month, or misses four instructor appointments without a valid reason. For further information, please ask your teacher for a copy of the Truancy Policy.

The State of California mandates that students attend school and participate in all state standardized testing. It is the parents'/guardians' responsibility to see that their children attend school and participate in testing. OFY-Acton teachers welcome the opportunity to speak with parents/guardians at any time regarding attendance and academic progress. OFY-Acton offers a year-round program where there are no traditional semesters. Student progress reports or grades are available upon request.

Credit Policies

Credit Acceptance Policy

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

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

Withdrawal Credits

OFY-Acton 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. Checkout grades for withdrawal courses must be provided to the charter school upon enrollment in order to allow the student to complete them at OFY-Acton. The student has until the end of the semester FOLLOWING the semester of their enrollment with OFY-Acton to complete all withdrawal credits (e.g. if the student enrolls with OFY-Acton in the fall semester, they have until the end of the spring semester to complete the credits).

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

Repeating Courses

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

Grade Replacement Policy

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

Earning Credits at OFY-Acton

Students earn credit by completing the coursework based on the material covered and learned in relation to the Carnegie Standard. Credits may be earned for grades "A" to "C-" in all courses (grades 7-12). The charter school may accept transfer credits for grades "A" to "D" in applicable courses from schools that have current Western Association of Schools and Colleges (WASC) or Association of Christian Schools International (ACSI) accreditations. (Credits from unaccredited schools will be evaluated on an individual basis.) However, actual mastery of skills represented by a "C-" grade or higher is required for advancement in all courses offered by the charter school. Standard credit is 5 units for each semester course passed. Physical Education and most elective courses are standard credit (5 unit maximum per semester). Since students have the flexibility to work at their own pace, they may require more or less time than the average 60 hours to complete 5 credits. Some courses are offered on a variable credit basis. In the courses that are variable credit, a student may earn more or fewer units than the standard. The amount of work completed and the content standards covered determine the course credit. Consult your instructor for prior approval.

Course Minimum Time Frame

OFY-Acton has a minimum time frame for a student to complete a 5-credit course. Students must take 4 weeks or more to complete a 5-credit course to ensure they have adequate instructional time per course. Students may complete multiple 5-credit courses at a time; however, one 5-credit course cannot be completed in under 4 weeks.

Grading System and Grade Point Average

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

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

Superior achievement

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

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

Above average achievement

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

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

Average achievement

The student has satisfied the objectives of the course.

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

Not meeting the Requirements

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

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

Educational Records and Student Information Policy (FERPA)

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

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

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

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

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

Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

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

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

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

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(3) - are met. (§99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10)
- Information the school has designated as "directory information" under §99.37. (§99.31(a)(11))

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

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

Although FERPA requires that OFY-Acton, with certain exceptions, obtain written consent from parents/eligible students prior to the disclosure of personally identifiable information from a student's education records, OFY-Acton may disclose appropriately designated "directory information" without written consent, unless the parent/eligible students has

advised OFY-Acton to the contrary in accordance with OFY-Acton procedures. The primary purpose of directory information is to allow OFY-Acton to include information from student's education records in certain school publications.

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

As part of OFY-Acton's annual notification under FERPA, OFY-Acton has designated the following categories of information as directory information for the 2026-2027 school year:

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

The categories of information OFY-Acton has designated as directory information do not include citizenship status, immigration status, place of birth, or any other information indicating national origin. Examples of how and where OFY-Acton may disclose directory information include, but are not limited to, the following:

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

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

If you do not want OFY-Acton to disclose any or all of the types of information designated above as directory information from your education records without your prior written consent, you must notify the Principal in writing within sixty (60) days of receipt of this notice. Failure to notify OFY-Acton in writing within sixty (60) days will be interpreted by OFY-Acton as your permission to release any and all school directory information regarding the student without limitation.

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

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

Credit Assignment Guidelines:

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

Credit Assignment Guide:

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

B. Alternate graduation pathway (non- "a-g") Students who are not pursuing the College Preparatory pathway, and/or have already completed almost all graduation requirements may receive credit for English as a Second Language (ESL) and English Language Development (ELD) courses not to exceed 3 years. The student is then required to complete 1 year of core, content-area English to fulfill all 4 years of the English graduation requirement.

Credit Assignment Guide:

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

Acceptance by Other Educational Institutions

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

ELD Level*	Course Name	Grades	Credits	Credits towards Graduation (English)	Credits towards Graduation (Elective)	UC/CSU "a-g" requirements
Level 1	**ELD Newcomer**	**7-12**	**10**	n/a	**10**	n/a
Level 2 Grades 7-10 Students may take the ELD Course for English credit in lieu of their grade level core English course	**ELD 7-10**	**7-12**	**10**	**10**	n/a	**b** (9-10)**

Expanding Level 3 Grades 7-10 Students at an Expanding Level 3 may take the ELD Course for English credit in lieu of their grade level core English course	**ELD 7-10**	**7-12**	**10**	**10**	n/a	**b** (9-10)**
Bridging Level 3: Concurrent Course Assignment Students at a Bridging Level 3 take their grade level core English course and the ELD Course for elective credit	**ELD 7-10**	**7-12**	**10**	n/a	**10**	n/a
	ELA Core 7-12	**7-12**	**10**	**10**	n/a	**b****
Level 4: Concurrent Course Assignment Students at Level 4 take their grade level core English course and the ELD Course for elective credit	**ELD 7-10**	**7-12**	**10**	n/a	**10**	n/a
	ELA Core 7-12	**7-12**	**10**	**10**	n/a	**b****

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

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

Section 504

The Governing Board of OFY-Acton recognizes the need to identify and evaluate children with disabilities in order to provide them with a free, appropriate public education ("FAPE") under Section 504 of the Rehabilitation Act of 1973 ("Section 504"). Under Section 504, individuals with a physical or mental impairment that substantially limits one or more major life activities, including learning, are eligible to receive a FAPE, which means regular or special education and related services and aids designed to meet the individual educational needs of the student adequately as the needs of students without disabilities are met, at no cost to the student or their parent/guardian except, when the fee is specifically authorized by law for all students.

To evaluate the student's eligibility under Section 504, the site administrator or designee shall comply with this Policy and convene a 504 Team meeting composed of professionals knowledgeable about the student's individual needs and school history, the meaning of evaluation data, and accommodation/modification options. The student's parent/guardian shall be invited to participate in this meeting.

If the student is found to have a disability that requires accommodations and/or services under Section 504, the 504 Team shall develop a 504 Plan for the student. Upon reviewing the nature of the disability and how it affects the student's education, the 504 Team shall determine what accommodations, modifications and/or special services and aids are needed.

The 504 Team shall provide the parent/guardian with a written copy of the 504 Plan and the Section 504 Notice of Parent Rights and Procedural Safeguards.

"The Assistant Principal is designated as the Charter School's 504 Coordinator responsible for implementing the requirements of Section 504:

A "student with a disability" under Section 504 is one who:

1. Has a physical or mental impairment that substantially limits one or more major life activities, including learning;
2. Has a record of such an impairment; or
3. Is regarded as having such an impairment.

Physical impairment means any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more body systems, such as neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genito-urinary, immune, hemic, lymphatic, skin, and endocrine.
Mental impairment means any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disability.
Major life activities mean functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. This list is not exhaustive. Examples of students with such impairments may include, but are not limited to:

1. Students with a normal ability to learn, but who have a mobility impairment.
2. Students with a normal ability to learn academically, but who require occupational or physical therapy in order to function physically.
3. Students with emotional disabilities manifested as behavior problems, which result in exclusion from classes or school.

Indications of a possible disability that significantly interferes with learning may include, but are not limited to:

1. Medical conditions such as severe asthma or heart disease
2. Temporary medical condition due to illness or accident
3. Poor or failing grades over a lengthy period of time

The Charter School recognizes its obligation to evaluate any student who needs or is believed to need supports and services under Section 504. The referral process is initiated when a student is referred or requested to be evaluated. A referral or request for a Section 504 evaluation may be initiated by a parent/guardian, teacher, psychologist, counselor, site administrator, or any appropriate staff member. Examples of when this may occur include, but are not limited to the following:

1. As a result of the screening process under the Charter School's Child Find Policy.
2. When a student returns to school after a serious illness or injury and cannot function at an appropriate level.
3. When a student is referred for an evaluation under the Individuals with Disabilities Education Act ("IDEA"), but such evaluation is found not to be required.
4. When a student is evaluated and is found not to qualify for special education services under the IDEA.
5. When a student exhibits a chronic health condition that interferes with learning.
6. When a student exhibits a consistent or situational behavior pattern that interferes with the student's learning.
7. When a physical or emotional disability of any kind is suspected.
8. When a student is exited from special education under the IDEA.

Prior to conducting an initial evaluation of a student for eligibility under Section 504, the Charter School will obtain written parent/guardian consent.

When a student is being considered for eligibility under Section 504, the site administrator or designee may take the following steps:

1. Prepare a file and record events and anecdotal records regarding student conditions and behaviors that may indicate the need or a Section 504 Plan; and
2. Request a Student Study Team ("SST") by completing

an SST referral form or Child Find Student Screening Report. The SST may consist of teacher(s), guidance counselor, school psychologist, nurse and other staff members who know the student or are knowledgeable in the area of the suspected disability.

A designated staff member should gather information and documents about the student from a variety of sources in preparation for the Section 504 evaluation and corresponding meeting. Appropriate documentation may include, but is not necessarily limited to:

1. Information provided by parents
2. Cumulative records
3. Language surveys
4. Progress reports/report cards
5. Standardized test scores
6. Discipline records
7. Attendance records
8. Information collected from staff interviews
9. Student portfolio/work samples
10. IEP information/documentation from prior special education testing and evaluation (for students determined not eligible for no longer eligible for special education services), if applicable

The Charter School will convene a 504 meeting for all students who have been referred for a 504 evaluation to review the evaluation results and determine the student's eligibility under Section 504. The 504 Team may consider the following information at the meeting:

1. Referral form that addresses: (a) the rationale for the referral and (b) the documentation of disability and adverse effect on learning.
2. Estimates of academic skill levels and academic productivity.
3. Observation of attending skills and social or behavioral skills.
4. Review of student work samples.
5. Discussion of further needs for testing or data collection.
6. Discussion of previous history of conditions or behaviors.
7. Discussion of interventions or accommodations/ modifications already attempted.

To determine whether a student should be eligible under Section 504, the following steps may be taken:

1. If the student is suspected of being eligible for special education and related services under the IDEA, the procedures under the IDEA and related California law will be followed.
2. However, if the 504 Team determines that the student is not eligible for special education and related services under the IDEA, but may meet criteria for eligibility under Section 504, the 504 Team shall determine if the student is eligible for a 504 Plan.
3. The 504 Team will evaluate the nature of the student's impairment and the impact of the disability upon the student's education. This evaluation will include consideration of any behaviors that interfere with the regular participation of a student who otherwise meets the criteria (such as age) for participation in the educational program and/or activities.
4. The 504 Team will document in the Section 504 Plan whether the student has a physical or mental impairment, which substantially limits a major life activity, and whether the student requires supports, services, and/or accommodations/modifications under Section 504 in order to receive equal access to the educational program.

Once a student has been found eligible for supports or services under Section 504, the following steps will be taken:

1. The 504 Team will determine what accommodations/ modifications, if any, are necessary for the student to benefit from their educational program. In developing the 504 Plan, the 504 Team shall consider all available relevant information, drawing upon a variety of sources which may include, but not be limited to, comprehensive assessments conducted by the school's professional staff.
2. The 504 Team will develop a Section 504 Plan which will describe the disability and the services and/or accommodations/modifications needed.
3. A copy of the Section 504 Plan shall be maintained by the site administrator or designee in the student's educational file. The student's teachers and other school staff who provide services to the student will be provided a copy of the 504 Plan as necessary and appropriate to ensure that the student's needs are adequately met.
4. A student with a disability shall be placed in the regular educational environment of the Charter School, with the supports, services, and/or accommodations/ modifications reflected in their 504 Plan, unless the Charter School demonstrates that such a placement cannot be achieved satisfactorily. The student shall be educated with typically developing peers to the maximum extent appropriate.
5. The parents/guardians shall be provided a copy of the Section 504 Notice of Parent Rights and Procedural Safeguards.

The 504 Team will review and update the 504 Plan as needed, but not less than every three years. Some accommodations/modifications may be for a matter of months; others may occur for a student's entire school career. The decisions about Section 504 eligibility and services must be documented in the student's file and reviewed periodically.

Notification Regarding Identification, Evaluation, or Placement

Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. (See Section 504 Notice of Parent Rights and Procedural Safeguards.) Notifications shall include a statement of their rights to:

1. Examine relevant records;
2. Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel; and
3. Have a review procedure.

Notifications shall also set forth the procedures for requesting an impartial hearing and the name, address, and telephone number of the person with whom the request should be made.

Request for Administrative Review or Impartial Hearing

If a parent/guardian disagrees with the identification, evaluation, or educational placement of their child under Section 504, the parent/guardian may request an administrative review or an impartial hearing within 30 calendar days of that action or decision by submitting a request to the 504 Coordinator in writing. The procedures are as follows:

1. Administrative Review: Prior to requesting a Section 504 Impartial Hearing, the parent/guardian may request an administrative review of the Charter School's action or decision. The request shall be in writing and shall set forth the parent/guardian's disagreement and requests. Upon receipt the request, the 504 Coordinator shall designate an appropriate individual to meet with the parent/guardian to resolve the issue. This administrative review shall be held within 14 calendar days of receiving the parent/guardian's request, and the parent/ guardian shall be invited to attend the meeting at which the review is conducted The 14-day timeline for administrative review may be extended if agreed upon by the parent/guardian.
2. Impartial Hearing: If the parent/guardian is not satisfied with the outcome of the administrative review, or if the parent/guardian did not request an administrative review, the parent/guardian may request a Section 504 Impartial Hearing. The request for a Section 504 Impartial Hearing shall be submitted to the 504 Coordinator and shall be in writing and include the following information: (a) The specific nature of the decision with which the parent/guardian disagrees; (b) The specific relief the parent/guardian seeks; and (c) Any other information the parent/guardian believes to be pertinent.
    a. Within 20 days of receiving the parent/guardian's request, the 504 Coordinator shall notify the parent/ guardian of the date, time, and location of the Impartial Hearing and the name and email address of the hearing officer. This 20-day period may be extended for good cause or by mutual agreement of the parties.
    b. Within 45 days of the selection of the hearing officer, the Section 504 Impartial Hearing shall be conducted, and a written decision mailed to all parties. This 45-day period may be extended for good cause or by mutual agreement of the parties. The site administrator or designee shall represent the Charter School at this hearing.
    c. Any party to the hearing shall be afforded the right to:
        i. Be accompanied and advised by counsel and by individuals with special knowledge or training related to the problems of students who are qualified as disabled under Section 504;
        ii. Present written and oral evidence;
        iii. Question and cross-examine witnesses; and
        iv. Receive written findings by the hearing officer.
    d. If desired, either party may seek a review of the hearing officer's decision by a court of competent jurisdiction.
3. The parent/guardian may also file a UCP complaint with the school, and or a compliant with the U.S. Department of Education Office for Civil Rights without going through the procedures above.

Complaint Policy/Hotline

OFY-Acton is committed to providing students with a positive educational experience and has established two methods by which parents/guardians can express school-related concerns and file complaints. The first is the "Uniform Complaint Policy and Procedures" which is included below in this handbook and complies with applicable federal and

state laws and regulations. The Principal will annually provide written notification of OFY-Acton's uniform complaint procedures to students, employees, parents/ guardians, and other interested parties.

OFY-Acton has also established the Internal Complaint Resolution Process (ICRP) which is a formal process for students, parents, and legal guardians to submit complaints to the charter school regarding issues that fall outside the scope of any other formal complaint or grievance procedures established by the charter school. The Internal Complaint Resolution Process and submission form can be found on the charter school's website.

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

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

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

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

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

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

Policy and Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

- *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED) –
  1. Political affiliations or beliefs of the student or student's parent;
  2. Mental or psychological problems of the student or student's family;
  3. Sex behavior or attitudes;
  4. Illegal, anti-social, self-incriminating, or demeaning behavior;
  5. Critical appraisals of others with whom respondents have close family relationships;
  6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
  7. Religious practices, affiliations, or beliefs of the student or student's parent; or
  8. Income, other than as required by law to determine program eligibility.

- *Receive notice and an opportunity to opt a student out of* –
  1. Any other protected information survey, regardless of funding;
  2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
  3. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of

personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)

- *Inspect, upon request and before administration or use –*
  1. Protected information surveys of students and surveys created by a third party;
  2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
  3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

OFY-Acton has developed these policies regarding parents' rights under PPRA, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. OFY-Acton will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. OFY-Acton will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt their child out of participation of the specific activity or survey. OFY-Acton will make this notification to parents at the beginning of the school year if the school has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Education of Homeless and Foster Children and Youth

OFY-Acton recognizes that homeless youth and foster youth may face significant barriers to achieving academic success due to their circumstances, disruption to their educational program, and their emotional, social, and health needs. The School desires to ensure that homeless youth and foster youth are provided with meaningful opportunities to meet the same academic achievement standards to which all pupils are held, and are not stigmatized or segregated on the basis of their status. The purpose of this policy is to ensure that the School community understands their rights, obligations, and duties related to educating homeless youth and foster youth.

In fulfilling its responsibilities, the School, in collaboration with the county child welfare agencies, care providers, advocates, and the juvenile courts will work to maintain stable school placements and ensure that each youth is placed in the least restrictive educational program, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all pupils. In all instances, the School will ensure that educational and school placement decisions are based on the youth's best interests and will consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting. The School is committed to ensuring that it complies with all state and federal laws governing the rights of homeless youth and foster youth.

Definitions

For purposes of this policy:

"Foster youth" is defined as a pupil who has been removed from his or her home, pursuant to Section 309 of the Welfare and Institutions Code, is the subject of a petition filed under Section 300 or 602 of the Welfare and Institutions Code, a dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court pursuant to the tribal court's jurisdiction in accordance with the tribe's law, or a child who is the subject of a voluntary placement agreement under Welfare and Institutions Code section 11400(p).

"Homeless youth" is defined as a pupil who lacks a fixed, regular, and adequate nighttime residence and includes:

1. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals.
2. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings.
3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
4. Migratory children who qualify as homeless because the children are living in conditions described in (1)(3) above.

"School of origin" is defined as any of the following:

1. The school the youth attended when permanently housed;
2. The school the youth most recently attended; or
3. Any school the youth attended in the preceding 15 months with which they have a connection.

"Unaccompanied youth" means a youth not in the physical custody of a parent or guardian.

Education Rights Holder Defined

Every homeless youth and foster youth under the age of 18, except unaccompanied youth, must have an education rights holder who has the authority to make education decisions. The education rights holder can be the youth's biological parent, foster parent, relative caregiver, or a court-appointed individual. Youth over the age of 18 automatically hold their own education rights.

Homeless Youth and Foster Youth Liaison

The School has designated a Homeless Youth and Foster Youth Liaison ("Liaison") who will be responsible for, among other things, identifying homeless youth and foster youth, ensuring and facilitating proper educational placement, enrollment in and check out from school, and assisting with proper transfer of credits, records, and grades. The role of the Liaison is advisory with respect to placement decisions and determination of school of origin and shall be consistent with state and federal laws. Homeless youth and foster youth will receive information about their educational rights as well as the contact information for the Liaison upon enrollment. The School's Liaison is considered the Point of Contact when corresponding with county child welfare agencies. With respect to homeless students, the Liaison or designee shall ensure the following requirements are met:

1. Homeless students are identified by School personnel through outreach and coordination activities with other entities and agencies and through the annual housing questionnaire administered by the School.

2. Homeless students are enrolled in, and have a full and equal opportunity to succeed at, the School.

3. Homeless students and families have access and receive educational services for which they are eligible.

4. Homeless students and families receive referrals to health care, dental, mental health, substance abuse, housing, and other appropriate services.

5. Parents or guardians of homeless children and youth are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.

6. Public notice of the educational rights of homeless children and youth is disseminated at the School and in locations frequented by parents or guardians of such youths and unaccompanied youths in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youths.

7. Enrollment/admissions disputes are mediated in accordance with law, the School's charter, and Board policy.

8. Parents/guardians of a homeless child or youth and any unaccompanied youth are fully informed of all transportation services, as applicable.

9. School personnel providing services to homeless children, youths, and their families, including the Liaison or designee, receive professional development and other support at least annually to heighten awareness of the specific needs of homeless youth. The Liaison or designee will be responsible for verifying that the School is providing the required training to school personnel providing services to youth experiencing homelessness at least annually, as required by the California Department of Education.

10. Unaccompanied youth are enrolled in school, have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth, and are informed of their status as independent students and that the youths may obtain assistance from the Liaison or Designee to receive verification of such status for the purposes of the Free Application for Federal Student Aid.

Right to Attend School of Origin

The School shall allow homeless youth and foster youth to continue attending their school of origin in accordance with applicable legal requirements. The school of origin means the school the youth attended when permanently housed or the school in which the youth was last enrolled. If the school the youth attended when permanently housed is different from the school in which the youth was last enrolled, or if there is some other school that the youth attended with which the youth is connected and attended within the immediately preceding 15 months, the Liaison, in consultation and agreement of the youth and the person holding educational rights shall determine, in the best interests of the youth, the school of origin.

For foster youth, in the event that the court's jurisdiction ends before the end of the academic year, the School shall allow the former foster youth who is in kindergarten through grade 8 to continue their education at the school of origin through the duration of the academic year. If the court's jurisdiction ends while the youth is in high school, the School shall allow the youth to continue in their school of origin through graduation.

For homeless youth, if the youth's status changes before the end of the academic year so that they are no longer homeless, the School shall allow the formerly homeless youth who is in kindergarten through grade 8 to continue their education in the school of origin through the duration of the academic school year. If the youth's status changes while in high school, the School shall allow the formerly homeless youth to continue their education in the school of origin through graduation.

The Liaison, in consultation with, and with the agreement of, the youth and the education rights holder may determine that the best interests of the youth would be served if he or she transfers to a school other than the school of origin. Before making a recommendation to move a youth from the school of origin, the Liaison shall provide the youth and the education rights holder a written explanation stating the basis for the recommendation and how the recommendation serves the youth's best interests. In a manner and form understandable to them and provide information as to how to appeal the decision.

Enrollment Disputes

If a dispute arises regarding eligibility, school selection, or enrollment, the youth shall be immediately enrolled (subject to the School's capacity and pursuant to the procedures in the School's charter and any board policies) pending resolution of the dispute, including all available appeals. The School shall provide the parent/guardian or unaccompanied youth with a written explanation of the decision, including an explanation of the parent/guardian's or unaccompanied youth's right to appeal the decision. The School shall then refer the parent/guardian or unaccompanied youth to the Liaison or Designee. The Liaison or Designee shall then carry out the dispute resolution process as expeditiously as possible.

Immediate Enrollment and Timely Transfer of Records

All homeless youth and foster youth who seek enrollment at the School shall be immediately enrolled, even if the youth has outstanding fees, fines, textbooks, or other items or moneys due to the school last attended or the youth is unable to produce records normally requested upon enrollment, such as previous academic records, medical records (e.g., immunization record), or proof of residency, or (if homeless) the youth has missed application or enrollment deadlines during any period of homelessness. The School will immediately refer such students and/or their parents/guardians to the Liaison to assist them in obtaining necessary immunization or other required health records.

Within two business days of a foster youth's request for enrollment, School staff will contact the school last attended by the foster child to obtain all academic and other records. The school shall maintain student records for each homeless or foster youth so that the records are available if the youth enters a new school or school district. If the youth transfers from the School, the School will transfer all applicable school records to the new school within two business days of receipt of the request.

The School shall treat information about a homeless child's or youth's living situation as a student education record, which shall not be deemed to be directory information, and shall not be released absent written consent. This would include not disclosing the homeless student's address. Information about a foster student's foster status is likewise considered protected.

Meetings with School Counselor

Homeless youth and foster youth will meet with a School Counselor within the first 30 days of enrollment. The School Counselor will review the youth's records, including current transcripts and all applicable test scores, to determine an appropriate learning plan and course of study for the youth.

Right to Partial Credits

The School shall accept coursework satisfactorily completed by homeless youth or foster youth, even if the youth did not complete the entire course, and shall issue that youth full or partial credit for the coursework completed. Accepted credits shall be applied to the same or equivalent course, if applicable, as the coursework completed in the prior public school, juvenile court school, charter school, school in a country other than the United States, or nonpublic, nonsectarian school.

The School will not require a homeless youth or foster youth to retake a course if the youth has satisfactorily completed the entire course in a public school, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school. If the youth did not complete the entire course, the School will not require the youth to retake the portion of the course the youth completed unless the School, in consultation with the holder of educational rights for the youth, finds that the youth is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the youth shall be enrolled in the same or equivalent course, if applicable, so that the youth may continue and complete the entire course. The School will ensure that if a homeless youth or foster youth transfers to another school, the grades and credits of the youth will be calculated as of the date the youth left the School and no lowering of grades will occur as a result of the absence of the youth under these circumstances, including those absences related to verified court appearances or other court ordered activity.

Graduation Requirements

Homeless youth and foster youth may be eligible for an exemption from local graduation requirements under certain conditions as provided under Education Code section 51225.1. Homeless youth or foster youth who transfer between schools at any time after the completion of the youth's second year of high school shall be exempt from all coursework and other requirements adopted by the School's Governing Board that are in addition to statewide course requirements, unless the School makes a finding that the youth is reasonably able to complete the local graduation requirements in time to graduate from high school by the end of the youth's fourth year of high school. A homeless youth or foster youth, the youth's education rights holder, the youth's social worker, or the youth's probation officer cannot request a transfer solely to qualify the youth for an exemption. Within 30 calendar days of the date that a homeless youth or foster youth who may qualify for the exemption from local graduation requirements transfers to the School, the School will notify the youth, the education rights holder, and the youth's social worker or probation officer of the availability of the exemption and whether the youth qualifies for an exemption.

If the homeless youth or foster youth is eligible for the exemption, the School Counselor will complete the appropriate notification letter, which is provided to the youth and all applicable parties. The School shall notify youth and the youth's education rights holder how any of the requirements that are waived will affect the youth's ability to gain admission to a postsecondary educational institution and provide information about transfer opportunities available through the California Community Colleges.

In addition, if a foster youth is exempted from local graduation requirements, the exemption shall continue to apply after the termination of the court's jurisdiction over the youth while he or she is enrolled in school or if the youth transfers to another school, including a charter school or a school district. If a homeless youth is exempted from local graduation requirements, the exemption shall continue to apply after the pupil is no longer a homeless youth while they are enrolled in school or if the pupil transfers to another school, including a charter school, or school district.

A homeless youth or foster youth who is eligible for the exemption and would otherwise be entitled to remain in attendance at the school shall not be required to accept the exemption or denied enrollment in, or ability to complete, courses for which he or she is otherwise eligible. Homeless youth or foster youth may stay in high school for a fifth year (even if over 18 years of age) to complete local graduation requirements.

If the School determines that the homeless youth or foster youth is reasonably able to complete the School's local graduation requirements within the youth's fifth year of high school, the School shall do all of the following:

1. Inform the youth of his or her option to remain in school for a fifth year to complete the local graduation requirements.

2. Inform youth and the education rights holder about how remaining in school for a fifth year to complete the local graduation requirements may affect the youth's ability to gain admission to a postsecondary educational institution.

3. Provide information to the youth about transfer opportunities available through the California Community Colleges.

4. Permit the youth to stay in school for a fifth year to complete the School's local graduation requirements upon agreement with the youth, if the youth is 18 years of age or older, or, if the youth is under 18 years of age, upon agreement with the education rights holder.

Housing Questionnaire

The School shall administer a housing questionnaire for the purpose of identifying homeless children and youth at the school. The School shall ensure that the housing questionnaire is based on the best practices developed by the CDE. The School shall annually provide the housing questionnaire to all parents/guardians of students and to all unaccompanied youths. The housing questionnaire shall include an explanation of the rights and protections a student has as a homeless child or youth or as an unaccompanied youth. The housing questionnaire shall be available in paper form. The housing questionnaire shall be available in the primary language other than English spoken by fifteen (15) percent or more of the students enrolled at the School and shall be translated into other languages upon request of a student's parent/guardian or an unaccompanied youth. The School shall collect the completed housing questionnaires and annually report to the CDE the number of homeless children and youths and unaccompanied youths enrolled.

Comparable Services

The School provides services to homeless and foster students comparable to those offered to other students. Such services include:

- Transportation services
- Educational services for which the child or youth meets the eligible criteria
- Programs in career and technical education
- School nutrition programs

Transportation Services

The School provides access to free public transportation services for homeless youth and foster youth to attend their school of origin as required by law. If a homeless youth or foster youth attending the School as their school of origin

requires regular transportation assistance to and from school, the School Counselor or the Liaison will work with school leadership, the child welfare agency, and if appropriate, the school district of residence, to ensure that the youth is transported to their school of origin. Transportation may include, but is not limited to, the following forms: regular bus passes, tokens or TAP cards, or other transportation options for the youth.

Student Activities

Homeless youth and foster youth have access to all regularly provided extracurricular activities at the School. All youth are encouraged to reach out to their teacher if they are interested in extracurricular activities. The School shall deem a homeless youth or foster youth to have met all residency requirements for participation in interscholastic sports or extracurricular activities even if the youth's residency changes (e.g., pursuant to a court order or decision).

Special Education

The School complies with all applicable state and federal laws regarding pupils with special needs, including, but not limited to, Section 504 of the Rehabilitation Act of 1974, the Americans with Disabilities Act, the Individuals with Disabilities Education Improvement Act (IDEA), and all applicable California Education Code sections. Homeless youth and foster youth have the same rights as all other youth in regards to special education. As with all students, the School will actively and systematically identify, locate, and assess youth who may be in need of special education and related services.

Staff Training on Rights of Homeless Youth and Foster Youth

School leadership ensures that all appropriate staff members receive annual training regarding the enrollment, placement, and rights of homeless youth and foster youth.

Complaints

Complaints regarding the educational rights of homeless youth and foster youth can be filed with the School under its Uniform Complaint Procedures Policy, a copy of which is contained in the Student Handbook.

Tips for Success

Identify Your Dream Career

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

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



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



HEALTH PATH
Health Servicves
Research and Technology
Support Services
Medical



NATURE PATH
Natural Resources & Agriculture
Natural Energies
Food Resources
Agriculture



HELPING PATH
Human Services
Government & Public Administration
Hospitality
Education



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



BUSINESS PATH
Business Management & Technology
Information Technology
Management
Marketing
Finance

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

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

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

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

- ***Set Daily/Weekly/Monthly Goals***
  - Decide each day how many pages or activities you plan to complete. Each Monday, make a plan for the number of units or chapters you will complete that week. At the beginning of each school month (your attendance sheet will help you track the school months) plan how many credits you will earn that month. See your teacher for guidance, but make your own goals. Write them down. It will help you stay on track to achieve your goals.
  - Anticipate obstacles that might keep you from these goals. Be aware of other, non-school related obligations, and keep them in mind as you create your goals.

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

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

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

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

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

- ***Ask for help***
  - If you find you cannot understand something while you are working at home, call your teacher at school. They can help you over the phone. Schedule an additional appointment time so you can get more one-on-one assistance. Or, come into your appointment with your questions ready to go over with your teacher.

If you do not understand something in your work, you will not be able to answer questions on a test, which will lower your grade.

- ***When you have finished working for a study session, review***
  - Review everything you covered that session. It will be helpful to write another summary. To learn new information, you need to go over it more than once.
- ***When you start your next study session, review***
  - Look over the pages you read previously. Read your notes and answers to the previous questions. You will learn so much more.

Work Permits

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

Eligibility Considerations and Request for Work Permit:

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

- Be in good academic and behavioral standing:
  - Pupils must submit no less than four units of coursework each academic month for the school year.
  - Students must abide by all safety and behavior rules and expectations outlined in the Student Handbook as well as all established school site and/ or classroom rules.
- Provide Evidence of Sufficient Age: If the School determines school records do not provide sufficient evidence of age, the pupils shall provide other evidence of age such as a certificate of birth, baptism certificate, or passport. When there are no available official documents, the School may accept an affidavit by the parent or legal guardian to prove the student is of age.
- Submit a Statement of Intent to Employ a Minor and Request for a Work Permit-Certificate of Age (CDE Form B1-1) completed by the student, parent/guardian and employer.
- Pupils must submit the required documents to the Career Pathways Coordinator or the Assistant Principal.

Hours Restrictions:

The pupil's work schedule in the Statement of Intent to Employ a Minor and Request for a Work Permit Certificate of Age form must comply with legal requirements. The relevant requirements can be found in the California Department of Labor Standards Enforcement Child Labors Pamphlet which can be found using the following link at https://www.dir.ca.gov/dlse/ ChildLaborLawPamphlet pdf.

School Officials Responsible for Approving Work Permits:

The Board hereby designates the Principal as a school official with the same authority of the chief executive officer to approve work permits under Education Code section 49110(b)(2). The Principal or Designee is responsible for approving a request for a work permit. A "Designee" must either: (1) have a services credential with a specialization in pupil personnel services; (2) be a certificated work experience education teacher; (3) or coordinator authorized by the Principal. The Principal has discretion to designate another school official who does not meet these criteria if the Principal or Designee are unavailable and a delay in issuing a permit would jeopardize the ability of the pupil to secure work (Education Code section 49110).

The Principal shall complete a Letter of Authorization to delegate the authority to approve work permits to other school officials. Any school official who approves work permits shall have working knowledge of the California labor laws and regulations as they relate to minors and have previously submitted State of Intent for Self-Certification for Permit to Employ and Work (CDE Form B1-8).

If the Principal or Designee approves a request for a work permit, the student will be issued a Permit to Employ and Work (CDE Form B1-4). It is solely within the School's discretion to determine whether a minor, who is still subject to the state's compulsory education law, may obtain a work permit and, therefore, be employed to work.

Monitoring Student Progress, Revocation, and Expiration:

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

The Principal or Designee may revoke a student's work permit at any time if they determine that the employment is disrupting the student's education, a condition of the permit is not being met, or if the student is performing work in violation of the law.

Permits issued during the school year expire five days after the opening of the next succeeding school year and must be renewed. (Education Code section 49118.) Each permit shall authorize work for a specific employer. Whenever a student changes employers, he/she shall request a new permit.

Workforce Innovation Opportunity Act (WIOA) Consideration:

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

Government Employment Consideration:

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

Community Resources

OFY-Acton Community Resources

Emergency: 911

Local Police/Sheriff:

Local Fire Station:

Emergency Radio Station:

LA County Emergency Operations Center: (323) 980-2240

Red Cross Emergency: (888) 737-4306

Principal:

Rape & Sexual Assault Hotline:

California Youth Crisis Line (24 hours) (800) 843-5200

Suicide Prevention Crisis Line (24 hours) (800) 273-8255

HIV & STD Testing (free & confidential)
(800) TEST-580

CA HIV & AIDS Hotline (800) 367-2347

National Runaway Switchboard (800) 621-4000

Teen Dating Abuse Hotline (866) 331-9474 Local Homeless Shelter:

Local Free/Low-cost Clinic:

Student Safety Procedures

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

Fire

- Remain calm
- Exist as calmly and as quickly as possible
- Do not stop to take any items. Items are replaceable ... you are not!
- If the room is filled with smoke, crawl on the floor. Smoke rises to the top of the room
- If you need to exit through another room, touch the door first. If it is hot, find another way out
- Use windows to exit if needed
- Inform a staff member if another person needs assistance
- Follow the staff's directions
- Do not leave the center without authorization from your teacher

Earthquake

- Take cover under the closest table or desk
- Cover your neck and head with your hands and arms
- Keep your back toward any glass
- When the shaking stops, follow the staff's directions to exit

- Inform a staff member if another person needs assistance
- Do not leave the center without authorization from your teacher

Fight in the Center
- Do not become involved
- Do not try to break it up or step in between the parties who are fighting
- Keep as far away from the fight as possible

Person with a Weapon
- Follow all directions
- Do not anger or irritate the suspect
- Do not turn on radios, TVs, or computers

UNIFORM COMPLAINT PROCEDURE POLICY

Updated January 2026

I. General Policy

This policy outlines the Uniform Complaint Procedures ("UCP") for submitting and addressing complaints at Options FOR YOUTH-ACTON (the "School"). The School developed this UCP in accordance with Title 5, California Code of Regulations, §§ 4600 et seq. The School shall have primary responsibility to ensure compliance with applicable state and federal laws and regulations, and the School will investigate and seek to resolve UCP complaints in accordance with this UCP policy. This UCP has been approved by the School's Board of Directors.

II. Scope of Uniform Complaint Procedures

A. According to applicable law, programs and activities subject to the UCP are:

1. Accommodations for Pregnant and Parenting Pupils
2. Adult Education
3. After-School Education and Safety
4. Agricultural Career Technical Education
5. Career Technical and Technical Education; and Career Technical and Technical Training Programs
6. Child Care and Development Programs
7. Compensatory Education
8. Consolidated Categorical Aid Programs
9. Course Periods without Educational Content
10. Discrimination, harassment, intimidation, and/or bullying against any protected group as identified under California Education Code (EC) § 200 and § 220 and Government Code § 11135, including any actual or perceived characteristic as set forth in Penal Code § 422.55, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in EC § 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance. Unlawful discrimination further includes, but is not limited to, noncompliance with EC § 243(a) and § 244.
11. Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families, pupils formerly in Juvenile

Court now enrolled at the School, pupils who are migratory, and pupils participating in a newcomer program

12. Every Student Succeeds Act (ESSA)
13. Local Control and Accountability Plans (LCAP)
14. Migrant Education
15. Physical Education Instructional Minutes
16. Pupil Fees
17. Reasonable Accommodations to a Lactating Pupil
18. Regional Occupational Centers and Programs
19. School Plans for Student Achievement
20. School site Councils
21. School or Athletic Team Names, Mascots, or Nicknames pursuant to Education Code § 221.3
22. State Preschool
23. State Preschool Health and Safety Issues in LEAs Exempt from Licensing
24. And any other state or federal educational program the California State Superintendent of Public Instruction ("SSPI") or the CDE or designee deems appropriate.

B. Issues Not Subject to the UCP

Not all complaints fall under the scope of the UCP, including but not limited to: classroom assignments, grades, hiring and evaluation of staff, homework policies and practices, student advancement and retention, student discipline, student records, the Brown Act, and other general education requirements. The School may use these complaint procedures to address complaints not covered by the UCP at the School's discretion. However, only allegations within the subject matters falling within the UCP can be appealed to the California Department of Education ("CDE").

C. Complaints Concerning Pupil Fees

Pupils shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:

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

III. The UCP Annual Notification

The School provides notice of this UCP on an annual basis to all students, employees, parents/guardians, advisory committees, private school officials or representatives as appropriate, and other interested parties as applicable. The notice includes information regarding allegations of discrimination, harassment, intimidation, or bullying. It lists all federal and state programs within the scope of the UCP. It lists the staff member at the

School who is responsible for and knowledgeable about processing UCP complaints, and that the staff member shall be knowledgeable about the laws and programs that they are assigned to investigate. The notice may be made available on the School's website.

The School does not operate a preschool program, but pursuant to applicable law, the notice shall include a statement that in order to identify appropriate subjects of state preschool health and safety issues pursuant to § 1596.7925 of the California Health and Safety Code ("HSC") a notice shall be posted in each California state preschool program classroom in each school in the local educational agency notifying parents, guardians, pupils, and teachers of both of the following: (1) the health and safety requirements under Title 5 of the California Code of Regulations apply to California state preschool programs pursuant to HSC § 1596.7925, and (2) the location at which to obtain a form to file a complaint. Posting a notice downloadable from the CDE website shall satisfy this requirement.

The School's annual UCP notice is in English. If 15% or more of students enrolled at the School speak a single primary language other than English, the annual notice will be provided in that language as well, pursuant to Education Code § 48985.

IV. Designation of Responsible Employee

The School's Principal is the "Responsible Employee" for receiving, investigating and responding to UCP complaints. Complaints shall be addressed to:

Maricela R. Frymark
Senior Director of School Policy and Compliance
16023 Arrow Hwy, Suite C
Irwindale, CA 91706
maricelafrymark@oflschools.org
(909) 520-2018

In no instance will the Responsible Employee be assigned to investigate a complaint in which he or she has a bias that would prohibit him or her from fairly investigating or responding to the complaint. Any complaint against the Responsible Employee or that raises a concern about the Responsible Employee's ability to investigate the complaint fairly and without bias should be referred to the School's Governing Board or other appropriate School official, who will determine how the complaint will be investigated. The School will ensure that the Responsible Employee (or designee) investigating the complaint is knowledgeable about the laws and programs at issue in the complaint. The School may consult with legal counsel in addressing complaints as deemed appropriate.

V. Confidentiality and Non-Retaliation

The School will ensure that complainants are protected from retaliation and that the identity of a complainant alleging discrimination, harassment, intimidation, or bullying remains confidential as appropriate.

UNIFORM COMPLAINT PROCEDURES

Updated January 2026

I. Step 1: Filing a UCP Complaint

A UCP complaint must be filed according to the procedures set forth herein.

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization, may file a UCP complaint. However, a complaint filed on behalf of a student may only be filed by that student or that student's duly authorized representative.

A complaint alleging unlawful discrimination, harassment, intimidation, or bullying may be filed by a person who alleges that he or she personally suffered unlawful discrimination, harassment, intimidation, or bullying, or by a person who believes that an individual or any specific class of individuals has been subjected to the same.

A UCP complaint is written and signed. If a complainant is unable to put his/her complaint in writing due to a disability or illiteracy, the School will assist the complainant in the filing of the complaint. A signature on a UCP complaint may be handwritten, typed (including in an email), or electronically-generated. Complaints related to pupil fees and/or LCAPs may be filed anonymously, that is, without an identifying signature, if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

Complainants are encouraged, but not required, to use the appropriate complaint form(s), attached.

Complaints shall be filed with the Responsible Employee at the address provided herein. A pupil fees complaint may also be filed with the School's Principal or designee. The Responsible Employee will maintain a log of complaints and subsequent related actions to the extent required by oversight agencies.

Upon receipt of a complaint, the Responsible Employee (or designee) will evaluate the complaint to determine whether it is subject to this UCP and will endeavor to notify the complainant within ten (10) workdays if the complaint is outside the jurisdiction of this UCP. The Responsible Employee (or designee) may also determine if interim measures are necessary pending the result of an investigation. If interim measures are determined to be necessary, Responsible Employee (or designee) will consult with the Principal or designee, prior to implementing any such measures. The interim measures shall remain in place until the Responsible Employee (or designee) determines that they are no longer necessary or until the School issues its final written Investigation Report, whichever occurs first.

A. Timing of Complaints and Investigation

A complaint alleging unlawful discrimination, harassment, intimidation, or bullying shall be filed no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred or the complainant first obtained knowledge of it. The time for filing may be extended by the Responsible Employee (or designee) for good cause upon written request from the complainant. Such extension shall be in writing and may not exceed ninety (90) calendar days following the expiration of the six-month period.

All other complaints shall be filed no later than one (1) year from the date the alleged violation occurred, except this one-year timeline shall not apply to complaints regarding the educational rights of foster youth. For complaints regarding LCAP, the date of the

alleged violation is the date when the School's governing board approves the LCAP or annual update.

Unless a UCP complaint is resolved through mediation as set forth below, the School will investigate the UCP complaint and issue a written Investigation Report to the complainant within sixty (60) calendar days from the date of receipt of the complaint, unless the complainant agrees in writing to an extension of time.

II. Step 2: Mediation (Optional)

The Responsible Employee (or designee) and complainant may mutually agree to mediation. Any School employee or member of the School's governing board who has not been involved with the allegations in the complaint may be assigned by the Responsible Employee (or designee) to serve as mediator. The mediator will arrange for both the complainant and the School to present relevant evidence. The Responsible Employee (or designee) will inform the complainant that the mediation process may be terminated at any time by either the School or the complainant, in which case the complaint will proceed directly to an investigation. If mediation resolves the complaint to the satisfaction of both parties, the School will implement any remedial measures, and the complainant may choose to withdraw the complaint. If mediation does not resolve the complaint to the satisfaction of both parties or within the parameters of law, the Responsible Employee (or designee) shall proceed with his/her investigation of the complaint.

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

III. Step 3: Investigation of Complaint

In order to investigate the complaint, the Responsible Employee (or designee) shall have access to applicable School records and/or information related to the complaint allegations. As part of his/her investigation, the Responsible Employee (or designee) will do all of the following, in any order:

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

Refusal by the complainant or his/her representatives to provide the Responsible Employee (or designee) with documents or other evidence related to the allegations in the complaint, or failure or refusal to cooperate or obstruction of the investigation, may result in dismissal of the complaint because of a lack of evidence to support the allegation.

Refusal by the School to provide the Responsible Employee (or designee) with access to records and/or other information related to the allegations in the complaint, or failure or

refusal to cooperate or obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

IV. Step 4: Superintendent's Review (Optional)

If the Superintendent is not the employee to investigate the complaint, the Superintendent has the discretion to evaluate the complaint and/or the proposed decision before a final written decision is issued. If the Superintendent elects to do so, then based on all the evidence obtained during the investigation, the Superintendent may approve, modify or reject the proposed decision and issue a final decision that meets the requirements set forth herein. The Superintendent may also decide not to review the complaint, in which case the decision shall be final.

V. Step 5: Final Written Decision (Investigation Report)

The Responsible Employee (or designee) shall prepare and send to the complainant a written report of the investigation and final decision (Investigation Report) within sixty (60) calendar days of receipt of the complaint unless the complainant agrees in writing to extend this date. The School's Investigation Report shall be written in English and, when required by law, in the complainant's primary language.

The Investigation Report shall include:

A. The finding(s) of fact based on the evidence gathered;
B. Conclusion providing a clear determination as to each allegation as to whether the School is in compliance with the relevant law;
C. If the School finds merit in the complaint, the corrective actions required by law;
D. Notice of the complainant's right to appeal the School's Investigation Report to the CDE, except when the School has used its UCP to address a non-UCP complaint; and
E. Procedures to be followed for initiating an appeal to the CDE.

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

An Investigation Report shall not include student information protected under the Family Educational Rights and Privacy Act ("FERPA") or any private employee personnel information, including but not limited to the nature of the disciplinary action taken against a student or employee. If a student or employee is disciplined as a result of the complaint, the Investigation Report shall simply state that effective action was taken and that the student or employee was informed of the School's expectations.

If the School finds merit in a complaint regarding pupil fees, physical education instructional minutes, course periods without educational content, or LCAP, the remedy will go to all affected pupils and parents/guardians. For all other complaints within the scope of the UCP, the remedy shall go to the affected student. With respect to a pupil fees complaint, the School, in good faith, will engage in reasonable efforts to identify and fully reimburse all pupils, parents, and guardians who paid any unlawful pupil fee within one year prior to the filing of the complaint.

VI. Appeal Process

A. A complainant may appeal the School's Investigation Report by filing a written appeal within thirty (30) calendar days of the date of the Investigation Report to the CDE. This appeal to the CDE must specify and explain the basis for the appeal, including at least one of the following:

1. The School failed to follow its complaint procedures;
2. Relative to the allegations of the complaint, the Investigation Report lacks material findings of fact necessary to reach a conclusion of law;
3. The material findings of fact in the Investigation Report are not supported by substantial evidence;
4. The legal conclusion in the Investigation Report is inconsistent with the law; and/or
5. In a case where the School found noncompliance, the corrective actions fail to provide a proper remedy.

B. The appeal must be sent to CDE with:

1. A copy of the locally filed complaint; and
2. Scope of the School's Investigation Report.

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

VII. Civil Law Remedies

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

VIII. UCP Requirements Regarding State Preschool Health and Safety Issues Pursuant to HSC § 1596.7925

To file a UCP complaint regarding a state preschool health and safety issue pursuant to HSC § 1596.7925, the complainant must file the complaint with the preschool program administrator or designee. The School does not currently operate a preschool program. A state preschool health and safety issues complaint about problems beyond the authority of a school's preschool program administrator shall be forwarded to the appropriate school official for resolution in a timely manner not to exceed ten (10) working days.

A state preschool health and safety issues complaint may be filed anonymously. A complainant who identifies themselves is entitled to a response if they indicate that a response is requested. A complaint form shall include a space to mark whether a response is requested. If Education Code § 48985 is otherwise applicable, the response, if requested, and the Investigation Report shall be written in English and the primary language in which the complaint was filed.

A complaint for a state preschool health and safety issue shall specify the location for filing a complaint. A complainant may add as much text as they wish to explain the contents of the complaint.

When investigating a UCP state preschool health and safety issue, the preschool program administrator or designee shall make all reasonable efforts to investigate any problem within their authority, and investigations shall begin within ten (10) calendar days of the receipt of the complaint. A valid complaint shall be remedied within a reasonable time period not to exceed thirty (30) working days from the date the complaint was received. The resolution of the complaint shall be reported to the complainant within forty-five (45) working days of the initial filing. If the preschool program administrator or designee makes this report, they shall also report the same information in the same timeframe to the Charter School's designee.

IX. Filing an Appeal Regarding UCP State Preschool Health and Safety Issues

A complainant not satisfied with the resolution of the preschool program administrator or designee has the right to describe the complaint at a regularly scheduled hearing of the board. A complainant will not be precluded from filing an appeal to the SSPI if the complainant does not file a local appeal.

A complainant who is not satisfied with the resolution proffered by the preschool program administrator or designee has the right to file an appeal to the SSPI within thirty (30) calendar days of the date of the Investigation Report. The complainant shall comply with all appeal requirements listed in Title 5, California Code of Regulations, § 4632.

The School shall report summarized data on the nature and resolution of all UCP state preschool health and safety issues complaints on a quarterly basis to the county superintendent of schools and its board. The summaries shall be publicly reported on a quarterly basis at a regularly scheduled meeting of the Charter School's board. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints.

All complaints and responses are public records.

Student Conduct and School Safety

Visitor Policy

The Governing Board of OFY-Acton has adopted the following policy regarding entry into the charter school's resource centers and contact with students by Visitors (defined below) during school hours.

General Policy

The charter school is committed to providing a safe and secure learning environment for students and staff. Entry into the resource centers by Visitors may be granted on a conditional basis. The charter school may deny or revoke entry to any Visitor for reasons including, but not limited to, if the Principal (or designee) reasonably concludes that the Visitor's presence or acts would: disrupt and/ or interfere with the normal operation of school activities; result in damage to property; or result in the distribution or use of a controlled substance. Entry into the charter school's resource centers by Visitors will be monitored at all times. All Visitors must check-in with the security guard (or designated school personnel) and present proof of identity in order to access the charter school's resource centers. A record of all Visitors to the resource centers will be maintained by the Charter School. The Principal, or designee, is responsible for developing additional processes and procedures in accordance with this policy.

Definitions

- **Visitor** – Individuals who are not employees of or students at the charter school, who seek entry into the charter school's resource centers during school hours, and who as a result of such entry, may be in direct contact with the charter school's students. "Visitor" includes Guests, Vendors and Service Providers.
- **Guest** – A one-day Visitor to the resource center including but not limited to parents, legal guardians, and guest speakers.
- **Vendor** – A vendor or supplier that the charter school has contracted with to provide goods and services directly to the Charter School (not to students) including but not limited to copy machine repair, IT hardware repair, and facilities maintenance.
- **Service Provider** – A service provider that the charter school has contracted with to provide ongoing services directly to the charter school's students including but not limited to NPA/Special Education services providers and workforce partners.
- **Proof of Identity** – Proof of identity includes a photo ID such as a state identification card, driver's license, US passport or passport card, US military card, military dependent's ID card, permanent resident card, certificate of citizenship, certificate of naturalization, employment authorization document that includes a photograph, consular identification card, municipal identification card, community-based identification card, foreign passport, foreign driver's license, or charter school issued ID Cards (defined herein below).
- "When a photo ID is not available, proof of identity may also include other identifying documents, such as a birth certificate, and the security guard (or designated school personnel) based on their knowledge of the person and situation, may make a determination as to whether to allow entry or refuse access to the resource center."

Policy and Procedures by Type of Visitor

1. Visits by Guests

   Guests must check-in with the security guard (or designated school personnel) and provide their first name, last name, date of birth, reason for their visit, and Proof of Identity when checking in for entry to the resource center. Proof of Identity will not be required if the Guest's visit is only limited to dropping off or picking up items at the school office.

   Guests who are allowed entry into the resource center will be issued a badge, sticker or other marker that clearly identifies them as a Visitor ("Visitor's Badge"). The Visitor's Badge must be worn at all times while inside the resource center.

   Upon completion of the visit, Guests must check-out with the security guard (or designated school personnel) and surrender the Visitor's Badge.

   Any Guest found on school grounds who is not wearing a Visitor's Badge will be escorted to the security guard (or designated school personnel) immediately.

2. Visits by Vendors
   Vendors must check-in with the security guard (or designated school personnel) and provide their first name, last name, date of birth, reason for their visit and Proof of Identity when checking in for entry to the resource center. Proof of Identity will not be required if the Vendor's visit is only limited to dropping off or picking up items at the school office.

   Vendors who are allowed entry into the resource center will be issued a Visitor's Badge. The Visitor's Badge must be worn at all times while inside the resource center.

   Vendors are prohibited from interacting with the charter school's students outside of the immediate supervision and control of the student's parents or guardian or a charter school employee unless they have cleared a criminal background check.

3. Visits by Service Providers
   Service Providers must check in with the security guard (or designated school personnel) and provide their first name, last name, reason for their visit and Proof of Identity when checking in for entry to the resource center. Proof of Identity will not be required if the Service Provider's visit is only limited to dropping off or picking up items at the school office.

   Service Providers with ID Cards. The charter school may issue identification cards ("ID Cards") to Service Provider employees who regularly provide ongoing services to the charter school's students. Service Providers who have been issued ID Cards may provide their ID Cards as Proof of Identity when checking in for entry. ID Cards may be worn instead of a Visitor's Badge and must be worn at all times while inside the resource center.

   Service Providers without ID Cards. Service Providers who have not been issued ID Cards must provide Proof of Identity when checking in for entry. Service Providers who are allowed entry into the resource center will be issued a Visitor's Badge. The Visitor's Badge must be worn at all times while inside the resource center.

   TB Risk Assessment. To the extent required by the charter school's charter petition and applicable law, Service Providers must ensure that any of its employees who will have prolonged contact with students undergo a tuberculosis risk assessment and/or testing before providing any services.

   Criminal Background Check. Service Providers shall ensure that its employees who interact with the charter school's students, outside of the immediate supervision and control of the student's parents or guardian or a school employee, complete and clear a criminal background check through the Department of Justice as required by Education Code section 45125.1 prior to their interaction with the charter school's students. Service Providers shall request and monitor subsequent arrest notices and conviction information regarding its employees and shall not allow employees who have been convicted of a violent felony (as defined in Penal Code section 667.5(c)) or serious felony (as defined in Penal Code section 1192.7) from interacting with the charter school's students.

Visitor Management System

If the Charter School utilizes a visitor management or screening software system, such as Raptor, or chooses to do so in the future, the system will scan the Visitor's name, date of birth, and photo for comparison with a national database of registered sex offenders and any custom databases set up by the charter school. Additional information will not be stored. Any data gathered during this process will not be shared or communicated outside of the charter school if the Visitor has a legitimate reason for entering the resource center except to the extent necessary to implement this policy or to inform Service Providers that an alternate employee must be sent to provide services to students.

Anti-Discrimination Harassment Intimidation and Bullying Policy

It is the policy of OFY-Acton to prohibit harassment, of any form, including, without limitation, sexual, physical, verbal, written, electronic, mental, emotional and visual harassment; intimidation, bullying, and cyber bullying. Whether direct or indirect, such actions can substantially harm and interfere with a student's education, threaten the overall educational environment, and substantially disrupt the operation of the school. Possible forums for social media bullying include but are not limited to: websites with free registration and ease of registration; websites offering peer-to-peer instant messaging; websites offering comment forums or sections; and websites offering image or video posting platforms.

OFY-Acton prohibits all forms of discrimination, harassment, intimidation, and bullying, including when based on the actual or perceived characteristics set forth in Penal Code section 422.55 including immigration status, as well as those identified in Education Code section 220 including disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. Students who violate this policy may face detention, loss of computer privileges, suspension, or expulsion in accordance with the school's student disciplinary policy.

This policy applies to all acts related to school activity or school attendance at OFY-Acton, as well as acts by the governing board. This includes actions taken on or immediately adjacent to school grounds, at any school-sponsored event, while using school-sponsored transportation, and through the use of the school's internet system.

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

Student Reporting Procedures

If you feel you have been a victim of discrimination, harassment, intimidation, or bullying, or if you witness such an incident, inform your teacher, counselor, or school administrator immediately. Keeping quiet or ignoring the problem will not make it go away. You may also report harassment by calling the toll-free We Want to Know Hotline® 1-800-990-8384. Victims of discrimination, harassment, intimidation, or bullying are encouraged to provide a written statement providing as much detail as possible to assist school leadership with their incident investigation.

Staff Reporting Procedures

All staff should report any incident of discrimination, harassment, intimidation, or bullying to the Assistant Principal, Principal, and Human Resources- as soon as possible. If staff witness an act of discrimination, harassment, intimidation, or bullying, they will take immediate steps to intervene when safe to do so. Staff who witness such an incident must also submit a written description of the incident using the school's internal incident reporting form after reporting it to the school administration team. Staff submitting incident reports should include as much detail as possible to assist school administration with the incident investigation.

Investigation and Student Discipline

Each complaint of discrimination, harassment, intimidation, or bullying will be promptly investigated by school leadership in accordance with other school policies, including student disciplinary policies. The Assistant Principal will investigate the complaint by collecting and reviewing all written statements and related evidence; will consult with other members of school leadership to determine appropriate action, if needed; and will notify parents/guardians of the incident and meet to discuss interventions, supports or other disciplinary measures as appropriate. The school prohibits retaliatory behavior against any complainant or participant in the complaint process.

Complaints may also be filed under the school's Uniform Complaint Procedures (UCP) Policy. The UCP Policy contains further information regarding the timeline to investigate and resolve complaints, and the appeal process.

Staff Training

The school provides staff development training in bullying prevention education, which includes but is not limited to resources provided and recommended by the California Department of Education in accordance with Education Code section 32283.5. Staff will be trained no less than once each school year.

Firearm Safety Parental Notification

The purpose of this notice is to inform and to remind parents and legal guardians of all students in OFY-Acton of their responsibilities for keeping firearms out of the hands of children as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from home. These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.

To help everyone understand their legal responsibilities, this notice spells out California law regarding the storage of firearms. Please take some time to review this memorandum and evaluate your own personal practices to assure that you and your family are in compliance with California law.

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others.
- Note: The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.
- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor never actually accesses the firearm.
- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.
- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.

Note: Your county or city may have additional restrictions regarding the safe storage of firearms.

Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

Dress Standard

The dress standards are not intended to take away individual styles, but to remove those clothing items that are taken to extremes or present distraction in the Charter School environment.

The Charter School considers the following items inappropriate for students to wear at school:

1. Any clothing or jewelry item that depicts alcohol, drugs, discriminatory language or images, profanity, racism, and/or sexually explicit language or images.
2. Sheer or revealing garments that are sexually inappropriate.
3. Any clothing that has a substantially disruptive influence on the learning environment.

The dress standard shall be enforced on the school campus and at any school-sponsored activity.

The teachers and staff of the learning center will monitor student dress. In any and all cases concerning interpretation of the dress standards, school administration reserves the absolute right to determine what constitutes proper compliance. If a problem arises, the teacher or Principal/Principal Designee may take disciplinary action against the student depending on the circumstances (e.g., contact the student's family, request a parent/guardian-teacher conference to discuss the matter, etc.). Continued violations may result in further discipline.

School IDs

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

Search and Seizure

OFY-Acton (School) strives to ensure the safety of its students. In order to do this, School officials may need to question and/or search a student and their belongings in accordance with this policy. The purpose of this policy is to outline administrative procedures for a school official conducting searches of a student's person, backpack, bag, and/or other belongings for weapons, stolen property, drugs, alcohol, or other contraband, and the confiscation of such items, on School property or at School activities.

A "school official" for purposes of this policy refers to a school administrator.

Students should not have an expectation of privacy on school property, including, but not limited to lockers, desks, cubbies, and other areas. School may access school property at any time. The School recognizes that unreasonable searches of students and their belongings are a violation of privacy. No student shall be searched without reasonable suspicion, in an unreasonable manner, or in violation of applicable law.

The well-established legal standard applicable to a school official's search of a student or the student's property is a "reasonableness" standard. This standard has two requirements:

1. "Justified in Inception": There must be reasonable suspicion that the student has violated or is violating the law or a school rule and that the search will reveal evidence of the student's violation. Reasonable suspicion requires specific and articulable facts (e.g., "The student smelled like marijuana") together with rational inferences based on those facts. A search of a student is unlawful if it is predicated on mere curiosity, rumor, or hunch.
2. "Reasonable in Scope": The search must be related to the violation and not excessively intrusive, given the student's age and gender and the nature of the violation. If an item is found that leads to reasonable suspicion that additional violation(s) have occurred and/or are present, the search may then be extended in accordance with this policy and applicable law. If the initial search produces no evidence of any violation, there should be no extension of the search.

STUDENT SEARCH PROCEDURES

1. Whenever practicable, the School official shall conduct the search in the presence of another School official.

2. No search will be conducted absent the existence of reasonable suspicion at the inception of the search.

3. Whenever practicable, searches of students shall be conducted outside the presence of other students.

4. Whenever practicable, searches of students shall be conducted by a person of the same gender as the student. If the School is aware or the student states a preferred gender different from their assigned gender, a School official who identifies with the student's stated gender will conduct the search. Non-binary students will be searched by a School official of any gender or otherwise in accordance with the student's preference, whenever practicable.

5. Whenever practicable and appropriate, the student shall be present if their belongings are being searched. Caution should be exercised in the search of a student's belongings to minimize any impact on the student's belongings.

6. Searches that involve removing or arranging any or all of the clothing of a student to permit a visual inspection of the underclothing, breast, buttocks, or genitalia of the student are strictly prohibited. Cavity searches are also prohibited.

7. If a School official finds illegal, unauthorized, or contraband materials after a search, such materials should be turned over to the proper legal authorities if practicable and as appropriate under the circumstances.

8. The School official shall be responsible for the prompt recording in writing of each student search, including the reasons for the search; objective, factual information received that established the need for the search; the name of the informant, if any; the person(s) present when the search was conducted; any substances or objects found and the disposition made of them; any subsequent action taken or support needed. The "Student Related Incident Report" and "Student Statement of Incident" forms must be utilized, and any witness declarations should be taken, if necessary. If appropriate under the circumstances, the school official shall photograph any substances or objects found during the search that violate the law or a School rule so the photograph(s) may be used during the discipline process.

USE OF WEAPONS DETECTION SYSTEMS

School finds that the presence of weapons on School property or at School activities threatens School's ability to provide the safe and orderly learning environment to which School's students and staff are entitled. School also finds that stationary weapons detection systems offer a reasonable means to keep weapons out of School property, maintain safety, and mitigate the fears of students and staff. School officials may use stationary weapons detection systems and technology such as metal detectors, AI-based security and detection systems, or other scanning methods as reasonably necessary to keep weapons out of School property. In consideration of laws addressing protections against unreasonable searches and seizures, School officials shall ensure that weapons detection systems are used in a neutral, circumspect, uniform, consistent and non-discriminatory manner. School officials shall ensure that signs are posted at all resource centers at which weapons detection systems are to be used to explain that anyone may be scanned for guns, knives, or other illegal weapons when on School property or at School activities. Any search of a student following activation of the weapons detection system shall follow the Student Search Procedures described above and be limited to the detection of the cause of the activation.

STUDENT DISCIPLINE

The School's discipline policy shall be followed to address and evaluate any misconduct and determine if suspension or expulsion is warranted. The School administrator may establish a behavior action plan to document the actions taken by the School following the incident.

ADDITIONAL PROCEDURES

- School officials can briefly stop a student and question them. Mere questioning does not constitute a search. However, questioning should never be done in an arbitrary, capricious, discriminatory, or harassing manner or in a way that otherwise violates school policies.

- Police officers must have "probable cause" to search a student. For School officials, the standard is "reasonable suspicion," as delineated above, which is a lower standard than probable cause.

SEARCHES OF PERSONAL ELECTRONIC DEVICES

School shall follow all applicable laws regarding searches of students' personal electronic devices. A student's personal cell phone or other personal electronic device shall not be searched by a School official unless the student provides specific consent to the search and there is reasonable suspicion at the inception of the search that the student has violated or is violating the law or a School rule and that the search will reveal evidence of the student's violation. Searches of electronic devices must be narrow in scope and limited to the types of information and areas within the electronic device that may reasonably contain evidence of the student's violation of law or School rules.

If a School official has a good faith belief that there is an emergency involving danger of death or serious physical injury to any person that requires access to a student's electronic device, and the student refuses to provide specific consent to the search, the School official may request the assistance of law enforcement officials to conduct a search of the electronic device in accordance with applicable law.

Nothing in this policy prohibits School from confiscating a student's personal electronic device without searching its contents if the student's use or possession of the electronic device is in violation of School's policies.

Title IX Policy and Grievance Procedures for Sexual Harassment

OFY-Acton ("School") is committed to maintaining a safe and respectful school environment that is free from discrimination and harassment. Title IX of the Education Amendments of 1972 ("Title IX") prohibits discrimination on the basis of sex, including sexual harassment, in OFY-Acton's education programs and activities.

This Title IX Policy and Grievance Procedures for Sexual Harassment ("Policy") details OFY-Acton's commitment to maintain a learning environment that is free from sexual harassment and provides a grievance process for allegations of sexual harassment as defined under Title IX. Any individual can report sexual harassment at OFY-Acton to OFY-Acton

staff (e.g., Principal, Assistant Principal, teachers, etc.), and OFY-Acton will take appropriate action in accordance with the law and this Policy.

Sexual harassment is a form of sex discrimination in that it constitutes differential treatment on the basis of sex, and, for that reason, is a violation of state and federal laws and a violation of this Policy. OFY-Acton considers sexual harassment to be a major offense which can result in discipline of students and termination of employees.

Definition of Sexual Harassment Under California Law

California Education Code section 212.5 defines sexual harassment as any unwelcome sexual advances, requests for sexual favors, or other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting, under the following conditions:

- Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress.
- Submission to, or rejection of the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
- The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.
- Submission to, or rejection of, the conduct by the individual is used as the basis for any decisions affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Sexual harassment under California law may include, but is not limited to:

- Unwelcome verbal conduct such as suggestive, derogatory comments, sexual innuendoes, slurs, or unwanted sexual advances, invitations, or comments; pestering for dates; making threats; or spreading rumors about or rating others as to sexual activity or performance.
- Unwelcome visual conduct such as displays of sexually suggestive objects, pictures, posters, written material, cartoons, or drawings; graffiti of a sexual nature; or use of obscene gestures.
- Unwelcome physical conduct such as unwanted touching, pinching, kissing, patting, hugging, blocking of normal movement, assault; or interference with work or study directed at an individual because of the individual's sex, sexual orientation, or gender.
- Threats and demands or pressure to submit to sexual requests in order to keep a job or academic standing or to avoid other loss, and offers of benefits in return for sexual favors.

Under Education Code section 230, harassment and other discrimination on the basis of sex include, but are not limited to, the following: exclusion of a person or persons from participation in, denial of the benefits of, or subjection to harassment or other discrimination in, any academic, extracurricular, research, occupational training, or other program or activity; and exclusion from participation in, or denial of equivalent opportunity in, athletic programs. The full definition of discrimination and harassment based on sex from Education Code section 230 can be found here: https://leginfo.legislature.ca.gov/faces/codes_ displaySection.xhtml?lawCode=EDC&sectionNum =230.

The definition of sexual harassment under California law and the definition of Sexual Harassment under Title IX overlap in some areas. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying based on gender, sex, gender identity or expression, or sexual orientation are eligible to be investigated pursuant to OFY-Acton's Uniform Complaint Procedures Policy under California law. However, if any complaints alleging sexual harassment constitute Sexual Harassment as defined under federal law in Title IX (see below), the complaints shall be investigated under the Title IX Grievance Procedures for Sexual Harassment. OFY-Acton prohibits retaliatory behavior against anyone who files a sexual harassment complaint or any participant in the complaint investigation process.

Sex Equity in Education Act Statement

Students have all the rights set forth in Education Code section 221.8 (as applicable to OFY-Acton's programs). This includes the right to fair and equitable treatment, the right to a school environment without discrimination on the basis of sex, and the right to be provided with an equitable opportunity to participate in all academic extracurricular activities. The description of all rights set forth in Education Code section 221.8 can be found here: https://leginfo.legislature.ca.gov/faces/codes_ displaySection.xhtml?lawCode=EDC&sectionNum =221.8.

For more information about Gender Equity/Title IX, please visit the following CDE website: https://www.cde.ca.gov/re/di/eo/genequitytitleix.asp.

Title IX Grievance Procedures for Sexual Harassment

Scope and Jurisdiction

This Policy's Title IX grievance procedures apply only to conduct that falls within the definition of "Sexual Harassment" under Title IX. School employees or students may submit formal complaints of Sexual Harassment for investigation under this Policy. Sexual Harassment under Title IX means conduct on the basis of sex that falls within one or more of the following categories:

1. A School employee conditioning the provision of a school aid, benefit, or service on an individual's participation in unwelcome sexual conduct.
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to School's education program or activity.
3. Sexual assault, dating violence, domestic violence, or stalking (as those terms are defined in 34 CFR section 106.30(a)(3)).

Title IX Personnel

School has designated the following individual as its Title IX Coordinator to coordinate the investigation and resolution of Sexual Harassment formal complaints as outlined in this Policy:

Jessica Martinez
Assistant Principal Of Instructional Operations
16023 Arrow Highway, Suites C,
Irwindale, CA 91706
JessicaMartinez@ofy.org
(909) 320-1203

The Title IX Coordinator may designate other individual(s) to fulfill all or part of their duties. In addition to the Title IX Coordinator, the following Title IX Personnel are involved in the grievance process to address formal complaints:

- **Investigator:** The individual responsible for gathering all evidence related to the formal complaint. This individual will create an "Investigation Report" which will summarize the relevant evidence.
- **Decision-Maker:** The individual responsible for evaluating evidence in order to make a determination regarding the formal complaint. The Decision Maker submits a written determination of findings to the parties. The Decision-Maker cannot be a Title IX Coordinator, the Investigator, or any individual involved in the investigation of the formal complaint.
- **Title IX Appeals Officer:** If applicable, this individual is responsible for evaluating an appeal of the final determination. The Title IX Appeals Officer cannot be a Title IX Coordinator, Investigator, Decision-Maker, or any individual involved in the investigation of the formal complaint.

All Title IX Personnel (i.e., Title IX Coordinator, Investigator(s), Decision-Maker(s), Appeals Officer(s), and any person who facilitates an informal resolution process) will receive training in accordance with Title IX requirements. The Title IX Coordinator must ensure individuals responsible for investigating a formal complaint are neutral.

Reporting Allegations of Sexual Harassment

Any individual (e.g., a student or employee who is alleged to be a victim of Sexual Harassment or a parent/guardian of a student who is alleged to be a victim of Sexual Harassment), may report Sexual Harassment directly to the School Title IX Coordinator, or to any other available OFY-Acton employee who shall immediately inform the Title IX Coordinator. Reports of Sexual Harassment can be made in-person, by mail, by telephone, by electronic mail, or by any other means that result in a Title IX Coordinator receiving the person's verbal or written report.

School's Initial Response to a Report of Sexual Harassment

Upon receipt of any report of Sexual Harassment, the Title IX Coordinator or designee will take the following steps. These steps are offered regardless of whether the complainant submits a formal written complaint:

1. Contact Complainant and Determine Need for Supportive Measures: The Title IX Coordinator will contact the complainant and respondent[1] to discuss the availability of supportive measures to stop the harassment, protect

[1] The "complainant" is the individual who is alleged to be the victim of conduct that could constitute Sexual Harassment. The "respondent" refers to the

students, and ensure access to the educational program. If a formal complaint was not filed, the Title IX Coordinator shall explain to the complainant the right to file a formal complaint and the process for filing a formal complaint. A formal complaint is one that contains the complainant's physical or digital signature, and it may be filed at any time with the Title IX Coordinator in person, by mail, or by email. A complainant may use the attached Title IX form to submit a formal complaint to the Title IX Coordinator.

- Supportive measures are non-disciplinary and nonpunitive and shall be available at any point during the Title IX investigation. Supportive measures may include, but are not limited to: wellness check-ins, counseling services, extension of deadlines or course related adjustments, modifications of work or class schedules, changes in work locations, or leaves of absences. The Title IX Coordinator is responsible for implementing the supportive measures.

2. **Determine Need for Emergency Removal:** The Title IX Coordinator will review the facts to determine whether the respondent (either student or staff) may need to be removed from the educational program or activity to prevent any further sexual harassment and/or maintain the safety of students and staff.
   - OFY-Acton may determine that removal from the educational program or activity is justified due to an immediate threat to the physical health or safety of any student or other individual arising from the allegations. OFY-Acton will conduct an individualized safety and risk analysis before the removal. OFY-Acton shall provide the respondent with notice and an opportunity to challenge the decision immediately following the removal.
   - If the respondent is a student, OFY-Acton is subject to applicable laws and school policies regarding involuntary removals, suspensions, and expulsions.
   - If the respondent is an employee, the employee may be placed on administrative leave during the formal complaint investigation.

Initial Review of Formal Complaint

If a formal complaint is filed, the Title IX Coordinator will review the complaint and make an initial determination as to whether it raises allegations that fall within the definition of Sexual Harassment under Title IX as described above. OFY-Acton may consolidate multiple formal complaints where the allegations of Sexual Harassment arise out of the same facts or circumstances.

If it does, the Title IX Coordinator will follow this Policy's grievance procedures for formal complaints. If it does not, the Title IX Coordinator will determine whether the complaint should be dismissed (as explained below) and/ or investigated pursuant to another applicable OFY-Acton policy (e.g., Uniform Complaint Procedures). At any time after a formal complaint has been filed, but before reaching a determination regarding the allegation, OFY-Acton may offer an informal resolution process (such as a restorative justice or mediation) to the complainant and respondent. However, the informal resolution process is not available where the complainant alleges that an employee sexually harassed a student. Participation in informal resolution is voluntary.

Mandatory or Permissive Dismissal of Formal Complaint

Under certain circumstances, a complaint must or should be dismissed by the Title IX Coordinator. The Title IX Coordinator will endeavor to make this determination no more than fifteen (15) school days from the date they receive the formal complaint.

1. **Mandatory Dismissal:** The Title IX Coordinator must dismiss the formal complaint if they determine any of the following:
   - The alleged conduct would not constitute Sexual Harassment as defined under Title IX even if proved;
   - The alleged conduct did not occur in School's education program or activity; or
   - The alleged conduct did not occur against an individual in the United States.
2. **Permissive Dismissal:** The Title IX Coordinator may dismiss a formal complaint if they determine any of the following:
   - The complainant has notified OFY-Acton, in writing, that they would like to withdraw the complaint or any allegations in the complaint;
   - The respondent is no longer enrolled in, or employed by, OFY-Acton; or
   - Specific circumstances prevent the OFY-Acton from gathering evidence to reach a determination with regard to the complaint.
3. **Written Notice of Dismissal:** If the Title IX Coordinator dismisses the complaint, they must send written notice of the dismissal simultaneously to both parties (complainant and respondent) as follows:

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individual who has been reported to be the perpetrator of conduct that could constitute Sexual Harassment. If a parent or guardian has a legal right to act on behalf of a complainant or respondent, this right applies throughout all aspects of the Title IX matter, including the grievance process.

- The written notice should state the reason(s) for the dismissal and inform the parties of their right to appeal in accordance with the procedures described in the "Appeals" section below.
- If the Title IX Coordinator determines another
  OFY-Acton grievance procedure (e.g., Uniform Complaint Procedures) is the appropriate grievance procedure for the complainant's allegation(s), the
  written notice shall inform the parties (complainant and respondent) of OFY-Acton's intent to investigate the complaint through that grievance procedure.

Title IX Grievance Procedures

If the Title IX Coordinator does not dismiss the formal complaint, OFY-Acton will initiate the following Title IX Grievance Procedures and issue a Written Decision. OFY-Acton will endeavor to complete its investigation and issue a Written Decision within sixty (60) calendar days of receipt of the formal complaint.

1. Send Written Notice of Formal Complaint
   The Title IX Coordinator must provide the parties (complainant and respondent) with a Notice of Formal Complaint. The Title IX Coordinator will endeavor to provide this Notice within fifteen (15) school days of receipt of the formal complaint. The notice shall include: (1) a copy of this Policy; (2) a description of the allegations potentially constituting Sexual Harassment with sufficient details known at the time; (3) a statement that the respondent is presumed not responsible for conduct and that a determination regarding responsibility is made at the conclusion of the grievance process; (4) a statement informing the parties of the opportunity to have an advisor of their choice throughout the grievance process and the ability to inspect and review evidence; and (5) a statement informing the parties that they must not knowingly make false statements or submit false information.
2. Investigator Conducts Investigation
   The Investigator will gather and review evidence related to the allegations. This can include, but is not limited to, interviewing parties or witnesses, as well as reviewing relevant evidence. The Investigator will not require, request, or rely upon any information protected under a legally recognized privilege, unless the person holding such privilege has waived it. Written notice of all investigative interviews or other meetings must be provided to any individual whose participation is invited or expected to be provided with sufficient time for the individual to prepare to participate. Notice must include the date, time, location, participants, and purpose of the meeting. Attendees of such meetings will have the right to be accompanied by an advisor of their choice.
3. Investigator Provides Parties Equal Opportunity to Review Gathered Evidence
   The Investigator will provide both the complainant and respondent with an equal opportunity to review the evidence that is directly related to the allegations raised in the formal complaint. The parties will have a period of at least fifteen (15) calendar days before the Investigative Report is provided to the parties to review the evidence, ask the Investigator additional questions, and provide or suggest additional evidence to be considered by the Investigator.
4. Investigator Prepares and Shares Investigative Report
   The Investigator will prepare an Investigative Report summarizing the relevant evidence. The Investigative Report is not OFY-Acton's final Written Decision. The Investigator will send the Investigative Report to the parties and their advisors, if any, for their review and written response at least fifteen (15) calendar days before issuance of the Written Decision. OFY-Acton will inform the parties in writing that they may submit to the Decision-Maker written, relevant questions that the parties want asked of any party or witness. The Decision-Maker is responsible for providing the responses (if any) to these questions to both parties.
5. Decision-Maker Issues Written Decision
   The Decision-Maker will endeavor to issue the Written Decision within sixty (60) calendar days from the receipt of the formal complaint. The Decision-Maker will issue a Written Decision to both parties simultaneously. The Decision-Maker uses the "preponderance of evidence" standard (i.e., it is more likely than not that the respondent committed the alleged conduct). The Written Decision will include all of the following:
   - Identification of the allegations potentially constituting Sexual Harassment.
   - A description of the procedural steps taken by OFY-Acton during the investigation process (e.g., notifications to the parties, interviews with the parties and witnesses, site visits, or methods used to gather other evidence).
   - Findings of fact supporting the determination.
   - Conclusions regarding the application of OFY-Acton's policies to the facts.
   - A statement of, and rationale for, the result as to each allegation, including a decision regarding responsibility, any disciplinary sanctions OFY-Acton imposes on the respondent, and whether remedies designed to restore or preserve equal access to OFY-Acton's educational program will be provided by School to the complainant.
   - OFY-Acton's procedures and permissible bases for either party to appeal the decision.
6. Remedies

If OFY-Acton determines that the respondent engaged in Sexual Harassment, OFY-Acton will provide remedies to the complainant, as appropriate. This may include supportive measures. Remedies may also include: transfer from a class; parent/student conference(s); positive behavior support; warnings; detention; and/ or formal discipline, such as suspension and expulsion. When an employee is found to have committed Sexual Harassment, OFY-Acton will take appropriate disciplinary action, up to and including termination, in accordance with OFY-Acton's policies and as permitted by law.

Appeals

Either party may appeal OFY-Acton's Written Decision, or its dismissal of a formal complaint or any allegation in the complaint, within five (5) calendar days of the decision. An appeal may be made on any of the following grounds:

1. A procedural irregularity affected the outcome.
2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made that could affect the outcome of the matter.
3. The Title IX Coordinator, Investigator, or Decision Maker had a conflict of interest or bias for or against complainant or respondent that affected the outcome of the matter.

Upon receipt of an appeal, OFY-Acton will provide a written notification to the other party about the appeal that gives both parties a reasonable, equal opportunity to submit a written statement in support of/challenging the appeal.

The Title IX Appeals Officer (not Decision-Maker, Title IX Coordinator, or Investigator) shall issue a written decision of an appeal, including the rationale for the result, to both parties simultaneously. The Title IX Appeals Officer will endeavor to issue their decision within forty (40) school days from the receipt of the appeal.

Record Keeping

OFY-Acton will maintain for a period of seven (7) years records pertaining to Title IX Sexual Harassment allegations in accordance with 34 CFR section 106.45(b)(10), as well as all materials used to train Title IX Personnel.

Updates

The Superintendent or designee may update, modify, or implement this policy in a manner to comply with applicable law.

Title IX Sexual Harassment Complaint Form

Instructions: This form can be completed by any individual who has knowledge of a sexual harassment conduct occurring within an education program or activity of OFY-Acton ("School"). Please complete the information below. Should you need additional space or would like to provide documentation to support the allegations in the complaint, you can attach those to this complaint form. If you have any questions, please contact OFY-Acton's Title IX Coordinator listed below. **Contact Information and Complainant's (Victim) Information**

Full Name of Person Filing the Complaint:	Address:
Phone:	Email:
School Name:	Complainant's (Victim) Full Name (if different from above):

Respondent's (Accused) Information

Respondent's Full Name:	
Is the accused a School student? No Yes	If yes, what is the student's grade and relation to complainant:
Is the accused a School staff member? No Yes	If yes, what is the staff member's relation to the complainant (e.g., teacher)?
If no, what is the accused's affiliation to School?	

Details of Complaint

Date of the Alleged Incident(s):	Location of Alleged Incident(s):

Please describe the facts underlying your complaint. Provide details such as the names of those involved, the dates of the incident(s), whether witnesses were present and the names of any witnesses, etc. Please provide any details which you feel might be helpful to a complaint investigator.

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Did the harassment occur at School or during a School activity? If so, please describe:

_____

_____

_____

Did this incident interfere with your ability to access or participate in School programs or activities? If so, please describe:

List the individuals involved in the relevant incident(s):

List any witnesses to the incident(s):

Acknowledgements

By submitting this form to the School Title IX Coordinator, I wish to initiate School's formal Title IX Grievance Procedures.

Signature of Complainant	Date:

Once you have completed this form, please submit it to the Title IX Coordinator:

Jessica Martinez, Assistant Principal of Instructional Operations
16023 Arrow Highway, Suites C, Irwindale, CA 91706
email: JessicaMartinez@ofy.org
phone: (909) 320-1203

Academic Honesty

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

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

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

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

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

Definitions of Academic Dishonesty

Cheating or Violations of Testing Procedures are recognized as deliberately seeking one's own gain in academic, extracurricular, or other school work in order to (or with the intent to) gain an unfair advantage including, but not limited to, the following:

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

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

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

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

Other examples of inappropriate behavior include:

- **Multiple Submissions:** Submitting substantial portions of any academic exercise more than once without prior authorization and approval of the teacher.
- **Complicity:** Facilitating any of the above actions or performing work that another student then presents as their own work (e.g., copying someone's homework or allowing someone to copy homework).
- **Interference:** Interfering with the ability of a fellow student to perform their assignments (e.g., stealing notes or tearing pages out of books).
- **Plagiarism:** The copying of language, structure, programming, computer code, ideas, and/or thoughts of another and passing off the same as one's own original work, or attempts thereof. Such acts include, but are not limited to, having a parent or another person write an essay (including the purchase of works online) or do a project which is then submitted as one's own work; failing to use proper documentation and bibliography.

Responsibilities of Student and Staff

Each STUDENT will maintain and support academic integrity by:

- Completing all assigned work, activities and tests in an honorable way that avoids all cheating, lying, and stealing
- Understanding the school-wide Academic Honesty Policy
- Clarifying with the instructor anything that may be unclear about an assignment, with respect to how the Academic Honesty Policy may apply to it
- Maintaining records of research notes, outlines, rough drafts and reference works to validate individual effort
- Seeking supplemental assistance from teachers, parents or peers to understand lessons and assignments

Each TEACHER will:

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

Each PARENT/GUARDIAN will:

- Review and understand the Academic Honesty Policy and guidelines for individual teachers' classes
- Communicate your support for the school's core values and Academic Honesty Policy and discuss with your student their opinion of academic integrity and its relevance to their education
- Support the imposition of consequences if the Academic Honesty Policy is violated and discuss with your student the value of maintaining academic integrity

Student Conduct & Expectations

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

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

Smoking is not allowed in the vicinity of the learning center. Students must keep all mobile devices powered off or placed in "Airplane" mode and stored in a designed storage location during instructional time. Refer to the Student Smart Phone Use Policy. The teachers and staff of the learning center will be on hand at all times to monitor student behavior. If a problem arises, the teacher will contact the student's family and may request a parent/ guardian and teacher conference to discuss the matter.

Laptop Restitution Policy

California law states that a parent or guardian of a minor is liable to a school for all property loaned to and failed to be returned, or willfully damaged by a minor. The liability shall not exceed $26,000 in 2026, adjusted annually for inflation. In addition, it

authorizes schools, after affording the student due process rights, to withhold the grades, diploma, and transcripts of a student until the student or parent/guardian pays for the lost or damaged school property (e.g., textbooks, library books, computers, devices, shop materials, physical education clothes, and sports equipment). Teachers and other employees, under the direction of the principal, are held responsible for the care of school's property, equipment, materials, and supplies, particularly such property as is located in the room or rooms to which they are assigned.

A. Overview

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

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

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

B. Procedures: Responsibilities of the School – Policy Implementation

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

Internet Access Consent and Waiver

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

This Consent and Waiver, along with the Internet Rules and Regulations set forth the terms and conditions of the license for you to use the OFY-Acton Computer Network ("OFY Computer Network"). By using the OFY Computer Network, you agree to comply with all of the terms and conditions of this Access Consent and Waiver as well as the Internet Rules and Regulations. You are fully responsible for any use of the system under your assigned user name or password by any person or entity. The purpose of this policy is to ensure that Internet access, using the OFY Computer Network, will be appropriate and used only for educational purposes, consistent with the acceptable standards of the school and community. Using the OFY Computer Network is a privilege—not a right. While using the OFY Computer Network, you understand and agree that you are waiving any expectation of privacy in your activity and communications. OFY-Acton retains the right to monitor all activity on the OFY Computer Network, including but not limited to the right to access and/or view any electronic communications.

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

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

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

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

Rules and Regulations:

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

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

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

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

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

Student Smartphone Use Policy

I. Purpose:

Options for Youth-Acton ("School") recognizes that using smartphones may be beneficial to student learning and well-being but could also be disruptive to the School's instructional program. The purpose of this policy is to limit or prohibit the use of smartphones by students while at an Options for Youth-Acton Learning Center or under the supervision and control of an employee of the School in accordance with California Law– Education Code Section 48901.7. The development of this policy involved significant stakeholder participation to ensure that it is responsive to the unique needs of students, parents, and educators in our community. The Principal or designee will ensure that students and parents/guardians are informed of this policy annually. Additionally, this policy shall be reviewed and updated at least once every five (5) years.

II. Definitions:

A. **Smartphone –** for the purposes of this policy, a smartphone is defined as a mobile device that combines cellular and mobile computing functions, including internet access, app usage, and communication capabilities, such as voice calls, text messaging, and email.

B. **Instructional Time –** is when the school is responsible for a student, and the student is expected to be actively engaged in a learning activity. Instructional time includes regular classroom lessons, required activities outside the classroom, and extra help like counseling, tutoring, or private meetings with teachers during or after school hours.

C. **Non-Instructional Time –** is when a student is not expected to be actively engaged in a learning activity. Non-instructional time includes periods before entering or after exiting the Learning Center, as well as the dedicated lunch break.

III. Use of Smartphones During Instructional Time:

During instructional time, students must (a) keep smartphones powered off or placed in "Airplane" mode and (b) store smartphones in the designated storage location. The School administrator will designate one (1) storage location to be used by all students at each Options for Youth-Acton Learning Center, which may include phone pouches such as Yondr, Inc. pouches, a classroom phone holder, a locked storage unit, or backpacks.

IV. Use of Smartphones During Non-Instructional Time:

School staff members may restrict student use of smartphones during non-instructional time at their discretion to support learning or prevent disruptions to the school environment. Students must comply with any request by a staff member to cease the use of a smartphone, even during non-instructional time.

V. Exceptions to Smartphone Use Restrictions

Notwithstanding the above, a student shall not be prohibited from possessing or using a smartphone under any of the following circumstances in accordance with California Law – Education Code Section 48901.7(b):

A. In the case of an emergency or in response to a perceived threat of danger. Students will be directed by staff on how to use smartphones during safety drills so that students may practice gaining access to a smartphone during an emergency situation.

B. When a staff member grants permission to a student to possess or use the smartphone, subject to any reasonable limitation imposed by that staff member.

C. When a licensed physician and/or surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the student, however, the use of the smartphone must be strictly limited to what

is necessary for the student's health and well-being, as specified by the medical provider.

D. When the possession or use of a smartphone is required in the student's Individualized Education Program (IEP).

VI. Policy Violations

A student who violates this policy or otherwise engages in the unauthorized use of smartphones may be restricted from possessing a smartphone at the school site(s) and/or at any school activities.
Additionally, the student may be subject to disciplinary action in accordance with applicable law and the Options for Youth-Acton Discipline Policy.
Unauthorized Use includes use of smartphones: (a) during instructional time or school activities without the permission of a teacher or administrator, (b) after school personnel has requested the student to cease using the smartphone, even during non-instructional time, (c) in any manner which is unlawful, inappropriate, harassing, or for purposes of cheating academically, or (d) in any manner which infringes on the privacy rights of any individual, poses a threat or danger to the safety of students, school personnel, or school property, or substantially disrupts school activities.
If a staff member witnesses a student engaging in the Unauthorized Use of a smartphone, the staff member shall have the discretion to exercise any of the following options:

A. Direct the student to immediately turn off the smartphone and store it in its designated storage location.
B. Confiscate the smartphone until the end of the instructional time, school day, or school activity.
C. Confiscate the smartphone and turn it over to the School administrator (or designee). The School administrator or designee will determine when and how the smartphone will be returned, including, for example, requiring a parent/guardian/caregiver to pick it up from the school site.
D. Recommend and/or initiate disciplinary action in accordance with the Options for Youth-Acton Discipline Policy.

VII. Staff Responsibility for Confiscated Smartphones:

School staff members will store confiscated smartphones in the designated, secured location. The School administrator will designate one (1) storage location to be used by all staff members at each Options for Youth-Acton, which may include a locked room, storage area, or a locked drawer/cabinet. While staff members will take reasonable measures to ensure the security of confiscated devices, Options for Youth-Acton is not responsible for any loss, theft, or damage that may occur while the device is confiscated or otherwise handled by a staff member pursuant to the policy.

VIII. Smartphone Data Privacy:

This policy does not authorize monitoring, collecting, or otherwise accessing any information related to a student's online activities in violation of California Law – Education Code Section 48901.7(c) or other applicable law.

IX. Staff Training:

School staff members will receive comprehensive training on the newly established smartphone policy.
This training will ensure that staff members are fully informed of the policy guidelines, enforcement procedures, and the rationale for its implementation.

Training sessions will be conducted at the beginning of each academic year and as needed throughout the school year. By equipping staff with the necessary knowledge and tools, Options for Youth-Acton aims to create a supportive school environment that prioritizes academic success and student well-being.

Discipline Policy

The official version of the Charter School's discipline policies are contained in the Student Handbook. To the extent there are any inconsistencies, the version in the Student Handbook shall control.

Due Process Statement
The Charter School shall provide for the fair treatment of students facing suspension and expulsion by affording them due process rights. Rules regarding suspension and expulsion shall be revised periodically as required by any changes in the Charter School's policy, regulation, or law. In all cases the Charter School's disciplinary policies shall afford students due process. To this end, the Charter School's Board shall develop rules and regulations governing the procedures by which students may be suspended or expelled. The Charter School's Principal or designee shall notify staff, students and parents/guardians about Charter School's disciplinary policy, including policies governing student suspensions and expulsions. Students and their parents or guardians will be notified in writing at the time of enrollment.

In the event of an expulsion, students recommended for expulsion will be entitled to written notice of the grounds for their proposed removal and will be given a full due process hearing in regard to the proposed expulsion.
Parents or guardians will also be given written notice in advance of such hearing so that they may attend. The Charter School will maintain a record of the notice and of the hearing.

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

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

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

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this policy is available on request at each resource center.
Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

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

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker.
If the student is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the student, the student's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker, of the right to initiate the procedures specified in Education Code Section 47605(c)(5)(J)(ii) before the effective date of the action. If the student's parent, guardian, or the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in Education Code Section 47605(c)(5)(J)(ii), the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in Sections 47605(c)(5)(J)(i)-(ii) of the Education Code.

A foster child's educational rights holder, attorney, and county social worker and in Indian child's tribal social worker, and if applicable, county social worker, shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.

Before disenrolling a student, the Charter School shall provide the student the CDE notice required under Education Code section 47605(e)(4)(D).

A. Grounds for Suspension and Expulsion of Students

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

Notwithstanding anything herein to the contrary, a student who voluntarily discloses their use of a tobacco product, controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.

B. Enumerated Offenses

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

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

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

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

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

    e) Committed or attempted to commit robbery or extortion.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

    i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with the students exceptional needs) or students in fear of harm to that student's or those students' person or property.

    ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

    iii. Causing a reasonable student to experience substantial interference with their academic performance.

    iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2. "**Electronic Act**" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    i. A message, text, sound, video, or image.
    ii. A post on a social network Internet Web site including, but not limited to:
        (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
        (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
        (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(d) An act of cyber sexual bullying.

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

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

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

v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

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

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

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

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

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

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

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

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

e) Committed or attempted to commit robbery or extortion.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

    i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with the pupils exceptional needs) or students in fear of harm to that student's or those students' person or property.

    ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

    iii. Causing a reasonable student to experience substantial interference with their academic performance.

    iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

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

    i. A message, text, sound, video, or image.

    ii. A post on a social network Internet Web site including, but not limited to:

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

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

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

iii. An act of cyber sexual bullying.

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

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

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

v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

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

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

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

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such a term does not include an antique firearm. The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one- quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

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

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference. This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against them and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion

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

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

D. Authority to Expel

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

A student may be expelled by the neutral and impartial Administrative Panel, to be assigned by the President as needed. The Administrative Panel shall consist of at least three members who are certificated and not a teacher of the pupil. The Administrative Panel shall be presided over by a designated hearing chairperson. The Administrative Panel may expel any student found to have committed an expellable offense.

E. Expulsion Procedures

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

The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session at least three (3) days prior to the date of the scheduled hearing.
Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

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

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

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

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

2. The Charter School must also provide the victim a room separate from the hearing room for

   the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

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

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

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Administrative Panel from removing a support person whom

the presiding person finds is disrupting the hearing. The Administrative Panel may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The Administrative Panel shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

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

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

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

G. Record of Hearing

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

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A decision by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. Except as otherwise provided herein, no decision to expel shall be based solely on hearsay, except as otherwise provided herein. Sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to unreasonable risk of physical or psychological harm.

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

The decision of the Administrative Panel shall be in the form of written findings of fact. The final decision by the Administrative Panel shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Administrative Panel is final.
If the Administrative Panel decides not to expel, the pupil shall immediately be returned to their educational program.

I. Written Notice to Expel

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

J. Disciplinary Records

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

K. No Right to Appeal

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

L. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

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

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

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from the Charter School or another school district, or charter school, or private school shall be in the sole discretion of the Principal following a meeting with the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

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

1. Notification of SELPA

   The Charter School may, when applicable, notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School would be deemed to have knowledge that the student had a disability.
2. Services During Suspension
   Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting
   (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

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

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

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

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

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

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

4. Due Process Appeals

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

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

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

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

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct. The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

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

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

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred. The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
b. The parent has requested an evaluation of the child.
c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

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

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluations. The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Drugs, Tobacco, Alcohol

It shall be the policy of the Charter School to take positive action through education, counseling, parental involvement, medical referral, and police referral in the handling of incidents in the schools involving the possession, sale, and/or use of controlled substances (i.e., drugs), tobacco, alcohol and drug paraphernalia.
Students involved in the possession, sale and/or use of drugs, tobacco, or alcohol shall be subject to disciplinary procedures which may result in suspension or expulsion.

Charter School properties may be inspected by school authorities in the interest of maintenance, health and safety. Inspections for the location of drugs, tobacco, and alcohol are matters relating to health and safety and may be regarded as reasonable purposes for inspection by school personnel; so long as such inspections are conducted in accordance with constitutional requirements of applicable state law relating to searches and seizures.

Use

- No internal medication is to be administered to students by school personnel except as prescribed by an authorized health care provider.
- Dangerous and narcotic drugs which a student has on prescription for ingestion as prescribed by an authorized health care provider must be in their original containers and kept in a locked or secured location, whichever provides greater security.
- Whenever any staff member has reason to believe that a student may be under the influence of drugs or alcohol, he/she shall immediately notify the Assistant Principal or Principal who shall take appropriate action which may include notifying the parent to come for the student, notifying law enforcement and to remove the student to his/her home, and/or contacting the paramedics.
- In severe cases, if the parents or the doctor cannot or will not come to the school, the Principal is authorized to call an ambulance to remove the student to a hospital. Parents will be notified of this action and shall be responsible for the incurred expenses.
- In addition, the student may be recommended for suspension or expulsion as appropriate under the circumstances.
- A second incidence of use of drugs, tobacco, or alcohol within one year at school or any school activity may result in a recommendation for expulsion.

Selling or Possession

When there is reason to believe that a student is selling or is in possession of drugs, tobacco, or alcohol, the following procedures listed below will be followed:

- The school administrator shall advise the local juvenile narcotics officer or law enforcement personnel. Juvenile authorities will make the decision as to whether they or the school will notify the parent.
- The school administrator will escort the student to the school office and confront him/her with the suspicion. The administrator may notify the police before taking the student to the office. The student should be removed from a classroom by the administrator.
- Upon reasonable suspicion that a student is in possession of drugs, tobacco, or alcohol, a search may be made by the administrator(s) in accordance with the school's Search and Seizure Policy.
- The student may be questioned by the school administrator, but if it is believed that a law has been broken, the police will be notified.

Tobacco-Free Schools

Signs prohibiting the use of tobacco shall be prominently displayed at all entrances to school property.

Employee Notifications

The Director of Schools or designee shall notify employees of the Charter School's tobacco-free policy. The notification shall also inform them of:

- Their need to abide by Charter School policy as a condition of employment.
- The dangers of tobacco use in the workplace, including its threat to the health and safety of employees, students, and the public.
- Available resources which may help employees stop using tobacco.
- Possible disciplinary actions in accordance with Charter School policy and applicable laws.

Incident Reporting

School Incidents

The Charter School has created and maintained a digital reporting system for all discipline related incidents that occur at school or at school related events. The incident reporting system collects information such as incident details, staff and student statements and allows quick sharing of information with the necessary school administrators.

Student Initiated Group Policy

Purpose

The purpose of this policy is to offer an overview of the law and operational guidelines for student-initiated non-curricular student groups ("Student Groups") at OFY-Acton ("School"). A Student Group is any group formed by students whose activities are not directly related to the body of courses offered by the School, e.g. a chess club, baking club. This policy does not apply to curricular and School sponsored and organized groups, such as Associated Student Body.

Overview

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

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

The School shall not deny equal access or a fair opportunity to meet, or otherwise discriminate against, any group officially affiliated with the Boy Scouts of America, or with any other youth group listed as a patriotic society in Title 36 of the United States Code, for reasons based on the membership or leadership criteria or oath of allegiance to God and country. (20 U.S.C. § 7905)

Requirements for Student Group Recognition

Students who wish to create a Student Group must first submit a written proposal to the Principal or Assistant Principal in order to gain group recognition. The written proposal must include the following:

1. Proposed Student Group Name
2. Student Contacts
3. Statement of the Student Group's purpose, goals, and activities;
4. Name(s) of any School staff member interested in supervising meetings (if any);
5. Any other information that will help the Principal better understand the Student Group

School Approval

The Board delegates to the Principal the authority to approve a Student Group or designate another School official to approve a Student Group (e.g., Assistant Principal). Before granting a request to create a Student Group, the Principal or designee may request additional information. Student Groups must be authorized by the Principal or designee in accordance with this policy before meeting on School grounds.

Scheduling and Supervision

Once the School approves the Student Group, the Principal or Assistant Principal will provide dates and times of available meeting spaces during non-instructional hours for the Student Group to select. Each student group must adhere to their scheduled meeting time and place. Meetings must take place during non-instructional hours and must be supervised as set forth below. Throughout the school year, the Student Group may make additional requests for meeting space. Student Groups shall be given equal access to meeting space, school equipment, and supplies.

Students shall leave the meeting place in a clean, orderly, and secure condition after their meetings.

If the Student Group desires, the School may be able to provide support so meetings can be held virtually during non-instructional hours.

Student Group meetings shall entail no expenditure of public funds beyond the incidental cost of providing the meeting space. (20 U.S.C. § 4071)

The Principal or designee may deny the use of facilities to any Student Group that he/she believes will materially and substantially interfere with the orderly conduct of educational activities within the school. (20 U.S.C. § 4071)

Student Group meetings must be supervised by a School staff member in a non-participatory fashion.

Limitations of Student Group Meetings:

- Student Group meetings or events may not interfere with the orderly conduct of the school day or School facility.
- Students must be enrolled at the School to participate in a Student Group.
- Non-school persons (e.g. parents, visitors) may not conduct, control or regularly attend Student Group meetings.
- School staff must supervise School Group meetings. This supervision must be custodial in nature rather than participatory.
- A School employee may refuse to attend a Student Group meeting if its contrary to the employee's beliefs. (20 U.S.C. § 4071)

- There shall be no sponsorship of the Student Group meeting by the School or staff. The term "sponsorship" means that School staff are promoting, leading, or participating in a meeting. The assignment of a School employee to a meeting for supervision purposes shall not constitute sponsorship of the meeting.
- While School staff cannot curtail or otherwise control School Group meeting content, students should not use School facilities to publish or otherwise disseminate:
    - Matter that is obscene to minors or libelous under the law;
    - Matter which incites students so as to create a clear and present danger of the imminent commission of unlawful acts or of the substantial disruption of the orderly operation of the School;
    - Material which expresses or advocates racial, ethnic, gender or religious prejudice.

- Students shall behave appropriately, treat others with mutual respect, and comply with behavior rules in the Student Handbook during School Group meetings.
- Student Groups are prohibited from conducting fundraising activities at any location.

Curriculum-Related Student Organizations

If the Principal or designee determines a Student Group meets any of the following conditions, the group is considered a "Curriculum-Related Student Organization" and not a "Student Group" for purposes of this policy:

- Student Group's subject matter is taught or will soon be taught in a regular course;
- Student Group's subject matter concerns the body of courses as a whole;
- Participation is required for a particular course; or
- Participation results in academic credit

Unlike non-curricular Student Groups, Curriculum Related Student Organizations may be sponsored by the School. Curriculum-Related Student Organizations may receive leadership, direction and support from School staff beyond just providing a meeting place during noninstructional time. The Principal or designee may assign a staff adviser for any Curriculum-Related Student Organization, who will be responsible for ensuring the organization's activities are aligned to the School's goals and objectives and providing supervision and leadership of the group.

Security Surveillance Policy

Purpose of Policy

The Charter School's Governing Board has adopted the following policy regarding the use, retention and/or access to surveillance and monitoring systems in connection with campus security measures in furtherance of its commitment to providing a school environment that promotes the safety of students, staff and visitors to the Charter School's resource center(s). The Board further recognizes the importance of protecting school property, facilities, and equipment from vandalism and theft in connection with this purpose.

Policy

The Board authorizes the use of video and/or audio surveillance systems as well as environmental surveillance systems that monitor environmental changes (including but not limited to sound frequency, room occupancy, air quality and chemical detection) at the Charter School's resource center(s). Such systems are collectively referred to herein as the "Surveillance Systems". The purpose of the Surveillance Systems is to maintain the health, welfare and safety of all staff, students, and visitors to the resource center(s), and to safeguard the Charter School's facilities, equipment, and property. School Administration may develop additional procedures and processes in accordance with and in furtherance of this policy including but not limited to inclusion of such procedures in the Charter School's Comprehensive School Safety Plan and/or site-level safety plans as well as periodic review of such procedures to reflect changed circumstances and to assess their effectiveness in achieving safe school objectives.

Location of Surveillance Equipment

Surveillance equipment may be placed in locations as deemed appropriate by the Charter School's safety planning committee. The safety planning committee will accept feedback from relevant stakeholders and staff in the process of identifying appropriate locations for the placement of surveillance equipment at the resource center(s). Surveillance equipment that captures video and/or audio recordings shall not be placed in areas where students, staff, or visitors have a reasonable expectation of privacy.

Notification of Surveillance

The Charter School shall provide written notice to students and parents/legal guardians that the Charter School may utilize Surveillance Systems at the resource center(s) and that data captured through the Surveillance Systems including but not limited to images, video, audio recordings, and environmental data (collectively hereinafter referred to as "Surveillance Data") may be used as evidence that may subject students to appropriate disciplinary and/or legal action, including, but not limited to, disclosure to local law enforcement if permitted by law. Prior to the operation of any Surveillance Systems that capture video and/or audio recordings, the Charter School shall ensure that signs are posted at conspicuous and targeted locations around the resource center(s), including but not limited to entrances and exits. These signs shall state that the facility may use video and/or audio surveillance equipment for security purposes and that the equipment may be actively monitored at any time.

Retention of and Access to Surveillance Data

The Charter School shall comply with all applicable state and federal laws related to the maintenance and retention of Surveillance Data. Surveillance Data will be retained for at least thirty (30) days from the date it is captured. Notwithstanding, when the Charter School becomes aware of a Known Incident (defined below), the Principal, or his/her designee, will take steps to immediately preserve the Surveillance Data and isolate it from any routine deletion process. A "Known Incident" is one which staff knows involves injury to students, staff or members of the public or property, or which staff knows involves any violation of the law or the Charter School's policies, procedures, or rules of conduct. When the Charter School receives a request for Surveillance Data under the Family Education Rights and Privacy Act ("FERPA"), civil or criminal subpoena, search warrant, a California Public Records Act request, a request of a current or former employee pursuant to the Labor Code, Court Order or other form, immediate steps shall be taken to preserve the Surveillance Data until disclosure rights are determined. If the Charter School determines that it is legally permissible to provide the requesting party or entity with access to the Surveillance Data, the Charter School may do so by retaining the requested Surveillance Data in its files and providing access to the requesting person or entity.

To the extent that any Surveillance Data creates (1) a student record under FERPA or (2) a confidential employee personnel record under applicable labor laws, the Charter School shall ensure that Surveillance Data is accessed, retained and disclosed in accordance with law and Charter School policy.

To the extent allowed by applicable laws including but not limited to FERPA, the Charter School may grant access to Surveillance Data to appropriate parties, including law enforcement, in connection with an actual, impending or imminent emergency if knowledge of that information is necessary to protect the health or safety of the Charter School's students, staff or other individuals. When Surveillance Data is requested by law enforcement in connection with an open investigation and without a warrant or subpoena, the Charter School may provide access to the requested Surveillance Data to the extent permitted by law. The Charter School shall not grant access to Surveillance Data that the Charter School is required to keep confidential under law (such as FERPA or labor laws) without appropriate prior consent or unless an exception to the law applies.

Health and Wellness

Dangers of Synthetic Drugs

California public charter schools annually are required to annually inform parents/guardians of the dangers associated with using synthetic drugs. Dangers to the health and welfare of students can occur when an individual uses synthetic drugs that are not prescribed by a physician, such as Fentanyl.

- Fentanyl, an opioid pain reliever that is 50 times as strong as heroin, is now being manufactured illegally by criminal organizations.
- This "illicit" fentanyl is mixed into street drugs like cocaine and heroin to make them more potent. It is also being pressed into counterfeit (fake) pills that look like prescription medications such as Percocet, Xanax, and Adderall.
- Youth and adults who purchase these drugs through social media or illegitimate online pharmacies may experience an opioid overdose, which can stop their breathing and lead to death.
- Social media platforms are being used as a way to market and sell synthetic drugs such as fentanyl.
- Fentanyl is synthetic, that is, it is formed from lab-made chemicals and not from naturally occurring ingredients. This makes the drug cheaper to manufacture and more profitable to sell illegally.
- Another synthetic drug, xylazine, is increasingly being added alongside illicit fentanyl. Xylazine is a strong veterinary tranquilizer. The combined effect of these two drugs on breathing and the heart can be extremely dangerous and further increases the risk of death.

OFY-Acton holds the health and safety of students as its highest priority. The school has implemented the Naloxone Program which is updated annually. We have proactively offered training to our administrators and staff to recognize an opioid overdose and respond using the opioid antagonist, naloxone. When given right away, naloxone can stop opioids from acting on the brain and restore breathing.

Our resource centers are equipped with a naloxone rescue kit that can be used in the unlikely event of an opioid overdose on campus. This kit will be kept on campus, mounted in close proximity to the Automated External Defibrillator (AED) and epinephrine autoinjectors, which serve similar purposes in treating rare medical emergencies.

Signs of an Opioid Overdose

CALL 911 if you see someone who is:

- Unable to wake up or respond to you
- Breathing slowly or not at all
- Making gurgling, choking, or snoring sounds

Please explore the Student Health tab on our website for more information about Fentanyl and counterfeit pills. We encourage you to discuss this topic with your family in an age-appropriate way. If you believe your child is struggling with substance use, please reach out to the school counselor or administration. For more information, please contact your school front desk.

Human Trafficking Prevention and Response Plan

The intention of this notice is to provide information and resources regarding human trafficking prevention to the school community in alignment with California Education Code Section 49381.

What is Human Trafficking

Human trafficking involves the use of force, fraud, or coercion to obtain some type of labor or commercial sex act. Every year, millions of men, women and children are trafficked worldwide - including right here in the United States. It can happen in any community and victims can be of any age, race, gender, or nationality. Traffickers might use violence, manipulation, or false promises of well-paying jobs or romantic relationships to lure victims into trafficking situations. Language barriers, fear of their traffickers, and/or fear of law enforcement frequently keep victims from seeking help, making human trafficking a hidden crime.

Traffickers use force, fraud, or coercion to lure their victims and force them into labor or commercial sexual exploitation. They look for people who are susceptible for a variety of reasons, including psychological or emotional vulnerability, economic hardship, lack of a social safety net, natural disasters, or political instability. The trauma caused by the traffickers can be so great that many may not identify themselves as victims or ask for help, even in highly public settings.

Many myths and misconceptions exist. Recognizing key indicators of human trafficking is the first step in identifying victims and can help save a life. Not all indicators listed are present in every human trafficking situation, and the presence or absence of any of the indicators is not necessarily proof of human trafficking.

The safety of the public, as well as the victim, is paramount. Do not attempt to confront a suspected trafficker directly or alert a victim to any suspicions. It is up to law enforcement to investigate suspected cases of human trafficking.
If you or someone you know is being forced to engage in any activity and cannot leave, whether it is commercial sex, housework, farm work, construction, factory, retail, or restaurant work, or any other activity you can access support services by contacting the National Human Trafficking Hotline at 1-888-373-7888 or the California Coalition to Abolish Slavery and Trafficking (CAST) at 1-888-KEY2FRE(EDOM) or 1-888-539-2373.

Human Trafficking Prevention Resources

The school provides annual training to all school staff on understanding sexual abuse and human trafficking prevention and ensures that a "Stop Human Trafficking" poster is posted in each school restroom on campus. The school has included this notice in the annual student handbook and has posted additional resources below:

- Human Trafficking Prevention Agencies
- Child Exploitation and Obscenity Section - ***Justice.gov/criminal-ceos***
- Human Smuggling and Trafficking Center - ***ICE.gov/human-smugglingtrafficking-center***
- Office of Child Labor, Forced Labor, and Human Trafficking - ***Youth.gov/federal-links/office-child-labor-forced-laborand-humantrafficking***
- Office of Legal Policy - ***Justice.gov/olp***
- Office of Victims of Crime - ***OVC.gov***
- Office to Monitor and Combat Trafficking in Persons - ***State.gov/bureausoffices/under-secretary-for-civiliansecurity-democracy-and-humanrights/office-tomonitor-and-combat-trafficking-in-persons***

Human Trafficking Prevention Hotlines

- Call the National Human Trafficking Hotline toll-free hotline at ***1-888-373-7888***: Anti-Trafficking Hotline Advocates are available 24/7 to take reports of potential human trafficking.
- Text the National Human Trafficking Hotline at ***233733***. Message and data rates may apply.
- Chat with the National Human Trafficking Hotline via ***HumanTraffickingHotline.org/chat***
- Submit a tip online through the anonymous online reporting form below. However, please note that if the situation is urgent or occurred within the last 24 hours we would encourage you to call, text or chat ICE Human Trafficking Help and Reporting - Youth. ***gov/federal-links/ice-human-trafficking-helpandreporting***
- Call ***1-866-347-2423***, toll-free (24/7), to report suspected human trafficking crimes or to get help from law enforcement.

Immunization Policy

To protect the well-being of all students, families, and staff and to limit the spread of communicable diseases, OFY-Acton follows federal and state laws and cooperates with local public health agencies to assure proper immunization of all enrolled students against preventable disease. Each student enrolling in OFY-Acton for the first time shall have an immunization record from any authorized private or public health care provider, confirming that the student has received all immunizations as required by law.

Personal Belief Exemptions:

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

Medical Exemptions:

Students may be exempt from immunization requirements if they have a valid medical exemption. Medical exemptions can be permanent or temporary based on a licensed physician's findings (M.D. or D.O.). All medical exemptions must be issued electronically through the California Immunization Registry – Medical Exemption (CAIR-ME) utilizing a standard form.

All medical exemptions must be reviewed and receive confirmation of validity prior to enrollment by the school designee. Please contact your school nurse with any questions.

Independent Study:

Students will not be required to complete immunizations for entry if they attend an independent study program with no classroom-based instruction. However, an immunization record is still required for these students because schools must maintain and report records of immunizations for all students. Virtual/Online students without complete immunizations will not be allowed to attend any school sanctioned events that require presence in school or in a public place with other students such as field trips or sports.

Enrolling Homeless and Foster Youth:

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

Conditional Enrollment:

Any student seeking admission may be admitted conditionally if either of the following applies:

1. The student has commenced receiving doses of all immunizations required for the student's age or grade and is not currently due for any doses at the time of admission. Remaining dose(s) are due based on interval timing. For more information about conditional enrollment requirements please see: laws conditional admission (ca.gov) at https://www.cdph.ca.gov/ Programs/CID/DCDC/Pages/Immunization/School/ laws-conditional.aspx
2. A Temporary Medical Exemption is submitted with immunization records for required shots not exempted. The student must complete all the required immunizations or obtain a new valid medical exemption when the temporary exemption terminates. Remaining dose(s) are due based on interval timing.

OFY-Acton shall review the records for conditional entrants at least every thirty (30) days until all required immunizations are received and their records updated. The Charter School will inform the parent or guardian of the remaining required doses until all required immunizations are received or an exemption is filed. The student must be excluded from attending if immunization records are not completed by the deadlines. Parents / guardians will be provided with written notice prior to disenrollment in accordance with the school's charter and applicable law. Additional information regarding Immunization Requirements can be found at:

- Immunization Requirements - Health Services & School Nursing (CA Dept of Education) at https://www.cde.ca.gov/ls/he/hn/immunization.asp

Mandated Child Abuse Reporters Policy and Procedures

A list of persons whose profession qualifies them as "mandated reporters" of child abuse or neglect is found in California Penal Code Section 11165.7. It includes all Charter School employees, administrators, board members, and certain volunteers, as well as any employee, volunteer or board members of a contractor whose duties require contact with or supervision of students. All persons hired into positions included on the list of mandated reporters are required, upon employment or service and as a prerequisite to that employment or service, to be provided with and sign a statement informing them that they are a mandated reporter and of their obligations to report suspected cases of abuse and neglect pursuant to California Penal Code Section 11166.5. All persons who are mandated reporters are required to receive annual training on mandated reporter requirements pursuant to California Education Code Section 44691.

All persons who are mandated reporters are required, by law, to report all known or reasonably suspected cases of child abuse or neglect. It is not the job of the mandated reporter to determine whether the allegations are valid.
If child abuse or neglect is reasonably suspected or if a student shares information with a mandated reporter leading him/her to believe abuse or neglect has taken place, the report must be made. No supervisor or school administrator can impede or inhibit a report or subject the reporting person to any sanction.

Medication Policy

The Governing Board (the "Board") of OFY-Acton has adopted the following policy regarding the administration of medication during school hours.

Purpose of Policy

To ensure the safe, accurate administration of medication to students during school hours or during school sponsored activities in compliance with applicable provisions of the California Education Code, other relevant laws, and safe practices. [See, e.g., California Education Code §§ 49414, 49414.3, 49423, 49423.1 and 49480]

Policy

No student shall be allowed to take medication during school hours unless the Charter School has received a complete and signed authorization to administer medication form ("Medication Form"), please see school site center coordinator for necessary medication forms, from the student's parent/legal guardian and an authorized health care provider (defined herein below) who is responsible for the medical treatment of the student. All medications, including nutritional supplements, herbal remedies, prescription, and over the counter medication taken by students during school hours are subject to this policy and shall require a complete and signed Medication Form. Forms specific to asthma, seizures, diabetes, and allergies may be utilized in place of the Medication Form for students requiring medications for these conditions. Please contact the Principal for more information about the alternative forms.

Except in emergency situations as set forth herein, only a School Nurse may administer medication to a student. Other school personnel may not administer medication but may assist the student with self-administering medication. Students may carry and self-administer medication only if the Charter School has received an appropriate Medication Form, and the self-administration must be observed by the School Nurse or other school personnel.

Whenever possible, medication should be administered at home and outside of school hours. This may require slight adjustments of the medication schedule which should be discussed with the authorized health care provider (defined herein below) and/or pharmacist. Emergency medications and other medications that are required on an "as needed" basis such as "rapid" or "fast-acting" inhalers, emergency seizure medication, emergency hypoglycemia medication, and epinephrine auto-injectors are recommended to be provided to the Charter School in accordance with this. If a Medication Form is not received for these medications and the medication is needed at school, the emergency medical services system may be activated unless the parent or legal guardian is available to administer the medication or to transport the student for treatment.

Whenever required or practicable, the Charter School will ensure:

- The necessary medical documentation is received and reviewed by a School Nurse,
- Faculty has been properly trained, and
- All necessary supplies including emergency medications are obtained prior to a student's first day of attendance.

Emergency Medication for Anaphylaxis

In accordance with Education Code Section 49414, the Charter School shall provide emergency epinephrine auto-injectors to a School Nurse or trained personnel who have volunteered, and a School Nurse or trained personnel may use epinephrine auto-injectors to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an anaphylactic reaction. A School Nurse, or trained personnel who have volunteered if a School Nurse is not onsite or available, may administer an epinephrine auto-injector to a person exhibiting potentially life-threatening symptoms of anaphylaxis at school or a school activity when a physician is not immediately available. If the epinephrine auto-injector is used, it shall be restocked as soon as reasonably possible, but no later than two (2) weeks after it is used. Epinephrine auto-injectors shall be restocked before their expiration date.

Emergency Medication for Opioid Overdose

In accordance with Education Code Section 49414.3, the Charter School may elect to make emergency naloxone hydrochloride or another opioid antagonist available for the purpose of providing emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose. In determining whether to make this medication available, the Charter School shall evaluate the emergency medical response time to the school and determine whether initiating emergency medical services is an acceptable alternative to providing an opioid antagonist and training personnel to administer the medication.

A School Nurse, or trained personnel who have volunteered if a School Nurse is not onsite or available, may administer naloxone hydrochloride or another opioid antagonist to a person exhibiting potentially lifethreatening symptoms of an opioid overdose at school or a school activity when a physician is not immediately available. If the naloxone hydrochloride or another opioid antagonist is used, it shall be restocked as soon as reasonably possible, but not later than two (2) weeks after it is used. Naloxone hydrochloride or another opioid antagonist shall be restocked before its

expiration date. Naloxone hydrochloride or another opioid antagonist may be administered by nasal spray or by auto-injector, whichever the School Nurse or trained personnel is most comfortable with.

Definitions

Unless otherwise indicated, the definitions under Education Code Sections 49414 and 49414.3 and under 5 CCR Section 601 apply to this policy.

"Opioid antagonist" means naloxone hydrochloride or another drug approved by the federal Food and Drug Administration that, when administered, negates or neutralizes in whole or in part the pharmacological effects of an opioid in the body and that has been approved for the treatment of an opioid overdose.

"Trained personnel" means any individual employed by the Charter School, including a nonmedical employee, who has volunteered to administer medication, has been trained by qualified medical personnel, and who may legally administer the medication to the student or otherwise assist the student in the administration of the medication. It is recommended that these employees be CPR, AED and first aid certified.

"Authorized health care provider" means an individual who is licensed by the State of California to prescribe medication, which may include:

- California licensed physicians and surgeons,
- California licensed dentists,
- California licensed nurse practitioner (must include the furnishing number and the name, address, and telephone number of the supervising physician), and/or
- California licensed physician assistants.

"School Nurse" means an individual employed by the Charter School, or under contract with the Charter School, who is a currently licensed registered nurse and is credentialed pursuant to Education Code Section 44877.

Authorization to Administer Medication Form

The Medication Form must:

- Include the student's name and date of birth,
- Include the name of the medication to be administered and the reason for administration,
- State that the parent/legal guardian consents to and authorizes the Charter School to assist the student with the administration of medication during school hours as instructed by the authorized health care provider on the Medication Form,
- Be signed by a parent/legal guardian or adult student,
- Be signed by the authorized health care provider and include a written statement from such authorized health care provider detailing:
- The method, dosage/amount, and frequency/ schedule by which such medication is to be taken at school,
- Any possible side effects of such medication, and
- For medication prescribed on an as needed basis (PRN), the specific symptoms that necessitate administration of medication, the allowable frequency for administration, and indications for referral for medical evaluation,
- Include the name, address, telephone number and signature of the authorized health care provider,
- State that the parent/legal guardian consents to and authorizes other designated school personnel to contact the pharmacist, authorized health care provider, and/or student's physician should questions arise with regard to the administration of medication at school,
- State that the parent/legal guardian agrees to provide the necessary medication, supplies and equipment,
- State that the parent/legal guardian agrees to immediately notify the Charter School if there is a change in the student's medication, health status, or authorized health care provider who prescribed the medication, and
- State that the parent/legal guardian agrees to immediately notify the Charter School and provide new consent for any changes in the authorized health care provider's authorizations regarding the medication.

For a student to carry and self-administer medication, the Medication Form must also include the following:

- Written confirmation from the authorized health care provider that, in their opinion, the student is able to competently self-carry and safely self-administer the medication according to the authorized health care provider's instructions on the Medication Form,
- Parent/legal guardian consent for the student to self-carry and self-administer medication while at school, and
- Parent/legal guardian release of the Charter School and school personnel from civil liability if the self-administering student suffers an adverse reaction by self-administering medication while at school.

The Medication Form must be renewed/updated at least annually or whenever there have been changes in the medication, dosage, frequency of administration, reason for administration, or authorized health care provider. Parents/legal guardians may rescind the consent granted by the Medication Form at any time by submitting a statement as such in writing to the Charter School.

Please see school site center coordinator for necessary medication forms.

Responsibility of the Charter School and School Administration

1. To establish and carry out procedures and processes in accordance with this policy to ensure the safe and accurate administration of medication to students during school hours or school sponsored activities, including the delivery, administration, documentation and return or disposal of medication.
2. To address emergency preparedness and planning for school sponsored events in the procedures and processes.
3. To inform parents/legal guardians, students and school staff of the policy and procedures for the administration of medication at the Charter School.
4. To inform parents/legal guardians of their responsibilities as specified in Education Code Section 49480.
5. To provide for the training of school personnel by qualified medical personnel in the appropriate assistance with or administration of medication and management of specific medical conditions.
6. To provide for the appropriate maintenance of student medication records.
7. To provide for the safe and secure storage of student medication at the Charter School as specified by the manufacturer.
8. To develop procedures and processes in accordance with this policy, Education Code Section 49414 and other applicable laws and regulations in the proper obtainment, use, maintenance of records of use, and training of personnel in the use of epinephrine autoinjectors by the Charter School.
9. If the Charter School elects to stock emergency opioid antagonists to be administered in emergency situations:

a. Initial training and annual refresher training will be provided to volunteers at no cost to the volunteers and during the volunteers' working hours. Written training materials prepared by the Superintendent of Public Instruction shall be retained at the school for reference.

b. An annual notice will be distributed to all staff containing the following information:

i. A description of the volunteer request stating that the request is for volunteers to be trained to administer naloxone hydrochloride or another opioid antagonist to a person if the person is suffering, or reasonably believed to be suffering from an opioid overdose.

ii. A description of the training that the volunteer will receive.

iii. The right of an employee to rescind their offer to volunteer.

iv. A statement that no benefit will be granted to or withheld from any individual based on his or her offer to volunteer and that there will be no retaliation against any individual for rescinding their offer to volunteer, including after receiving training.

c. The Charter School will maintain records regarding acquisition and disposition of opioid antagonists for three (3) years.

d. A School Nurse or other qualified school personnel will obtain a prescription for opioid antagonists from an authorizing physician and surgeon for the Charter School, stock opioid antagonists, and restock them if used or expired.

e. Information regarding defense and indemnification provided by the Charter School for any and all civil liability for volunteers administering naloxone hydrochloride or another opioid antagonist for emergency aid shall be provided to each volunteer and retained in their personnel file.

f. The Charter School may accept gifts, grants, or donations from any source for the support of the Charter School in carrying out the requirements of Education Code Section 49414.3, including, but not limited to, the acceptance of naloxone hydrochloride or another opioid antagonist from a manufacturer or wholesaler.

Responsibility of Parents, Legal Guardians and Adult Students

1. The parent/legal guardian or adult student is required to inform a School Nurse or other designated certificated school personnel of any medication being taken for a non-episodic condition as well as the current dosage and the name of the supervising physician.
2. The parent/legal guardian or adult student is required to timely provide the Charter School with their updated contact information including phone numbers, residential addresses, mailing addresses, and email addresses when changes occur.

3. If medication is to be brought on campus or administered at school or a school sponsored activity, the parent/guardian or adult student must provide a complete and signed written statement that includes all the elements described in the "Authorization to Administer Medication Form" section of this policy. They must also provide directly to the Charter School the medication and all necessary supplies in properly labeled containers.
4. In addition to the requirements above, if a parent/legal guardian wishes to designate a relative or close friend of the family who is not an employee of the Charter School ("Parent Designee") to administer medication to his/her minor student at school or a school sponsored activity as permitted under Business and Professions Code (Nursing Practice Act) Section 2727(a), then the parent/legal guardian's signed written statement shall clearly identify the Parent Designee's name and relation to the student, and shall state the Parent Designee's willingness to accept the designation, that the Parent Designee is permitted to be on the school site for this purpose, and any limitations on the Parent Designee's authority.

Mental Health

Mental health services are available at the school center. Students or parents/guardians may access mental health services, including but not limited to crisis intervention and counseling, by contacting the Assistant Principal or accessing the following websites.

Los Angeles County https://dmh.lacounty.gov/get-help-now/

This information is provided to students and parents or guardians twice each school year via this Student Handbook and the lions.ofy.org | wolfpack.ofy.org | mustangs.ofy.org website.

Student Meal Program

OFY-Acton is committed to serving healthy meals to all students and helping meet the nutrition needs of students within its school community. This program is offered to ALL students free of charge, regardless of household income. The school meal programs aim to improve the diet and health of students, model healthy eating to support the development of healthy eating patterns, and support healthy choices. The Charter School does not sell food or beverages on campus during the school day, nor does it promote or market foods or beverages on campus during the school day.

Wellness Policy

OFY-Acton has established a School Wellness Policy in collaboration with the Charter School's Wellness Committee, School Site Council and stakeholders within the Charter School Community. This policy describes the meal program and wellness support available on-site, outlines the Charter School's Wellness Goals and the metrics used for evaluation of the Wellness Program. The policy, program evaluation data and periodic updates are available on the School website.

Suicide Prevention

Purpose

The purpose of this policy is to protect the health and well-being of all OFY-Acton (School) students by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide. This policy aims to safeguard students against suicide attempts, deaths, and other trauma associated with suicide, including ensuring adequate support for families affected by students who have experienced loss associated with suicide. This policy was developed in consultation with school and community stakeholders, county mental health plans, school- employed mental health professionals, and suicide experts. The School's governing board will review and update this policy periodically as needed, but no less than every five years.

Definitions

1. **At-risk for suicide:** A student who is considered "at-risk for suicide" has made a suicide attempt, has the intent to die by suicide, or has displayed a significant change in behavior suggesting the onset or deterioration of a mental health condition. The student may have thought about suicide, including potential means of death, and may have a plan. In addition, the student may exhibit feelings of isolation, hopelessness, helplessness, and the inability to tolerate any more pain. This situation would necessitate a referral, as documented in the following procedures.
2. **High-risk for suicide:** Students who are considered to be in the "high-risk for suicide" group include but are not limited to youth bereaved by suicide; youth with disabilities, mental illness, or substance use disorders; youth experiencing homelessness or in out-of-home settings, such as foster care; or lesbian, gay, bisexual, transgender, or questioning youth (LGBTQ+).

3. **Mental health:** A state of mental and emotional wellbeing that can impact wellness choices and actions. Mental health problems include mental and substance use disorders.
4. **Postvention:** Suicide postvention is a crisis intervention strategy designed to reduce the risk of suicide and suicide contagion, provide the support needed to help survivors cope with a suicide death, address the social stigma associated with suicide, and disseminate factual information after the suicide death of a member of the school community.
5. **Risk assessment:** An evaluation of a student who may be at risk for suicide conducted by a mental health professional who has been specifically trained in crisis preparedness. This assessment is designed to elicit information regarding the student's intent to die by suicide, previous history of suicide attempts, presence of a suicide plan and its level of lethality and availability, presence of support systems, level of hopelessness and helplessness, mental status, and other relevant risk factors.
6. **Risk factors for suicide:** Characteristics or conditions that increase the chance that a person may try to take their life. Suicide risk tends to be highest when someone has several risk factors at the same time. Risk factors may encompass biological, psychological, and/or social factors in the individual, family, and environment.
7. **Self-harm:** Behavior that is self-directed and deliberately results in injury or the potential for injury to oneself. It can be categorized as either non-suicidal or suicidal. Although self-harm often lacks suicidal intent, youth who engage in self-harm are more likely to attempt suicide.
8. **Suicide:** Death caused by self-directed injurious behavior with any intent to die as a result of the behavior. The coroner's or medical examiner's office must first confirm that the death was a suicide before any school official may state this as the cause of death.
9. **Suicide attempt:** A self-injurious behavior for which there is evidence that the person had at least some intent to kill themselves. A suicide attempt may result in death, injuries, or no injuries. A mixture of ambivalent feelings, such as the wish to die and the desire to live, is a common experience with most suicide attempts. Therefore, ambivalence is not a sign of a less severe or less dangerous suicide attempt.
10. **Suicidal behavior:** Suicide attempts, intentional injury to self-associated with at least some level of intent, developing a plan or strategy for suicide, gathering the means for a suicide plan, or any other overt action or thought indicating intent to end one's life.
11. **Suicide contagion:** The process by which suicidal behavior or suicide influences an increase in the suicidal behaviors of others. Guilt, identification, and modeling are each thought to play a role in contagion. Although rare, suicide contagion can result in a cluster of suicides.
12. **Suicidal ideation:** Thinking about, considering, or planning for self-injurious behavior that may result in death. A desire to be dead without a plan or intent to end one's life is still considered suicidal ideation and should be taken seriously.

Scope

This policy covers actions within the school, on school property, at school-sponsored functions and activities, and at school-sponsored out-of-school events where school staff are present. School employees must act only within the authorization and scope of their credential or license. This policy should not be construed as authorizing or encouraging an employee to diagnose or treat mental illness unless the employee is specifically licensed or employed in that capacity. While it is expected that school professionals are able to identify suicide risk factors and warning signs, screen and assess to identify suicide risk and provide ongoing support to students identified as at-risk, the care or treatment for suicidal ideation is typically beyond the scope of services offered in the school setting.

Risk Factors and Protective Factors

Risk Factors

Risk factors for suicide are characteristics or conditions that increase the chance that a person may try to take their life. Suicide risk tends to be highest when someone has several risk factors at the same time. The most frequently cited risk factors for suicide are:

- Major depression (feeling down in a way that impacts your daily life) or bipolar disorder (severe mood swings)
- Problems with alcohol or drugs
- Unusual thoughts and behavior or confusion about reality
- Personality traits that create a pattern of intense, unstable relationships or trouble with the law
- Impulsivity and aggression, especially along with a mental disorder
- Previous suicide attempt or family history of a suicide attempt or mental disorder
- Serious medical condition and/or pain

It is essential to bear in mind that the large majority of people with mental disorders or other suicide risk factors do not engage in suicidal behavior.

High-Risk Student Populations

The following student populations are considered to be high-risk for suicidal behavior:

1. Youth living with mental and/or substance use disorders: While the large majority of people with mental disorders do not engage in suicidal behavior, "40.4 percent of youth suicide decedents between 2010-2021 had a documented mental health condition" (Chaudhary et al. 2024). Mental disorders, in particular depression or bipolar (manic-depressive) disorder, alcohol or substance abuse, schizophrenia and other psychotic disorders, borderline personality disorder, conduct disorders, and anxiety disorders, are important risk factors for suicidal behavior among young people. The majority of people suffering from these mental disorders are not engaged in treatment, which may render recognition of suicidal risk more difficult.
2. Youth who engage in self-harm or have attempted suicide: Suicide risk among those who engage in selfharm is significantly higher than the general population. Additionally, a previous suicide attempt is a known predictor of suicide death.
3. Youth in out-of-home settings: Youth involved in the juvenile justice or child welfare systems have a high prevalence of many risk factors for suicide. Between 2000 and 2014, suicide rates were consistently 2 to 3 times higher for youth in juvenile correctional facilities than for those in the general youth population (Ruch et al., 2019).
4. Youth experiencing unstable housing due to homelessness, foster care, family migrant worker status, or active-duty military family status (HMMFY): For youth experiencing homelessness, rates of suicide attempts are higher than those of the youth population in general. In 2023, the Centers for Disease Control and Prevention (McKinnon) reported that "adjusting for other demographic variables, students who experienced unstable housing were nearly twice as likely to have seriously considered suicide or made a suicide plan during the past year, and more than three times as likely to have attempted suicide during the past year."
5. LGBTQ+ youth: In 2024, The Youth Risk Behavior
   Survey Data Summary & Trends Report: 2013–2023 (Centers for Disease Control and Prevention) reported that 20 percent of LGBTQ+ youth attempted suicide during the past year as compared to 6 percent of cisgender and heterosexual youth. Suicidal behavior among LGBTQ+ youth can be related to experiences of discrimination, family rejection, harassment, bullying, violence, and victimization.
6. Youth bereaved by suicide: Youth who have experienced suicide loss through the death of a friend or loved one are at increased risk for suicide themselves.
7. Youth living with medical conditions and disabilities: Many medical conditions are associated with an elevated risk for suicidal behavior. Some of these conditions include chronic pain, loss of mobility, disfigurement, cognitive styles that make problem solving a challenge, and other chronic limitations.

Protective Factors

Protective factors for suicide are characteristics or conditions that may help to decrease a person's suicide risk. While these factors do not eliminate the possibility of suicide, especially in someone with risk factors, they may help to reduce that risk. Protective factors for suicide have not been studied as thoroughly as risk factors, so less is known about them.

Protective factors for suicide include:

- Receiving effective mental health care
- Positive connections to family, peers, community, and social institutions such as marriage and religion that foster resilience
- The skills and ability to solve problems

Protective factors do not entirely remove risk, especially when there is a personal or family history of depression or other mental disorders.

Prevention

Crisis Response Team

To ensure the policies regarding suicide prevention are appropriately adopted, implemented, and updated, the School created a Crisis Response Team consisting of administrators, mental health professionals, and relevant staff. The Crisis Response Team will be responsible for planning and coordinating the implementation of this policy. The Crisis Response Team will be the point of contact for issues relating to suicide prevention and policy implementation. All staff members shall report students they believe to be at elevated risk for suicide to the Crisis Response Team. When a student self-reports degrees of elevated risk, staff shall convene the Crisis Response Team.

The Crisis Response Team members are listed below:

1. School Principal
2. School Assistant Principal
3. School Mental Health Professional

4. School Nurse
5. School Counselor
6. Student Teacher of Record and Special Education Teacher (when applicable)

Staff Professional Development

All staff will receive annual training on suicide awareness and prevention, including information on the risk factors, warning signs, protective factors, response procedures, referrals, postvention, and resources. Training will include additional information regarding groups of students who are considered to be at "high-risk" for suicide, including those living with mental and/or substance use disorders, those who engage in self-harm or have attempted suicide, those in out-of-home settings (e.g., juvenile justice facilities), those experiencing HMMFY, LGBTQ+ students, students bereaved by suicide, and those with medical conditions or certain types of disabilities. The training materials will also include information on how to identify appropriate mental health services, both at the school site and within the community at large, and when and how to refer youth and their families to those services. Training materials may also include programs that can be completed through self-reviewing suitable suicide prevention materials.

Publication and Distribution

This policy will be distributed annually in the Comprehensive School Safety Plan (CSSP) and posted on the School website. Students, parents, and guardians may access the policy at any time.

Intervention, Assessment, and Referral

Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation or when they have knowledge or concerns about another student's emotional distress, suicidal ideation, or attempt. When a staff person identifies a student as potentially suicidal, e.g., verbalizes about suicide, presents overt risk factors such as agitation or intoxication, the act of self-harm occurs, or the student self-refers:

1. The staff person will continuously supervise the student while contacting the site administrator and a school mental health professional.
2. The school mental health professional will conduct a risk assessment.
3. The Crisis Response Team will contact the student's parent or guardian following the Parental Notification and Involvement procedures described herein. Based on the risk assessment, the family will be provided with an urgent referral for appropriate school and/or community resources. The referral process may include calling emergency services or bringing the student to the local Emergency Department when appropriate.
4. The Crisis Response Team will ask the student's parent or guardian for written permission to discuss the student's health with the student's outside-of-school healthcare providers, if appropriate.
5. The student's parent/guardian, principal, staff, school psychologist, and other providers, if needed, will participate in a return-to-school meeting. The purpose of the meeting will be to understand the appropriate referrals and interventions the student may need upon their return to school.

Imminent Danger

The school will limit the involvement and notification of law enforcement officials to situations in which a student's life is in imminent danger, and a mental health professional cannot address their needs. If the student is in imminent danger (e.g., has access to a gun, is on a rooftop, or is in other unsafe conditions), the Crisis Response Team or designated staff member shall call 911. The call shall not be made in the presence of the student, and the student shall not be left unsupervised. Staff shall not physically restrain or block an exit.

Action Plan for In-School Suicide Attempts

In the case of an in-school suicide attempt, the health and safety of the student and those around them are critical. The following steps should be implemented:

1. Remain calm and remember that the student is overwhelmed, confused, and emotionally distressed.
2. Provide comfort to the student.
3. Listen and let the student express their feelings or thoughts.
4. Supervise the student constantly to ensure their safety until professional medical treatment and/or transportation can be received. Do not send the student away or leave them alone, even if they need to go to the restroom.
5. Move all other students out of the immediate area as soon as possible.
6. Immediately notify the Crisis Response Team and school leadership.
7. If deemed necessary, call 911 and give the emergency dispatcher as much information as possible about any suicide note, medications taken, access to weapons, etc.
8. If needed, provide medical first aid until a medical professional is available.

9. The principal or designee will contact the student's parent or guardian as soon as possible following the Parental Involvement and Notification procedures described herein.
10. Review options and resources of people who can help.
11. Be comfortable with moments of silence as you and the student will need time to process the situation.
12. Be respectful. Promise privacy and help, but do not promise confidentiality.
13. The Crisis Response Team will assess whether additional steps should be taken to ensure student safety and well-being.
14. If appropriate, staff will immediately request a mental health assessment for the youth.
15. The student should only be released to parents or to a person who is qualified and trained to provide help.
16. Follow the Return to School Procedures described herein.

Action Plan for Out-of-School Suicide Attempts

If a staff member becomes aware of a suicide attempt by a student outside of school property, the student's privacy must be maintained. The following steps should be implemented:

1. Call the police and/or emergency medical services, such as 911.
   a. If the student contacts a staff member and expresses suicidal ideation, the staff member should maintain contact with the student (either in person, online, or on the phone). The staff member should then enlist the assistance of another person to contact the police and/or emergency medical services while maintaining verbal engagement with the student.
2. Contact the student's parent or guardian and offer support to the family.
3. Inform the Crisis Response Team.
4. Provide care and determine appropriate support to affected students.
5. Refer the student to a mental health professional to conduct a risk assessment.
6. Offer the student and the parent/guardian steps for the return to school plan.
7. Follow the Return to School Procedures described herein.

Return to School Procedures

A student who has threatened or attempted suicide is at a higher risk for suicide in the months following the crisis. Therefore, an appropriate return to school process is an important component of suicide prevention. For students returning to school after a mental health crisis, the Crisis Response Team, school psychologist, and/or mental health professional will meet with the student's parent or guardian and, if appropriate, meet with the student to discuss a return to school plan. The steps may include, but are not limited to:

1. The school mental health professional or other designee will be identified to coordinate with the student, their parent or guardian, and any outside-of-school mental health care providers to monitor the student's actions and mood.
2. The parent or guardian will provide documentation from a mental health care provider that the student has undergone examination and that he/she/they are no longer a danger to themselves or others. The school may also obtain a written release of information signed by the parent/guardian to allow the school to communicate with providers.
3. The school mental health professional or other designee will periodically check in with the student to help the student readjust to the school community and address any ongoing concerns.
4. The school mental health professional or other designee will confer with the student and parents/ guardians about any specific requests on how to handle the situation.
5. The school mental health professional or other designee will meet with the student's teacher(s) to review recommended support and signs to look for in order to better support the student.
6. School leadership and teacher(s) will allow accommodations for the student to make up work if appropriate.
7. The school mental health professional or other designee will work with parents/guardians to involve the student in an aftercare plan and school safety plan if needed.

Parental Notification and Involvement

In situations where a student is considered at-risk for suicide or has made a suicide attempt, the student's parent or guardian will be informed as soon as practicable by the principal, designee, or school-provided mental health professional. If appropriate, staff may also seek parental permission to communicate with outside-of-school mental health care providers regarding the student. Through discussion with the student, the principal, designee, or school-provided mental health professional will assess whether there is further risk of harm due to parent or guardian notification. If the principal, designee, or school-provided mental health professional believes, in their professional capacity, that contacting the parent or guardian would endanger the health or well- being of the student, they may delay such contact as appropriate and instead, contact and consult with Child Protective Services (CPS). If parental contact is delayed, the reasons for the delay should be documented. School staff are required to verify with the parent/guardian

that follow-up treatment has been accessed. Parents/ guardians will be required to provide documentation of care to the school. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotional distress, an appropriate school staff member will meet with the parents/guardians to identify barriers to treatment (e.g., cultural stigma, financial issues), work to rectify the situation, and build understanding of the importance of care. If follow-up care for the student is still not provided, school staff should consider contacting Child Protective Services (CPS) to report neglect of the youth.

Postvention

It is important to respond to a suicide death appropriately. A death by suicide in the school community can have serious negative consequences on students and staff. Therefore, the School will ensure that it implements an action plan when responding to a suicide death.

Development and Implementation of an Action Plan

The Crisis Response Team will develop an action plan to guide the School's response following a death by suicide. A meeting of appropriate school staff to implement the action plan should take place immediately following news of the suicide death. The action plan may include the following steps:

1. **Verify the death:** Staff will confirm the death and determine the cause of death through communication with the student's parent or guardian or police department. Even when a case is perceived as being an obvious instance of suicide, it should not be labeled as such until after a cause of death ruling has been made. If the cause of death has been confirmed as suicide, but the parent or guardian will not permit the cause of death to be disclosed, the school will not share the cause of death.
2. **Assess the situation:** The Crisis Response Team and a mental health professional will meet to prepare the postvention response, consider how severely the death is likely to affect other students, and determine which students are most likely to be affected. The Crisis Response Team and appropriate school staff will also consider how recently other traumatic events have occurred within the school community and the time of year of the suicide. If the death occurred during a school vacation, the need for, or scale of, postvention activities may be reduced if appropriate.
3. **Communication following death:**
   a. *Before the death is officially classified as a suicide by the coroner's office*, the death may be reported to staff, students, and parents/guardians with an acknowledgment that its cause is unknown. Inform the faculty that a sudden death has occurred, preferably in a staff meeting. Write a statement for staff members to share with students when appropriate. The statement should acknowledge the death but not include specific details, such as the cause of the death (i.e., suicide); include known funeral arrangements; recognize the sorrow that the news has and will cause; and include information about the resources available to help students cope with their grief. Staff should avoid making public announcements or holding school- wide assemblies discussing the student's death.
   b. *After the death is officially classified as suicide by the coroner's office,* the school administrator and school mental health professional may consider preparing a letter (with input and permission from the student's parent or guardian) to send home with students. The letter may include facts about the death, information about what the school is doing to support students, the warning signs of suicidal behavior, and a list of resources available. Staff shall not share explicit, graphic, or dramatic content, including the manner of death.
4. Avoid suicide contagion: The school administrator and school mental health professional should explain in the staff meeting described above that one purpose of trying to identify and give services to other at-risk or highrisk students is to prevent another death. The school administrator and school mental health professional will work with teachers to identify students who are most likely to be significantly affected by the death. In the staff meeting, the school administrator and school mental health professional will review suicide warning signs and procedures for reporting students who present concerns.
5. Initiate support services: Students identified as being more likely to be affected by the death will be assessed by a school mental health professional to determine the level of support needed. The school administrator and school mental health professional will coordinate support services for students and staff in need of individual and small-group counseling as needed.
6. Memorial plans: The school should not create on campus physical memorials (e.g., photos, flowers), funeral services, or fly the flag at half-mast because it may sensationalize the death and encourage suicide contagion. School should not be canceled for the funeral. The school should suggest to the parent/guardian that the funeral be held outside of school hours, if possible, and encourage parents/guardians of students to attend funeral/memorial with their children. The school should offer a safe space at the learning center for students to utilize if needed before/after funeral or memorial service.

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

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

Required Health Education for Grades 7-12:

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

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

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

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

Parent Rights, Notification, and Opt-Out:

- Written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education are available for inspection by parents/guardians. Please contact your student's teacher, Assistant Principal or Principal to examine instructional materials.
- Comprehensive sexual health education or HIV prevention education will be taught by OFY-Acton personnel and/or by outside consultants. OFY-Acton may provide comprehensive Health Education, to be taught by outside consultants, and may hold an assembly to deliver Health Education by guest speakers, but if it elects to provide Health Education in either of these manners, then parents/guardians will be notified by mail or another commonly used method of notification, no fewer than 14 days before the instruction is to be delivered, and such notice will include the date of the instruction, the name of the organization or affiliation of each guest speaker, and information stating the right of parents or guardians to request a copy of the California Healthy Youth Act. The use of outside consultants or guest speakers is within the discretion of OFY-Acton.
- Parents and guardians have the right to request a copy of the California Healthy Youth Act. Please contact your child's teacher, Assistant Principal or Principal to receive a copy.
- Request to Opt-Out from Health Education: A parent or guardian of a student has the right to excuse their child from all or part of Health Education, and assessments related to that education. To exercise this right, a parent or guardian must state their opt-out request in writing to the student's teacher.
- Request to Opt-Out from Research: OFY-Acton may administer anonymous, voluntary, and confidential research and evaluation tools to measure students' health behaviors and risks, including tests, questionnaires, and surveys containing age-appropriate questions about the students' attitudes concerning or practices relating to sex. Parents/guardians shall be given prior notice of these assessments, the opportunity to review the assessment instrument, and their right to withdraw their child from the assessment. To exercise this right, a parent or guardian must state their opt-out request in writing to the student's teacher.
- If the school has received a written request from a student's parent or guardian excusing the student from participation in Health Education or the research assessments described above, then the student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks.
- A student may not be subject to disciplinary action, academic penalty, or other sanction if the parent or guardian declines to permit the student to receive Health Education or to participate in anonymous, voluntary, and confidential tests, questionnaires, or surveys on student health behaviors and risks.

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

Transportation Safety Plan

Transportation Policy

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

The school provides transportation to students when required by law (e.g., when The school is the school of origin for a homeless youth), and may offer transportation for certain activities, which may include, but are not limited to:

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

The methods in which students are transported by the school may include, but are not limited to:

- Bus
- Shuttle
- Passenger van
- Rideshare service
- Walking, and
- Airplane

Service animals cannot be transported without proper documentation and prior written notice. School policies and procedures shall be followed prior to transportation accompanied by a service animal.

The school does not provide student transportation in staff personal vehicles. In emergency situations, staff MAY transport a student to seek treatment with parental/guardian consent.

Students who obtain transportation to school field trips or events in a personal vehicle do so at their own risk, and must be pre-arranged with the school.

Students, guests and parents participating in school field trips or excursions waive all claims against the school for injury, accident, illness, or death occurring during or by reason of the field trip or excursion, pursuant to California Education Code section 35330(d), which includes injuries sustained during transportation. Students, guests and parents may be required to sign a release waiving any claims prior to using school sponsored transportation.

Transportation Safety Plan

The school offers students transportation to and from school-related functions through contracted services with external transportation companies. This transportation safety plan identifies applicable requirements under Education Code Section 39831.3, for a school that provides transportation in a "school pupil activity bus," as defined under Education Code Section 39830.1. A current copy of this Transportation plan shall be made available upon request to an officer of the Department of the California Highway Patrol.

During school sponsored transportation, students are bound by all rules and standards of conduct established by the school (including those set forth in this Transportation Safety Plan), by the driver and/or transportation company, and by school provided chaperones. Students transported by bus shall be under the authority of, and responsible directly to, the driver, and the driver shall be responsible for the orderly conduct of the students during transport. Continued disorderly conduct or persistent refusal to submit to the authority of the driver or school provided chaperones, shall be sufficient reason for a student to be denied transportation.

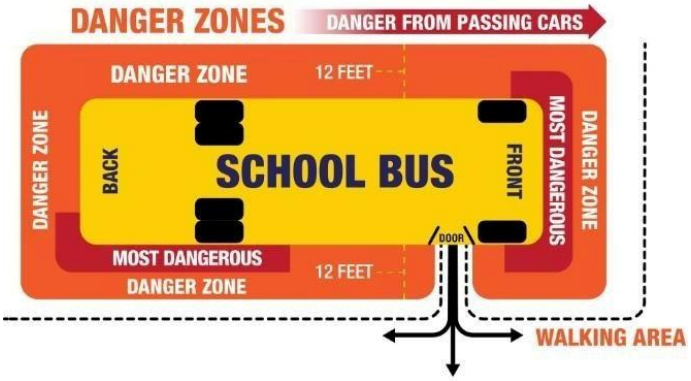
Students will receive at least one warning prior to suspension of transportation privileges, except in an emergency or as needed for health and safety. Students whose transportation privileges are suspended shall be provided with written notice setting forth the reasons for the suspension and the duration of the suspension. Students who engage in misconduct during transportation may also be subject to discipline consistent with school policies.

At all times while students are being transported in a bus, a school provided chaperone shall be present in the bus. Chaperones will be adults with the appropriate medical and/or background clearances, and will be selected in accordance with school policies and procedures. The school provided chaperones shall check the inside of the bus, visually inspecting on and around each seat, for any students asleep or hiding after unloading. When all the school provided chaperones disembark from the bus for any reason, the chaperones shall be satisfied that there are no students on board before leaving the bus.

General Loading/Unloading Procedures

The School Bus Danger Zone

Students should be aware of the School Bus Danger Zones when boarding and exiting school sponsored transportation. The danger zones extend 12 feet from the front, sides and rear of the bus. Passengers must wait no less than 12 feet from the curb and may only cross roadways no less than 12 feet in front of the bus.



Procedures for Boarding School Sponsored Transportation (Ground Travel)

- Students should only enter designated vehicles when instructed by school chaperones.
- Students will wait at least twelve (12) feet back from the edge of the curb or roadway.
- Students will wait for the vehicles to come to a complete stop and will not approach the vehicle until the front door is opened. Never run to a school sponsored vehicle, always walk.
- When waiting for the vehicle in a car, be sure your car is not parked in the bus loading/unloading zone. Make sure that you are out of the car, waiting at the stop, prior to the bus arriving.
- Students will enter the vehicle one at a time in an orderly manner in compliance with provided instructions.
- Chaperones will be responsible for the loading of any supplies and or equipment into designated storage areas of the vehicle as identified by the driver.
- Chaperones will perform a roll call and headcount prior to departure to verify the number and identity of each passenger.
- Passenger Restraint Systems will be used by all passengers when the vehicle is equipped.

Procedures for Exiting School Sponsored Transportation (Ground Travel)

- Students will remain seated until the vehicle comes to a complete stop and the door is opened. Students shall not stand while the vehicle is in motion.
- Students will exit the vehicle one at a time beginning with the front of the vehicle in an orderly manner in compliance with provided instructions.
- Students will wait for chaperone instructions in a designated area at least 12 feet away from the curb or roadway.
- Chaperones will be responsible for unloading any supplies and/or equipment from storage areas of the vehicle.

- Chaperones will perform a walk through and visual inspection of the inside of the vehicle to ensure there are no passengers left in the vehicle.
- Chaperones will perform a roll call and headcount upon exit to ensure all passengers have safely exited the vehicle.
- Personal items of any sort should not be left in school sponsored transportation.

School Responsibilities

- The School will determine the appropriate method of transportation and vehicle type required for each trip depending on the activity and group size.
- The School will determine the appropriate number of chaperones required for each trip depending on the activity and group size. There will be no less than 1 chaperone on board each bus that is transporting students at all times.
- The school will identify any passengers requiring special needs equipment or escort during school sponsored transportation.

Chaperone Responsibilities

- Chaperones will ensure that this Safety Plan is reviewed prior to chaperoning a trip.
- Chaperones will ensure that a printed copy of the sign-in sheet or roster as well as a copy of the current student emergency cards is kept on hand during the duration of any trip. Rosters should include cell phone numbers of passengers whenever possible.
- Chaperones will perform roll-call upon boarding school sponsored transportation
- Chaperones will perform a head count of all passengers at any stop where passengers exit the vehicle. If the head count is off at any point, roll must be called to identify any missing passengers.
- Chaperones should exchange contact information with the driver prior to departure of any school sponsored transportation.
- Chaperones should confirm the scheduled route and return pick-up times with the driver prior to the departure of each trip.

Passenger Rules While on School Sponsored Transportation

All students are required to:

- Arrive at the designated pick-up location on time.
- Refrain from transporting hazardous or destructive objects of any kinds such as firearms, weapons, glass objects or containers, explosives, sharp or pointed objects, skate boards, razor scooters or bikes. Sports equipment should be properly secured in designated storage areas
- Respect the rights and property of others.
- Avoid all fighting and rough play while on the vehicle, or while boarding or exiting the vehicle.
- Always enter and leave the vehicle through the entrance door except in emergencies.
- Keep all parts of the body inside the vehicle.
- Keep windows closed unless otherwise instructed by the driver.
- Not use profane language, obscene gestures, create excessive, or unnecessary noise.
- Not damage or deface any part of the vehicle or tamper with the radio, vehicle controls, emergency exits or other equipment, shoot at or throw away objects inside or outside of the vehicle, or in any way endanger the safety of others.
- Keep the vehicle free from litter.
- Be courteous and respectful to the driver, other students, and passersby.
- Obey the directions of the chaperone and driver, and give proper identification when requested.
- Always cross in front of the vehicle when it is necessary to cross the street.
- Comply with all other applicable School policies, including disciplinary policies.

Mechanical Breakdown

When school sponsored transportation is disabled due to a mechanical failure and students are aboard that require transportation, the relief vehicle should pull as close to the disabled vehicle as necessary to ensure student safety. The drivers of both vehicles should activate the hazard lights prior to the unloading and loading of passengers. Chaperones should immediately notify their Principal of any mechanical breakdown as soon as possible.

Procedure for Vehicle Incidents/Collisions

- In the event of a bus incident/collision, the driver and/or chaperone shall immediately secure the vehicle and notify the appropriate law enforcement authorities (911, CHP, and/or local police) of the incident, as well as the transportation company. Emergency medical services will be requested if appropriate.
- The chaperones will immediately notify the Principal of the event. The Principal will notify the Director of Schools.
- The School will notify parents or guardians of any injured student.
- Students should not be released until it is appropriate under the circumstances, as determined by the Principal or designee.
- After securing everyone's safety, the chaperone will be required to report the incident using the digital incident report form within 24 hours of said incident.

Bus Evacuation & Safety Instruction

All students who are provided school sponsored transportation in a school bus shall receive instruction in emergency procedures and passenger safety. The school shall provide this instruction as necessary times throughout the year. This instruction includes passenger conduct, bus evacuation, crossing roadways, proper loading and unloading and red light escorts. Prior to departure on field trips, the driver shall give safety instructions which include the location of emergency exits and the location and use of emergency equipment.

Compensated Driver Requirements

Any driver employed by the School, contracted by the School, or contracted by an entity with funding from the School that provides school-related pupil transportation for compensation ("Compensated Drivers") must comply with the driver requirements in Education Code section 39875 *et seq*., as amended from time to time. However, these requirements do not apply to drivers who are exempt under section 39875, including, but not limited to:

- A parent, guardian, relative, or court-appointed educational rights holder while transporting their own student.
- A student while transporting them self.
- A School employee when the employee provides transportation to student due to or because of the employee's supervision of students for a field trip, extracurricular activity, or athletic program, or when the employee provides transportation to students for other activities, not to exceed 40 hours of drive time per school year per employee, as long as:
    - The School makes a reasonable effort to secure a driver who meets the requirements of this policy; and
    - When the School is unable to secure a driver who meets the requirements of this policy, the School informs the parent, guardian, or court-appointed educational rights holder of the student being transported that the driver transporting their student does not meet the requirements of this policy, unless that notice will jeopardize a student's privacy rights.

- A driver who transports a student who must be immediately transported to a facility in the case of a medical, psychiatric, or other emergency.

Compensated Drivers shall comply with the following:

1. Hold a valid California driver's license for the appropriate class of vehicle.

- A driver who provides transportation services for pupils in a vehicle with a capacity of more than 10 persons, including the driver, shall hold a valid California commercial driver's license for the appropriate class of vehicle, endorsed for passenger transportation pursuant to Vehicle Code section 15278.

2. Be at least 18 years of age.
3. Pass a criminal background check, including fingerprint clearance, pursuant to Education Code sections 45125 and 45125.1.
4. Have a satisfactory driving record that includes **none** of the following:
    - Within three years, has committed any violation that results in a conviction assigned a violation point count of two or more.
    - Within three years, has had their driving privilege suspended, revoked, or on probation for any reason involving the unsafe operation of a motor vehicle.
    - Has been determined by the Department of Motor Vehicles to be a negligent or incompetent operator.
5. Not have demonstrated irrational behavior to the extent that there is reasonable cause to believe the drivers ability to perform the duties of a driver may be impaired.
6. Not have been convicted of an offense listed Vehicle Code section 13370(a)(1), (a)(5), or (b).
7. Provide their employer or the entity contracting with the School with a report showing the driver's current public record as recorded by the Department of Motor Vehicles and participate in the Department of Motor Vehicles pull-notice system.
8. Be subjected to and comply with drug and alcohol testing consistent with Vehicle Code section 34520.3 and subject to the cannabis discrimination limitations in Government Code section 12954.
9. Complete a medical examination by a licensed physician or other qualified medical professional listed in Education Code section 39877(a)(9)(A) not more than two years prior to the driver performing pupil transportation and provide a Medical Examiners Certificate, Form MCSA-5876, or the medical examiners certificate of clearance to their employer or the private entity contracting with the School. The medical examination is to be repeated every two years after the initial examination, and within the same month of reaching age 65 and each 12-month period thereafter.
10. Submit and clear a tuberculosis risk assessment consistent with Education Code section 49406.
11. Not drive for more than 10 hours within a work period, or after the end of the 16th hour after coming on duty following eight consecutive hours off duty.
12. Complete initial training and subsequent required training sufficient to gain proficiency in: (A) pre-trip vehicle inspections; (B) safe loading and unloading of passengers; (C) proper use of seatbelts and child safety restraints; (D) handling accidents, incidents, and emergency situations; (E) providing proper accommodations for pupils with disabilities; (F) defensive driving; (G) operations in inclement weather; and (H) operations at night or under impaired visibility conditions.
13. Maintain a daily log sheet and complete a daily pre-trip inspection of the vehicle being driven that day which shall include: (A) a check of the operability of all lights, initialed by the driver before the vehicle is first driven in service; (B) a check for fluid leaks, initialed by the driver before the vehicle is first driven in service; and (C) a check for the operability of the brakes, initialed by the driver before the vehicle is first driven in service.
14. Complete training at least equivalent to the American Red Cross first aid training program or hold a valid and current first aid certificate issued by the American Red Cross or by an organization whose first aid training program is at least equivalent to the American Red Cross' first aid training program, as determined by the Emergency Medical Services Authority.

Contracts with Private Entities

If the School contracts with a private entity to provide pupil transportation, the School shall obtain a written attestation from the private entity to all of the following:

- That it not have any applicable law violations at the time of applying for the contract.
- That it will maintain compliance with applicable laws for the duration of the contract.
- That only drivers who meet the requirements of Education Code section 39877(a)(1)-(14) work or will work under the contract with the School.
- That it have on file all the reports and documents required under Education Code section 39877(a)(1)-(14) for the duration of the contract, including any updated, revised, or modified reports/documents and have such documents available for inspection by the School.

A third party may report to the School that the private entity the School has contracted with has failed to provide a truthful attestation or has failed to maintain compliance with the applicable laws required for the duration of the contract, but must provide documentation to substantiate their allegation before the School considers it.

Vehicle Standards

For vehicles with a maximum capacity of eight or fewer passengers, excluding the driver, only street-legal coupes, sedans, or light-duty vehicles, including vans, minivans, sport utility vehicles, and pickup trucks, shall be used for pupil transportation.

Any vehicle used to provide pupil transportation for compensation by the School must: (1) be inspected every 12 months, or every 50,000 miles, whichever comes first, at a facility licensed by the Bureau of Automotive Repair to ensure that the vehicle passes a 19-point vehicle inspection, as adopted by the Public Utilities Commission before allowing the vehicle to be driven (this requirement does not apply to vehicles owned by the school or contracted with the school already subject to a statutory inspection program); and (2) be equipped with a first aid kit and a fire extinguisher.

Student Medical Leave Policy

The purpose of this policy is to ensure that students experiencing serious medical issues are provided with the appropriate support to continue their education while managing their health needs. In the event that a student is unable to attend school due to an injury, illness or other medical reason, including but not limited to hospitalization, the procedures below shall be followed.

Definitions

1. **Medical Leave:** When a student is or will be making Inadequate Progress (as defined herein) due to a student's injury, illness or other medical reason, including but not limited to, hospitalization or an absence for the benefit of the student's mental or behavioral health.
2. **Medical Note**: A document prepared by a California licensed physician who is responsible for the medical management of a student that provides information about the student's medical condition, whether the student will need to be absent from school, and the anticipated duration of such absence. The Medical Note must include the name, address, telephone number and signature of the supervising physician.
3. **Satisfactory Educational Progress:** A student is deemed to be making "satisfactory educational progress" if the student is progressing toward meeting the goals and/ or metrics pursuant to their Individualized Learning Plan and/or Individualized Education Program ("IEP"), consistent with the School's Board Policy for Independent Study.
4. **Inadequate Progress:** A student is deemed to be making "inadequate progress" if the student fails to complete 100% of the minimum work assignments required for one school month, fails to verify 75% of attendance for one school month, or misses four instructor appointments without a valid reason. Students making Inadequate Progress are considered to be truant under the School's Truancy Policy.
5. **Temporary Disability:** A physical, mental, or emotional disability incurred while a student is enrolled in a regular day class or an alternative education program and after which the student can reasonably be expected to return to regular day classes or the alternative education program. [Education Code Section 48206.3(b) (2).] A temporary disability shall not include a disability for which a student is identified as an individual with exceptional needs pursuant to Education Code Section 56026.
6. **Home and Hospital Instruction ("HHI"):** Either individual instruction at home provided by the school district in which the student is deemed to reside, or individual instruction in a hospital or other residential health facility, excluding state hospitals, provided by the school district in which the hospital or other residential health facility is located pursuant to Education Code Section 48206.3(a).

Procedures

1. A student, parent or legal guardian must notify the School and provide a Medical Note justifying the Medical Leave.

2. The student may choose to voluntarily withdraw from the School (or the parent/legal guardian may choose to voluntarily withdraw the student if the student is under 18 years old) if the student/parent/legal guardian would prefer to disenroll the student to, e.g., focus on healing and recovery, instead of having the student remain enrolled at the School under a Medical Leave in accordance with this policy. If the student becomes well enough to return to school, the student may reenroll at the School (or join the waitlist if the School is at capacity).

- Enrollment in a charter school is voluntary and no student can be required to attend a charter school. [Education Code Section 47605(g).] The School will not encourage a student currently attending the School to disenroll from the School or transfer to another school for any reason. [Education Code Section 47605(e)(4)(C).]

3. If a student (or parent/legal guardian if the student is under 18 years old) chooses to have the student remain enrolled during a Medical Leave, the Student Study Team ("SST") will meet with the student, parent or legal guardian to discuss whether the student will be able to continue making Satisfactory Educational Progress in the School's independent study program during the Medical Leave.

4. Medical Leave is a valid reason for missing required instructor appointments pursuant to the School's attendance policies. Students taking a Medical Leave will be allowed to complete any assignments and tests missed during validly excused absences from instructor appointments that can be reasonably provided and will be given full academic credit upon satisfactory completion within a reasonable period of time.

5. If the SST determines that the student will not be able to continue making Satisfactory Educational Progress during the Medical Leave, the student will be placed on a long-term medical leave, which means the student will remain enrolled, the absences will be excused, and the student is not subject to the remainder of this policy.

6. If the SST determines that the student will be able to continue making Satisfactory Educational Progress during the Medical Leave, the SST will determine any appropriate supports to help assist the student.

7. If a student taking a Medical Leave is subsequently deemed to be making Inadequate Progress or is not making Satisfactory Educational Progress, the SST will meet with the student, parent or legal guardian to identify any issues and determine whether additional supports will be provided. (This meeting is hereinafter referred to as the "SST Meeting".)

8. If a student continues to make Inadequate Progress the subsequent month after the SST Meeting, an evaluation will be conducted pursuant to the procedures outlined in the School's Truancy Policy to determine whether it is in the best interests of the student to remain enrolled in independent study.

9. If the student has a Temporary Disability that makes/made attendance at the School impossible or inadvisable, the student has the right to receive HHI pursuant to Education Code Section 48206.3 from the school district in which the student is deemed to reside.

The School does not provide HHI.

- It is the primary responsibility of the parent or legal guardian of a student with a Temporary Disability to notify the school district in which the student is deemed to reside of the student's presence in a qualifying hospital. [Education Code Section 48208.] Temporarily disabled students may not receive HHI through independent study. [Education Code Section 51745(d).]

- A student receiving HHI after being disenrolled from the School who becomes well enough to return to the School, shall be allowed to return if the Student returns during the school year in which HHI was initiated. [Education Code Section 48207.3.]

- The School may continue to enroll a student who is receiving individual instruction in a hospital or other residential health facility in order to facilitate the timely reentry of the student in the School after the hospitalization has ended, or in order to provide a partial week of instruction to a student who is receiving

individual instruction in a hospital or other residential health facility, for fewer than five (5) days of instruction per week, or the equivalent. [Education Code Section 48207(b).]

Additional Considerations for Students with Disabilities

1. Any decision regarding the appropriateness of HHI for special education students must be pursuant to an IEP made by the IEP Team.
2. If a special education student's parent/legal guardian (or student if over the age of 18) does not respond to the request for an IEP meeting, the School's Internal Procedure for Truant and Missing In Action Special Education Students should be followed and the School will do at least the following:

- A prior written notice must be sent to the parent/ legal guardian (or student if over the age of 18) outlining at least three possible dates for an IEP meeting. Such notice will include IEP meeting notices and the Notice of Parental Rights and Procedural Safeguards.
- The IEP meeting should be convened on the last date listed, with or without the parent/legal guardian (or student if over the age of 18) in attendance.
- If possible, a home visit should also be conducted in accordance with the School's Home Visit Policy and Procedure prior to convening the IEP meeting.
- The School will document all attempts to reach the student, parent or legal guardian and retain a copy of all letters, notices and documentation sent to the student, parent/legal guardian and the student's district of residence (if applicable) in the student's file.

Family Safety Planning and Emergency Contact Information

Our school is committed to keeping every student safe and supported. In accordance with **California Education Code §234.7**, families are encouraged to create a **Family Safety Plan** and to maintain **accurate and up-to-date emergency contact information** with the school at all times. Every student's record should include **multiple emergency contacts** who can be reached if a parent or guardian is unavailable. Families may also complete a **Caregiver's Authorization Affidavit** if a trusted adult will be temporarily responsible for the student's care.

The **California Attorney General's "Know Your Educational Rights" guide** provides information for all families—regardless of immigration status—about students' rights to a free public education and the confidentiality of student records. The guide and related resources are posted on our school website and are available in multiple languages.

For more information or to update your student's emergency contacts, please contact the school office. Families seeking to create a Family Safety Plan can visit the California Department of Justice website at **https://oag.ca.gov/immigrant/rights** for helpful planning tools and multilingual resources.

Study Requirements

Planning a Course of Study

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

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

Community Service

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

Guidelines:

- The service MUST be for a Non-profit organization.
- The student CANNOT profit monetarily or receive credit in another way for the service.
- The service MUST benefit others.
- The service CANNOT be something that is required by someone else.
- The service MUST be a total of 10 hours.
- The service MUST be completed in grades 9-12 before last unit of work is accepted.

Examples of Community Service:

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

Church/Religious Organizations

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

Workforce Skills Training

As a graduation requirement, students must:

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

Standardized Testing

OFY-Acton must administer any state-mandated tests as applicable. In the coming school year, the Charter School will administer the California Assessment of Student Performance and Progress System (CAASPP). This includes the computer-adaptive Smarter Balanced Summative Assessments, which are comprehensive, end-of-year assessments of grade-level learning that measure progress toward college and career readiness in English Language Arts and Math. Scores are included in the student's file or portfolio and are utilized by the teacher when consulting with families about educational plans and

curriculum options. Spanish-language tests are available for students under certain circumstances. State-mandated testing occurs with familiar faces and in smaller test settings. Every attempt is made to break down the testing periods into manageable times.

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

California State-Mandated Physical Fitness Testing

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

Middle School Promotion

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

Two-Year Subject Requirements Core Subjects:	
English/Language Arts	4 semesters
History/Social Science	4 semesters
Mathematics	4 semesters
Science (including Health topics)	4 semesters
Other Subjects:	
Physical Education	4 semesters

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.

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.

Deficiencies must be made up by taking additional courses or by taking additional work in high school, depending on individual circumstances.

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

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

Note: Minimum age for enrollment is 14

OFY Acton High School Planning Guides (9-12)

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

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

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

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

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

Plus

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

College and Career Plan

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

A–G Approved Course List

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

A — History/Social Science

US Government
US History
World History

B — English

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

C — Math

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

D — Lab Science

Biology
Engineer your World
Intro to Nursing
Physical Science
Physics

E — Foreign Language

Spanish 1
Spanish 2

F — Visual/Performing Arts

Art History
Careers in Visual Arts
Construction 1
Film Analysis (2024)
Introduction to Plays & Theaters
Visual Arts

G — College Prep Electives

Construction 2
Criminal Justice
Dual Enrollment Support A
Economics
Psychology
World Geography

A–G Approved Course List: Online Courses

A — History/Social Science

World History
US History
United States History
AP United States History
American Government

B — English

English 9/I
English Language Development ELD 9
English 10/II
English Language Development ELD 10
English 11/III
English Language Development ELD 11
English 12/IV
English Language Development ELD 12
AP English Literature and Composition

C — Math

Algebra 1/I
Geometry
Algebra 2/II
Precalculus
AP Calculus AB
AP Computer Science A
Probability & Statistics
Integrated Math 1
Integrated Math 2
Integrated Math 3

D — Lab Science

Earth and Space Science
Biology
AP Biology
Chemistry
AP Chemistry
Physics

E — Foreign Language

American Sign Language 1
American Sign Language 2
American Sign Language 3
French 1
French 2
German 1
German 2
Spanish 1
Spanish 2
Spanish 3

F — Visual/Performing Arts

Graphic Design & Illustration (EDM)
Introduction to Visual Arts
Music Appreciation
Professional Photography
Theater, Cinema, & Film Production

G — College Prep Electives

Accounting
African American Studies
Applied Medical Terminology
Art History and Appreciation
Artificial Intelligence
Audio/Video Production 1
Audio/Video Production 2
Audio/Video Production 3
Basic Writing Skills
Business Communications
Business Information Management

A–G Approved Course List: Online Courses

G

College Prep Electives (cont.)

Certified Nurse Aide
Child Development and Parenting
CompTIA A+ Exam Prep
CompTIA Network + Certification
Computer Programming 1
Computing for College and Careers
Consumer Mathematics
Creative Writing
Culinary Arts

Digital and Interactive Media
Drafting and Design

Economics
Entrepreneurship
Environmental Science

Financial Mathematics
Food Handler and Food Manager Certifications
Foundations of Green Energy

Game Development
Gothic Literature

Health
Hospitality & Tourism: Traveling the Globe

International Business
Intro to Android Mobile App Development
Intro to Anthropology
Intro to Archaeology
Intro to Astronomy
Intro to Criminology
Intro to Cybersecurity
Intro to Fashion Design
Intro to Finance
Intro to Forensic Science
Intro to iOS Mobile App Development
Intro to Marine Biology
Intro to Military Careers
Intro to Nursing
Intro to Philosophy
Intro to Social Media
Intro to Veterinary Science
Intro to World Religions

Marketing, Advertising, & Sales
Mythology & Folklore

Networking Fundamentals
Nutrition and Wellness

Personal Finance
Physical Science
Principles of Agriculture
Principles of Business, Marketing, and Finance
Principles of Education & Training
Principles of Engineering and Technology
Principles of Government & Public Administration
Principles of Health Science
Principles of Hospitality & Tourism
Principles of Information Technology
Principles of Law, Public Safety, Corrections, & Security
Principles of Manufacturing
Principles of Transportation, Distribution, and Logistics
Professional Communications
Psychology

Revolutionary Ideas in Science
Robotics I

Social Issues
Sociology
Sports & Entertainment Marketing
Structure of Writing

Web Technologies
Women's Studies
World Geography

College Examination Requirements

SAT or ACT

*Optional for University of California & California State Universities

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

UC and CSU A–G Eligibility Requirements

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

Community College Admission Requirements

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

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

Concurrent Enrollment

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

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

NCAA Eligibility Requirements

Division I Academic Eligibility

To be eligible to compete in NCAA sports during your first year at a Division I school, you must graduate high school and meet ALL the following requirements:

- Complete 16 core courses:
  - Four years of English
  - Three years of math (Algebra 1 or higher)
  - Two years of natural/physical science (including one year of lab science if your high school offers it)
  - One additional year of English, math or natural/ physical science
  - Two years of social science
  - Four years of additional courses from the subjects listed above, foreign language, comparative religion or philosophy
- Complete 10 of those core courses, including seven in English, math or natural/physical science, before your seventh semester. Once you begin your seventh semester, you may not repeat or replace any of those 10 courses to improve your core-course GPA.
- Earn at least a 2.3 GPA in your core courses.

Division II Academic Eligibility

To be eligible to compete in NCAA sports during your first year at a Division II school, you must meet academic requirements for your core courses, grade-point average (GPA) and test scores.

You must graduate high school and meet ALL the following requirements:

- Complete 16 core courses:
  - Three years of English.
  - Two years of math (Algebra 1 or higher).
  - Two years of natural or physical science (including one year of lab science if your high school offers it).
  - Three additional years of English, math or natural or physical science
  - Two years of social science
  - Four years of additional courses from the subjects listed above, foreign language, comparative religion or philosophy
- Earn at least a 2.2 GPA in your core courses.

If you are an NCAA college-bound student-athlete, please make an appointment to meet with your post-secondary counselor as soon as possible after enrollment.

High School Check List for College Admissions Freshman Year Calendar

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

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

Sophomore Year Calendar

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

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

October

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

November

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

December

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

January

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

February

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

March

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

April

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

May

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

June

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

July

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

August

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

Junior Year Calendar

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

September

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

October

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

November

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

- http://www.nacacnet.org/studentinfo/Pages/Default.aspx

December

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

January

- If you plan to take the ACT, register now for the February ACT. Many colleges accept the ACT (American College Test) or the SAT Reasoning Test. Some colleges require the ACT or both SAT Reasoning Test and the SAT Subject Tests. When you begin to explore different colleges and universities, double check to see if they prefer or require the ACT, the SAT Reasoning Test and/ or the SAT Subject Tests.
- Begin to make a preliminary list of colleges you would like to investigate further. Surf the Internet and use the college resources in the guidance office or library.
- Ask your parents for your Social Security number (required on many college applications). If you were never issued a Social Security number, contact the closest Social Security office as soon as possible to obtain a new number. If you are not eligible for a Social Security number, please talk with your post-secondary counselor about procedures to follow when filling out your college application.

February

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

March

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

April

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

May

- Attend a college fair to get more information about colleges on your list. NACAC sponsors college fairs in cities across the country during the fall and the spring. Visit NACAC's National College Fairs web page to check out the schedule for the National College Fairs and the Performing and Visual Arts College Fairs.
- Get a jump start on summer activities. Consider enrolling in an academic course at local college, pursuing a program, applying for an internship, working, or volunteering. If you work, save part of your earnings for college.
- Begin visiting colleges. Phone to set up appointments. Interviews are always a good idea. Many colleges will tell you they are optional, but an interview will show interest, enthusiasm and initiative on your part and provide an excellent opportunity to have your questions answered. Do a practice interview with your postsecondary counselor, teacher, employer, or a senior who has had college interviews. Set up interviews as early as possible – interview times become booked quickly!
- If you decide to take the SAT Reasoning Test or the SAT Subject Tests and /or the ACT, now would be the time.

June

- After school ends, get on the road to visit colleges.

Seeing the college firsthand, taking a tour, and talking to students can be the greatest help in deciding whether or not a school is right for you. Although it is ideal to visit colleges during the academic year, going in the summer will be valuable. Admissions offices usually employ their students to give tours and answer questions from prospective students and their parents.

- If you decide to take the SAT Reasoning Test, the SAT Subject Tests and/or the ACT, now would be the time.

July

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

August

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

Senior Year Calendar

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

September

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

October

- FAFSA (Free Application for Federal Student Aid) opens this month via studentaid.ed.gov/sa/fafsa. Be sure to apply during the October 1st through March 2nd window to see if you are eligible for financial aid. If you don't intend to apply, you must submit an opt-out form to OFY-Acton.
- Attend a regional college fair to investigate further those colleges to which you will probably apply. Visit the College Fairs section on NACAC's Web site to view the schedule for NACAC's National College Fairs and Performing and Visual Arts College Fairs. http://www. nacacnet.org/Pages/default.aspx
- Start online applications in time to reach the colleges by the deadlines. Check with your post-secondary counselor to make sure your transcript and test scores have been/ will be sent to the colleges to which you are applying.
- If applying for early decision or early actions, send in your application now. Also prepare applications for back up schools. Remember, if you are accepted under the early decision option, you are expected to enroll at that college and

to withdraw all other applications. Submit financial aid information if requested from early decision/action candidates.
- Register for the December/January SAT Reasoning Test and /or SAT Subject Tests, or December ACT if you have not completed the required tests or if you are not happy with your previous test scores and think you can do better.
- Have official test scores sent by the testing agency to colleges on your list.
- Begin CSU & UC applications.
- If you need financial aid, obtain a FAFSA (Free Application for Federal Student Aid) form from your post-secondary counselor. Check to see if the colleges to which you are applying require any other financial aid form. Register for the CSS Profile if required and obtain the college's own financial aid forms, if available.

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

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

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

February
- Remember to monitor your applications to be sure that all materials are received on time and that they are complete. Stay on top of things and don't procrastinate; you can ruin your chances for admission by missing a deadline.
- You should receive your Student Aid Report (SAR) within four weeks after submitting the FAFSA. Review the SAR carefully and check for any inaccuracies. If necessary, correct any items on the SAR and return it to the FAFSA processor (if a college transmitted your data directly, notify the college of any change).
- If more than four weeks have passed after sending in your FAFSA and you have not received an acknowledgment, contact the Federal Student Aid Information Center (319) 337-5665. To identify you, they will need your name, social security number, address, and date of birth exactly as it was written on your FAFSA.
- Continue to complete scholarship applications. You may be eligible for more scholarships than you think, so apply for as many as you can.
- Enjoy your final your final year in high school, but don't catch senioritis!

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

April
- Review your college acceptances and financial aid rewards. Be sure to compare financial aid packages in your decision-making process. If you are positive you will not enroll at one or more of the colleges which accepted you please notify those colleges that you have selected another college. Keeping colleges abreast of your plans might enable those

colleges to admit someone else. If you know which college you will attend, send your tuition deposit and follow all other instructions for admitted students. You must decide which offer of admission to accept by May 1 (postmark date).

May

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

June

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

July

- Look for information in the mail from the college about housing, roommates, orientation, course selection, etc.
- Respond promptly to all requests from the college.

August-September

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

College Preparatory Plan

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

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

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

University of California

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

To be admitted to a campus of the University of California as a freshman, the student must meet the requirements of admission, including the Subject Requirement (i.e., the A-G course completion), and the Scholarship Requirement (i.e.,

minimum GPA in A-G courses). Students are expected to have a transcript pattern that includes academic courses, which are college preparatory in nature.

Cal State University

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

Annual Notification: Dual Enrollment Opportunities

Options for Youth is required by law **(Ed. Code § 48980.6)** to inform parents and guardians of students in grades 7–12 about the opportunity for students to participate in **dual enrollment courses** offered in partnership with accredited local community colleges.

What is Dual Enrollment?

Dual Enrollment allows eligible high school students to enroll in approved college-level courses and earn **both high school and college credit** at the same time. These courses are provided **at no cost** to students and are offered through partnerships established under *California Education Code §§ 76004 et seq.* (CCAP Agreements).

Key Points for Families

- Courses may be offered **at the charter school, the partnering college, or online**.
- Participation requires **school counselor and parent/guardian approval**.
- Students must meet eligibility and readiness criteria, including academic performance and maturity for college-level coursework.
- Students participating in dual enrollment are subject to both the **college's policies** and **charter school policies**.
- The charter school is **not responsible for transportation or supervision** while the student is on the college campus.

Why Participate?

Dual enrollment helps students:

- Experience college-level learning while still in high school.
- Earn college credit early, saving time and money.
- Strengthen college readiness and competitiveness for postsecondary opportunities.

For a full list of courses, discuss eligibility and application deadlines, please see the school counselor.

California College Guidance Initiative (CCGI) and Data Sharing Notice

In accordance with California Education Code §60900.5, our school participates in the **California College Guidance Initiative (CCGI)**, which provides students and families access to **CaliforniaColleges.edu**, a college and career planning platform. To support this service, the California Department of Education shares certain student data (such as enrollment and achievement information) from the **California Pupil Achievement Data System (CALPADS)** with CCGI. This data allows students to use the platform for college and financial aid applications and to send information to California public colleges, universities, and the California Student Aid Commission.

High School Courses



English – Core Classes

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

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

HSED1015/1016 *12th Grade*

Credits: 10 *CSU/UC Approved for "B"*

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

CSU Expository Reading/Writing A/B CP

HS1091/1092 *9th – 12th grade*

Credits: 10 *CSU/UC Approved for "B"*

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

English 9 A/B

HL/HLDI/HLDG/HLES/HLESDI1001/1002 *9th Grade*

Credits: 10 *CSU/UC Approved for "B"*

English 9A/9B will develop writing competence through clear, coherent, and correct sentences and paragraphs. Committed students will develop critical thinking and reading skills, which are demonstrated through discussion, writing, and classroom presentations. Readings focus on non-fictional and informational text through to fiction. Students read short stories, nonfiction, poetry and fiction novels. Each semester, all students read a common work in fiction and complete common standards-based projects and assessments. Additional curriculum includes emphasis of literary terms (the analysis vocabulary of literature), vocabulary development, and out-of class writing (narrative/biography, literary analysis, and expository essay) as well as a research-based project.



English 9 A/B CP (Online – Edmentum)

HSED1001/1002, HSES175/1764 *9th Grade*

Credits: 10 *CSU/UC Approved for "B"*

English entails the study of the creation and analysis of literature written in the English language. In English 9A, students will delve into a variety of techniques aimed at enhancing their reading comprehension and writing skills. The instruction encompasses a wide range of writing types, including creative, descriptive, expository, narrative, and persuasive. Throughout the course, students will engage in reading and analyzing literature from various genres, while also honing skills related to effective study habits. Their writing skills will be sharpened as they evaluate literary works in terms of literary technique, form, and theme.



English I A/B (Bright Thinker)

HSBT1001/1002, HSBT1001D/1002D *9th Grade*

Credits: 10 *CSU/UC Approved for "B"*

English I sets out on a four-year journey where students will master grammar, hone advanced communication skills, and appreciate challenging literature. The course starts with grammar basics like sentence structure, parts of speech, and phrases. Students will enrich

their vocabulary through studying technology, literary terms, and words with multiple meanings. They'll explore culturally diverse texts focusing on literary elements and techniques, with excerpts from The Odyssey and Romeo and Juliet, which will broaden their literary exposure. Writing skills will progress as students learn to create research papers. The course also covers effective speaking and listening.

English 10 A/B; English 10 A/B CC

HL/HLDI/HLDG/HLES/HLESDI1003/1004; 1011/1012 *10th Grade*

Credits: 10 *CSU/UC Approved for "B"*

English 10 is a 10th grade level English Language Arts course that is designed to teach our students key literary skills and knowledge which can be useful in the professional world. Through this course, student learning is supported via scaffolding, guided and independent practice, and so on. Each lesson is geared towards helping students grow in valuable areas such as vocabulary, grammar, writing, reading comprehension, critical thinking, and more. In the first semester, students will cover topics such as the components of an effective paragraph and essay, how to analyze and write literary responses to fiction, how to analyze and write about nonfiction, the techniques of persuasion, and how to present findings through a multimedia presentation. In the second semester, students will go over the elements of a short narrative (theme, plot structure, etc.), features of an autobiographical text, qualities and purpose of science fiction, techniques of satire, and methods of persuading through a formal proposal letter. Students are able to reinforce and demonstrate their understanding of the course materials through a Performance Task, a lesson's Check for Understanding, the Unit Summative Review, and the unit test.



English 10 A/B CP (Online – Edmentum)

HSED1003/1004, HSES177/178 *10th Grade*

Credits: 10 *CSU/UC Approved for "B"*

English entails the study of the creation and analysis of literature written in the English language. In English 10, students explore different literary devices employed in short stories, including subject, theme, mood, plot, and narration. They engage in reading and analyzing a variety of literary works to gain a deeper understanding of specific literary devices. The second unit focuses on various types of informational texts, while the third unit delves into the study of drama across different eras. Throughout the course, students are assigned writing activities that require the application of analytical and persuasive skills. In English 10, students also delve into a range of techniques to enhance their reading comprehension, writing skills, as well as their grasp of grammar and mechanics.



English II A/B (Bright Thinker)

HSBT1003/1004, HSBT1003D/1004D *10th Grade*

Credits: 10 *CSU/UC Approved for "B"*

English II begins by emphasizing grammar to enhance students' writing skills. They then delve into analyzing elements of literary genres. Students engage in comparative analysis of informational texts and undertake various writing assignments, such as crafting an analytical essay on a short story and a persuasive essay that they present orally. They also undertake a research paper on a topic of their choice accompanied by a multimedia presentation. Furthermore, the course includes practical exercises where students develop their resumes and compose letters for professional purposes.

English 11 A/B

HL/HLDI/HLDG/HLES/HLESDI1005/1006 *11th Grade*

Credits: 10 *CSU/UC Approved for "B"*

The purpose of English 11 is to develop critical literary thinkers and effective writers. Through the use of Essential Questions, you will analyze and evaluate a wide variety of fiction and nonfiction selections. You will be challenged to improve your skills in a variety of writing assignments, refining your knowledge of grammar, proofreading, and revision rules. You will learn to use higher-level thinking skills to go beyond simple comprehension of the assigned texts. You will grow in your ability to analyze and evaluate information in literary and informational texts.



English 11 A/B CP (Online – Edmentum)

HSED1005/1006, HSES179/180 *11th Grade*

Credits: 10 *CSU/UC Approved for "B"*

English entails the study of the creation and analysis of literature written in the English language. In English 11, students engage in studying a variety of techniques aimed at enhancing their reading comprehension and writing skills. The instruction encompasses various types of writing, including creative, descriptive, expository, narrative, and persuasive. Throughout the course, students read and analyze literature from different genres, with a particular focus on American literary movements throughout history. Additionally, students complete writing activities that involve evaluating literary works in terms of literary techniques, form, and theme.

English III A/B (Bright Thinker)

HSBT1005/1006, HSBT1005D/1006D *11th Grade*

Credits: 10 *CSU/UC Approved for "B"*

English III focuses on American Literature development and its comparison with global literary ideas and forms. Students begin with language arts fundamentals and progressively tackle more complex practices to achieve analytical thinking objectives. Through a systematic approach, students learn to craft intricate analyses and argumentative papers. The curriculum also covers research principles, teamwork, discussion, and presentation skills. The accompanying text for the course is Joseph Stein's musical, "Fiddler on the Roof," which illuminates literary devices and themes of immigration and cultural assimilation, supplemented by relevant literature. Additionally, students delve into college and career planning, along with strategies for navigating information in today's technology driven world.

English 12 A/B

HL/HLDI/HLDG/HLES/HLESDI1007/1008 *12th Grade*

Credits: 10 *CSU/UC Approved for "B"*

The goal of the English 12 course is to equip students with important reading comprehension, analytical, critical thinking, and writing skills through studies of various fictional and non-fictional works. Each workbook aims to grow a student's understanding of a literary concept, skill, or genre. In Semester A, the student will study Medieval literature (looking at the features of an epic and epic hero, characterization, Medieval warrior culture, etc.), 14th century literature (understand Chaucer and Canterbury Tales, rhyme, rhythm, the role of the church, etc.), Renaissance literature (how language and arts evolved during this time, features of poetry, figurative language, sound devices, etc.), and satirical literature (understand the purpose and features of satire, irony types, diction, etc.). For the final unit, the student will dive deeper into their semester reading of Macbeth via deep analysis of its themes, the figure of Macbeth as a tragic hero, the role of fate and ambition, and so forth. In Semester B, the student will explore the Romantic Movement (the impact of Industrialism, how Romantic ideals acted as a reaction to this change, poetry features, etc.), Victorian period (intro into Gothic literature style, role of monologues, etc.), 20th Century (going over the qualities of Modernism, analyzing Modernist works, etc.), and the World Wars (historical context and impacts of both World Wars on society, literature, etc.). In the final unit, students will bring everything they learned together through a culminating project. Within the unit, the lessons provide students the foundations for growth via teaching of relevant vocabulary, grammar and punctuation rules, background context, guided practice, performance tasks, checks for understanding, and more.

English 12 A/B CP (Online – Edmentum)

HSED1007/1008, HSES18/182 *12th Grade*

Credits: 10 *CSU/UC Approved for "B"*

English entails the study of the creation and analysis of literature written in the English language. In English 12, students delve into exploring the relationship between British history and literature, specifically focusing on the Anglo-Saxon period through the neoclassical era, including the notable works of Shakespeare. Throughout the course, students engage in reading and analyzing a diverse range of literary works from this specific time period, contextualizing them with relevant cultural and political history presented in each lesson. In addition to the historical and literary analysis, students in English 12 also study a variety of techniques designed to enhance their reading comprehension, writing skills, and grammar and mechanics. The instruction covers various types of writing, including creative, descriptive, expository, narrative, and persuasive. Moreover, students will complete writing activities that require the application of analytical and persuasive skills.

English IV A/B (Bright Thinker)

HSBT1007/1008, HSBT1007D/1008D *11th Grade*

Credits: 10 *CSU/UC Approved for "B"*

English IV focuses on interpreting literature across different epochs and genres, including fiction, drama, and poetry. Students analyze the language and themes of the dramatic play "Cyrano de Bergerac," exploring its narrative complexities. Poetry studies encompass British poetry alongside ancient and contemporary poems from diverse cultures. Writing assignments encompass a range of tasks, such as crafting fiction stories, scripts, and essays evaluating literary elements. The curriculum also includes research and persuasive writing, aimed at honing logical argumentation skills for end-of-course and SAT essay writing. Furthermore, students learn to analyze and assess media and speeches, while refining presentation and discussion abilities.

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

HS1130/1131 *9th Grade*

Credits: 10 *CSU/UC Approved for "B"*

This course, which adheres to the California Common Core English standards, intends to equip students for life outside the classroom, building college, career, and citizenship readiness. Focused on text complexity, the course covers narrative, plays, dramas, poetry, informational texts, including articles, websites, videos, and other supplemental reading. Students will gain literacy skills by

challenging their critical thinking, reasoning, and evidence-collection skills. Students write essays that focus on thematic structure, sentence variety, and voice. Students can express their ideas in meaningful and relevant ways, while learning the technical aspects of language. English 9 iLit serves as the foundation for all subsequent courses in high school that involve reading, analyzing and writing, providing students with the tools and strategies needed to develop effective communication skills.

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

HS1132/1133 *10th Grade*

Credits: 10 *CSU/UC Approved for "B"*

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

English Language Development ELD 11 A/B CP (Online – iLit)

HS1145/1146 *11th Grade*

Credits: 10 *CSU/UC Approved for "B"*

This course, which adheres to the California Common Core English standards, equips students for life outside the classroom, building college, career, and citizenship readiness. Focused on text complexity, the course covers narrative, plays, dramas, poetry, informational texts, including articles, websites, videos, and other supplemental reading. Students will gain literacy skills by challenging their critical thinking, reasoning, and evidence-collection skills. Student writing assignments focus on exploring thematic structure, sentence variety, and voice. Students can express their ideas in meaningful and relevant ways, while learning the technical aspects of language. ELD 11, using iLit, serves as a foundation for all subsequent courses in high school that involve reading, analyzing and writing, providing students with the tools and strategies needed to develop effective communication skills.

English Language Development ELD 12 A/B CP (Online – iLit)

HS1147/1148 *12th Grade*

Credits: 10 *CSU/UC Approved for "B"*

This course, which adheres to the California Common Core English standards, equips students for life outside the classroom, building college, career, and citizenship readiness. Focused on text complexity, the course covers explanatory and argumentative writing, poetry, informational texts, including articles, websites, videos, memoirs, and other supplemental reading. Students will gain literacy skills by challenging their critical thinking, reasoning, prediction, and evidence-collection skills. Student writing assignments focus on supporting claims, author's purpose, descriptive details, sentence variety, and tone. Students can express their ideas in meaningful and relevant ways, while learning the technical aspects of the English language. ELD 12, using iLit, serves as a foundation for all subsequent courses in high school that involve reading, analyzing and writing, providing students with the tools and strategies needed to develop effective communication skills.

Math – Core Classes



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

Algebra 1 A/B; Algebra 1A CC

HL/HLDI/HLDG/HLES/HLESDI2001/2002; 2015 *9th–12th Grade*

Credits: 10; 5 *CSU/UC Approved for "C"*

In Algebra 1, students begin their study by exploring algebraic expressions and relationships between quantities. Students transition to building their understanding of linear equations and inequalities involving one and two variables. They use expressions, equations, and inequalities to represent relationships between known and unknown quantities from both mathematical and real-world situations. Students use multiple representations to model relationships and constraints, write and graph equations in different forms, and reason abstractly about real-world situations. Students continue their study by exploring functions. They build their understanding of functions by analyzing graphs, linear functions, and comparing and modeling with linear functions. They continue their study by exploring exponential functions and how to represent an exponential function with an equation, table, and graph. Students will develop their understanding of exponential growth and decay, problem solving with compounding, and comparing linear and exponential models. Students continue their study by exploring polynomial operations and quadratic equations. Finally, students wrap up their study by exploring quadratic functions, and become proficient in solving functions, graphing functions, and choosing the best model for a quadratic function.

Algebra 1 A/B CP (Online – Edmentum)

HSED2001/2002, HSES185/186 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "C"*

Algebra is a branch of mathematics that employs symbols to represent numbers and describe relationships. In Algebra 1, students embark on an exploration of these mathematical relationships, developing skills in reasoning with equations and inequalities, graphing, understanding functions, and applying mathematical modeling. The course builds upon students' existing knowledge of variables, exponents, expressions, and algebraic terminology, enabling them to apply algebraic concepts to real-world contexts. Throughout the course, students engage in problem-solving activities that reinforce their understanding of algebra and its practical applications.

Algebra A/B (Bright Thinker)

HSBT2001/2002, HSBT2001D/2002D *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "C"*

Algebra I serves as a foundational course for high school math. Unit 1 includes a review of basic math skills to ensure students are prepared for algebraic concepts. Throughout the course, students develop competence in solving expressions, functions, and equations using formulas, ratios, proportions, percentages, and rates. Additional topics cover exponents, scientific notation, polynomials, trinomials, multi-step inequalities, slope formulas, and systems of equations and inequalities. Students explore various methods for solving quadratic functions, including graphing, factoring, square roots, completing the square, and the quadratic equation. They also analyze and organize data and statistics using tables and graphs. Furthermore, students work with exponential, radical, and rational functions and equations. The course concludes by connecting algebraic concepts to geometry.

Algebra 2 A/B

HL/HLDI/HLDG/HLES/HLESDI2005/2006 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "C"*

This course expands the mathematical content of Algebra I and Geometry. Review of those concepts should be integrated throughout the course. Emphasis should be placed on abstract thinking skills, the function concept and the algebraic solution of problems in various content areas. Content areas emphasized include: The solution of systems of quadratic functions, logarithmic and exponential functions. Progressions, sequences, series and the binomial theorem. The complex number system. Right and oblique triangle trigonometry.

Algebra 2 A/B CP (Online – Edmentum)

HSED2005/2006, HSES187/188 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "C"*
Algebra is a mathematical field that employs symbols to represent and generalize relationships instead of specific numbers. In Algebra 2, students will engage in performing operations on rational expressions and understanding the limitations and constraints associated with them. They will also delve into the analysis and graphical representation of polynomial functions. Additionally, Algebra 2 introduces students to complex numbers and provides opportunities to solve quadratic equations within the complex number system.

Algebra II A/B (Bright Thinker)
HSBT2003/2004, HSBT2003D/2004D *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "C"*
Algebra II builds upon the foundation laid in Algebra I. After reviewing Algebra I concepts, students delve deeper into linear equations, inequalities, and functions. They explore matrices, apply Cramer's Rule to solve linear systems, and tackle graphs and equations of conic sections. Through graphing, factoring, and the quadratic formula, students solve quadratic equations, inequalities, and functions. They also study graphing, factoring, inverting, and solving polynomials, as well as solving rational expressions, radical expressions, fractional exponents, and rational inequalities. Additionally, students examine exponential and logarithmic functions, exploring their properties, transformations, and applications. Probability and data analysis are applied to determine probability and model data. The course concludes with an introduction to trigonometric concepts, preparing students for advanced study in trigonometry.

AP Calculus A/B CP (Online – Edmentum)
HSED2019/2020, HSES193/194 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "C"*
This course grounds the study of calculus in real-world scenarios and integrates it with the four STEM disciplines. The first semester covers functions, limits, derivatives and the application of derivatives. The course goes on to cover differentiation and antidifferentiation, applications of integration, inverse functions, and techniques of integration.

AP Computer Science Sem A CP (Online – Edmentum)
HSED2028 *9th–12th Grade*
Credits: 5 *CSU/UC Approved for "C"*
In AP Computer Science Sem A, students will describe the basic concepts of computer programming. They will compile and run a simple Java program. They will use arithmetic, relational, and logical operators. They will implement algorithms, and use different types of loop and decision-making statements. They will create and use classes. Students will create and manipulate one-dimensional and two-dimensional arrays. They will perform sequential search, binary search, selection sort, and insertion sort on an array. They will explain and implement object-oriented programming design. You will implement inheritance, polymorphism, and abstraction. Further, you will describe privacy and legality in the context of computing.

Geometry A/B
HL/HLDI/HLDG/HLES/HLESDI2003/2004 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "C"*
In Geometry, students will begin by reviewing geometry nomenclature and identify various geometric figures. Students will become proficient in naming, labeling, and drawing common figures that are used in geometry. Students will learn different methods to measure shapes and apply skills from algebra to solve for missing measurements. Students will review the geometry and algebra of circles by understanding the vocabulary used to discuss circles as well as finding measures of radius, diameter, circumference, and area given any measure of a circle. This knowledge will be expanded by calculating arc lengths and the area of a sector, and utilizing tangents and chords to find segment lengths and angle measures.

Geometry A/B CP (Online – Edmentum)
HSED2003/2004, HSES189/190 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "C"*
Geometry is a mathematical discipline that utilizes logical reasoning to establish relationships among points, lines, surfaces, and solids. In Geometry, students delve into this field by examining rigid and non-rigid transformations of figures in the coordinate plane, allowing them to establish congruence and similarity between triangles and other shapes. They also learn to prove theorems pertaining to lines, angles, triangles, and parallelograms, and develop skills in constructing geometric figures using traditional tools and modern technology. The course culminates in an exploration of trigonometry, where students apply their understanding of triangles to investigate various mathematical concepts.

Geometry A/B (Bright Thinker)

HSBT2005/2006, HSBT2005D/2006D *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "C"*

This course focuses on two-dimensional Euclidean geometry and solid geometry, fostering the development of logical reasoning skills applicable in various life situations. Beginning with basic concepts such as line segments and angles, students progress to conditional statements, geometric and algebraic proofs, and line relationships. They explore polygons, including triangles, quadrilaterals, and circles, and learn about key geometric concepts like the Pythagorean Theorem and the relationship of pi (π) to circumference and area in a circle. In solid geometry, students study how to calculate area and volume for prisms, cylinders, pyramids, cones, and spheres. They apply geometric skills in working with ratios, similarities, transformations, and symmetry before concluding with an introduction to the fundamentals of trigonometry.

Integrated Math 1 A/B; Integrated Math 1 A CC

HL/HLDI/HLDG/HLES/HLESDI2007/2008; 2021 *9th–12th Grade*

Credits: 10; 5 *CSU/UC Approved for "C"*

In Integrated Math 1, students begin their study by exploring algebraic expressions and relationships between quantities. Students transition to building their understanding of linear equations and inequalities involving one and two variables. They use expressions, equations, and inequalities to represent relationships between known and unknown quantities from both mathematical and real-world situations. Students use multiple representations to model relationships and constraints, write and graph equations in different forms, and reason abstractly about real-world situations. Students continue their study by exploring functions. They build their understanding of functions by analyzing graphs, linear functions, and comparing and modeling with linear functions. They continue their study by exploring exponential functions and how to represent an exponential function with an equation, table, and graph. Students will develop their understanding of exponential growth and decay, problem solving with compounding, and comparing linear and exponential models. Students continue their study by exploring polynomial operations and quadratic equations. Finally, students wrap up their study by exploring quadratic functions, and become proficient in solving functions, graphing functions, and choosing the best model for a quadratic function.

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

HSED2013/2014 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "C"*

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

Integrated Math 2 A/B

HL/HLDI/HLDG/HLES/HLESDI2009/2010 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "C"*

This Integrated Math 2 course covers algebra, geometry, and probability topics. It begins with a focus on algebra concepts. You will learn to perform operations on polynomials, quadratic functions and inequalities, and exponential functions and inequalities. You will use multiple representations of each of these in order to solve problems with the appropriate tools. You will then transition into learning geometric proofs. You will learn to use postulates and theorems to create two-column proofs to establish triangle congruence and identify key features of triangles. Integrated Math 2B continues with a deeper exploration of geometry and probability. You will expand your understanding of triangles by learning to solve right triangles and use trigonometric ratios and laws to fully solve them. You will then learn the properties of quadrilaterals and similar polygons, including how to prove triangle similarity. You will study different properties of circles and various three-dimensional figures, focusing primarily on volume and surface area. Lastly, you will learn different types of probability and how to apply probability to real-life situations.

Integrated Math 2 A/B CP (Online – Edmentum)

HSED2015/2016 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "C"*

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

Integrated Math 3 A/B

HL/HLDI/HLDG/HLES/HLESDI2011/2012 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "C"*

Integrated Math 3 is the third course in the high school integrated math sequence and builds upon concepts and topics from Integrated Math 1 and 2. During the first semester students will revisit and expand on the following topics: systems of linear equations and inequalities, polynomial operations, factoring, properties of polynomial functions, exponential functions, and radical functions. Additionally, students will discover new concepts such as: nonlinear systems, linear programming, factoring third- and fourth-degree polynomials, divide polynomials, Fundamental Theorem of Algebra, logarithms, radical and rational functions. During the second semester students will learn how to communicate data visually and numerically and will discover how various features relate to different types of data and probability distributions. They will also expand their understanding of trigonometry and measurement in two- and three-dimensions with geometric modeling and application.

Integrated Math 3 A/B CP (Online – Edmentum)

HSED2017/2018 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "C"*

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

Precalculus A/B CP (Online – Edmentum)

HSED2007/2008, HSES191/192 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "C"*

Precalculus is a comprehensive course that covers the foundations of calculus, analytical geometry, and trigonometry. Students will delve into various topics in Precalculus, including conic sections, matrices, sequences, induction, and probability, and learn to apply this knowledge to real-world scenarios. The course also introduces fundamental concepts of calculus, such as function limits and the concept of area under a curve.

Precalculus A/B (Bright Thinker)

HSBT2007/2008, HSBT2007D/2008D *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "C"*

Precalculus covers a broad range of mathematical concepts aimed at preparing students for calculus or other college-level math courses. It begins with a review of number properties, factoring, the quadratic formula, and the Cartesian coordinate system to ensure students are well-prepared for advanced topics. Students utilize graphing calculators to plot graphs and solve equations. They explore various topics including parent functions, transformations, even and odd functions, domain and range, linear functions, regression, correlation, quadratic functions, polynomials, asymptotes, exponential, logistic, and logarithmic functions. Trigonometric studies encompass angle measurement, arc length, functions, reciprocal and quotient identities, Pythagorean identities, sines, and cosines. Sequences and series are covered before examining conic sections and vectors, followed by investigations into parametric and polar equations.

Probability and Statistics CP (Online – Edmentum)

HSED2023 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "C"*

In this course, students will learn to represent and interpret data using various graphical displays such as dot plots, histograms, box plots, two-way frequency tables, and scatter plots. They will also study normal distributions and develop an understanding of the difference between correlation and causation. The course will cover topics like determining conditional probability, assessing independence of events, and applying counting techniques and probability rules to calculate probabilities. Students will also evaluate different data collection methods and statistical models, including simulations. The course concludes by discussing the use of probability models in real-life situations involving both payoff and risk.

Social Science – Core Classes



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

American Government CP (Online – Edmentum)

HSED3005, HSES170 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "A"*

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

AP US History A/B CP (Online – Edmentum)

HSED3007/3008, HSES173/174 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "A"*

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

Economics; Economics CC

HL/HLDI/HLDG/HLES/HLESDI3006; 3014 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

This course provides an introduction to economics, a social science that studies the workings of an economy and people's role within it. It covers economic systems, choices available within those systems, and their importance in understanding the changing world. It explores various global economies in comparison to the American economy, emphasizing the free enterprise system. The laws of supply and demand are examined, along with their influence on competition, prices, and consumer behavior. The study of businesses highlights their contribution to the economy and how supply and demand laws affect worker wages and skills. The course also covers money, including its history, transfer, and impact, as well as monetary policy and the role of the Federal Reserve System in maintaining stability. Personal finance is integrated throughout to connect these topics to individual financial situations and goals. Lastly, banking, financial intermediaries, saving, and investing are explored, along with the importance of government spending, taxes, and investment in supporting federal programs. The course provides guidance on becoming a smart consumer and making sound financial decisions.

Economics CP (Online – Edmentum)

HSED3006, HSES228 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

Economics is a social science that explores the creation, consumption, and exchange of goods and services. It encompasses both local and global perspectives, examining the interactions between buyers and sellers as well as a country's role in the international marketplace. By studying economics, individuals gain insights into the decisions and behaviors of people, industries, and governments. In Economics, students will learn about their role as consumers and the fundamental principles of the U.S. free-enterprise system, connecting it to the global market. The course will delve into the relationship between business, industry, and the nation's economy, as well as the interactions between industry and government. Students will explore the entrepreneurial process and the fluctuations in the business cycle. Additionally, they will study significant historical events related to labor laws and understand their responsibilities as consumers within an economic system.

Economics (Bright Thinker)

HSBT3006, HSBT3006D *9th–12th Grade*
Credits: 5 *CSU/UC Approved for "G"*

The Economics course starts with an overview of fundamental principles related to the production, consumption, and distribution of goods and services within the free enterprise system. Students explore consumer and business rights and responsibilities, analyze the interplay between supply, demand, and price, and investigate the functions of financial institutions. Topics include types of business ownership, market structures, and basic consumer economics concepts. The course also examines the influence of various factors—including geography, government intervention, economic philosophies, historic documents, societal values, scientific discoveries, and technological innovations—on the national economy and economic policy. Students develop critical-thinking skills through creating economic models and assessing economic activity patterns. Additionally, they learn practical skills necessary for managing personal finances as independent adults, such as seeking college financial aid, responsible credit use, and financial account management.

US Government
HL/HLDI/HLDG/HLES/HLESDI3005 *9th–12th Grade*
Credits: 5 *CSU/UC Approved for "A"*
This course will apply knowledge gained in previous social studies classes to pursue a deeper understanding of the institutions of American government. It focuses on the American political system, including the Constitution, the three branches of government and the election process. Beyond studying the United States, students will also draw comparisons between different systems of government in the world today. As part of their civic education, this course prepares students to vote, reflect on the responsibilities of citizenship and to participate in community activities.


United States Government (Bright Thinker)
HSBT3005, HSBT3005D *9th–12th Grade*
Credits: 5 *CSU/UC Approved for "A"*
U.S. Government begins by exploring American democracy, covering the purpose, types, origin, and formation of governments. Students delve into how colonial self-rule, English law, and weaknesses in the Articles of Confederation shaped the U.S. Constitution. They analyze the Constitution's principles and the federal system. The course also examines the purpose, powers, and relationships among key American institutions of self-government—Congress, Presidency, and the Judiciary—as well as federal, state, and local governments. Students learn about their civic responsibility to vote and engage in the governmental process. They gain insight into political parties, the evolution of the two-party system, and how public opinion and political ideology influence government decisions.

US History A/B
HL/HLDI/HLDG/HLES/HLESDI3003/3004 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "A"*
This high school U.S. History course offers a comprehensive exploration of the American story from Pre-Colonial times to the modern day. Through the lens of political, economic, and social themes, students will examine how Indigenous civilizations shaped the land before European contact, how colonization and revolution forged a new nation, and how the U.S. evolved through conflict, expansion, innovation, and reform. Students will begin by examining Native civilizations, European exploration, and the impact of colonization. They will explore the causes and consequences of the American Revolution, the framing of the Constitution, and the early challenges of building a democratic republic. The course continues through the 19th century with an in-depth look at westward expansion, slavery, the Civil War, and Reconstruction. In the second semester, students will study industrialization, immigration, the Progressive Era, and America's growing role on the world stage through World Wars I and II. They will explore the Great Depression and New Deal, the Cold War, and the social and political upheavals of the Civil Rights Movement, women's liberation, and other grassroots struggles for justice. Lastly, the concludes with an examination of recent history, including U.S. involvement in global affairs, economic shifts, technological innovation, and ongoing debates over equity, identity, and democracy. Students will analyze primary and secondary sources, engage in critical discussions, and make connections between past and present, developing a deeper understanding of the forces that continue to shape American society.


US History A/B CP (Online – Edmentum)
HSED3003/3004, HSES166/167 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "A"*
US History is a course that focuses on the study of the events, people, and culture of the United States throughout history. In this course, students will learn about the process of historical inquiry and review the events and principles behind the founding of the United States. They will then apply historical inquiry to analyze societal issues, trends, and events from the Civil War through the Great Depression. Through the exploration of timelines and analysis of historical documents, students will develop an understanding of the connections between events and gain a firsthand sense of how they unfolded. By gathering evidence from relevant documents and historical texts, students will be able to develop credible explanations of events in US history. They will also evaluate change and continuity over time through the writing of essays and creation of presentations about broad periods of historical development.

United States History A/B (Bright Thinker)

HSBT3003/3004, HSBT3003D/3004D *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "A"*

U.S. History Since 1877 covers American history from Reconstruction to the present. Beginning with westward expansion, students will analyze key events such as urbanization, capitalism's rise, the Alaska Purchase, and the Spanish-American War. They'll explore the impact of technological advancements like the assembly line and electricity, along with the Progressive movement's social reforms. The course traces America's emergence as a global power during World War I and examines factors leading to World War II, including the Great Depression. Students will study the war's aftermath, including the Cold War and Korean War, and explore later 20th-century events like the Reagan era and the Persian Gulf War. The course concludes with a focus on recent events, including the War on Terror.

World History A/B

HL/HLDI/HLDG/HLES/HLESDI3001/3002 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "A"*

World History begins with a recap of ancient civilizations, the rise of religions and the creation of empires. This starts with a review of early Asian, African, and European cultures along with explorations of the Americas, the influences of the Renaissance and Enlightenment (1500s), and its ideals that caused social and political shifts in thought worldwide. The course looks at the rise of imperialism and colonialism, the nations' struggles with growing pains (1600s) and individual rights, conflicts and revolutions (1700s), and it concludes with the world rise of industrialization, civil wars, labor issues, and capitalism's influence on countries' and territories' growth and expansion (1800s). Each unit's background and task information and activities will attempt to connect the past to the present through a series of current event "quick writes" and engaging tasks. Through this interactive component, students should gain a better understanding of how countries' past decisions and actions have led to present situational accomplishments and crises around the world.

World History A/B CP (Online – Edmentum)

HSED3001/3002, HSES168/169 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "A"*

World History is a course that focuses on the study of the events, people, and culture of planet Earth throughout history. In this course, students will learn about the process of historical inquiry and review the events and principles of early civilizations. They will also apply historical inquiry to analyze societal issues, trends, and events from early civilizations to the modern world. Through the exploration of timelines, students will develop an understanding of the connections between historical events. The course will also delve into the development of writing, political and economic structures, transportation systems, and religious and cultural ideologies.

World History A/B (Bright Thinker)

HSBT3001/3002, HSBT3001D/3002D *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "A"*

World History surveys the evolution of civilizations from ancient times to the present. It begins with key ancient civilizations like Mesopotamia, Egypt, China, and the foundational cultures of ancient Greece and Rome. Students explore developments in Africa, Asia, and Europe during the Middle Ages, including the impact of the Crusades. They'll learn how the Renaissance and Reformation paved the way for the Age of Reason and the Scientific Revolution. Events such as the American War of Independence and the French Revolution set the stage for the Industrial Revolution, which brought both progress and social upheaval. The course delves into the causes, events, and aftermath of the world wars, as well as the rise and fall of Communism. It concludes with an examination of developments that continue to shape contemporary global affairs.

Science – Core Classes



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

Anatomy and Physiology A/B (Bright Thinker)

HSBT4001/4002, HSBT4001D/4002D *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "D"*

Anatomy and Physiology familiarizes students with the intricacies of the human body, covering various organ systems and their collaborative functions in sustaining life. These systems encompass the circulatory, digestive, integumentary, reproductive, and respiratory systems. Students explore diseases impacting these systems and the range of treatments, both conventional and innovative, employed to combat them. Additionally, the course delves into the development and impacts of aging on these organ systems.

AP Biology A/B CP (Online – Edmentum)

HSED4015/4016 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "D"*

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

AP Chemistry A/B CP (Online – Edmentum)

HSED4031/4032 *9th–12th Grade Credits: 10* *CSU/UC Approved for "D"*

The Advanced Chemistry course is designed around the AP Chemistry Curriculum Framework established by the College Board. The course is presented through the lens of scientific inquiry—the process of channeling human curiosity into purposeful exploration, discovery, and application of observable natural phenomena. In this course, students will grow to understand their physical world in a deep way. At the same time, an inquiry and STEM-oriented approach to chemistry offers students a shared method of asking questions about the world around them. Their experience and knowledge from this course—tied to a strong emphasis on qualitative and quantitative analysis and communication—is designed to enable them to understand important scientific and societal problems and to creatively grapple with such problems. In this blended online course (employing both online and face-to-face learning), students will be taught and encouraged to continually pose questions about the subject matter. Through exploration and discovery of the phenomenon at the core of each lesson, students will be guided to answer their own questions and will be able to discuss the phenomenon in ways that reflect sound scientific practices.

Aquatic Science A/B (Bright Thinker)

HSBT4017/4018, HSBT4017D/4018D *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "D"*

Aquatic Science introduces students to the study of water and related phenomena. The first unit focuses on understanding water as a system, covering its chemistry and physics. Students engage in a course project, applying scientific methods to analyze data from a local body of water. Subsequent units explore the physical properties of the ocean, including formation and composition, as well as the interaction of the atmosphere and sun with the hydrosphere to create weather. The course also examines aquatic ecosystems, including aquatic biology and marine and freshwater ecosystems. In the final unit, students explore the relationship between humans and water, addressing challenges such as population growth and competition for resources with agriculture and industry.

Astronomy A/B (Bright Thinker)

HSBT4005/4006, HSBT4005D/4006D *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "D"*

Starting with a historical overview of astronomy, students will learn about the contributions of Ptolemy, Copernicus, Galileo, and Newton. The second unit focuses on telescopes and detectors, including radio receivers. Following this, students explore the characteristics and processes of the Sun before studying the terrestrial planets: Mercury, Venus, and Mars. The course then delves into the Earth-Moon system, followed by facts about minor planets, Jupiter, Saturn, and the outer planets. Beyond the solar system, students learn about stars, galaxies, and deep space objects. They also study constellations to better appreciate the night sky and explore topics such as the origin and fate of the universe, impermanence, special and general relativity, and cosmology.

Biology A/B

HL/HLDI/HLDG/HLES/HLESDI4001/4002 *10th Grade*

Credits: 10 *CSU/UC Approved for "D"*

The course investigates life and promotes interest in science through lecture, discussion, laboratory investigation, hands-on activities, videos and the integration of technology. This course will allow students to understand of the role of genetics as well as the similarities and differences between all living things. The Laboratory component of this course will help the student gain better understanding of the concepts being studied. The student is given the opportunity to learn proper laboratory procedure, to record data, and to use some sophisticated equipment and techniques for purposes of investigation. Specifically this course designed to teach students the scientific method through practice applications in both lab and non-lab situations, and to give students a broad general knowledge of the basic principles of biology.



Biology A/B CP (Online – Edmentum)

HSED4001/4002, HSES287/288 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "D"*

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



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

HSED4007/4008, HSES458/459 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "D"*

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



Biology A/B (Bright Thinker)

HSBT4003/4004, HSBT4003D/4004D *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "D"*

In Biology, students gain an understanding and appreciation of the living world. Beginning with a brief history of biology, the course investigates the basic unit of life—the cell—to lay a foundation for deeper study. Topics include genetics, covering meiosis, heredity, and DNA, as well as natural selection, theories of life's origin, and evolution mechanisms. Students explore microorganisms like bacteria before delving into plant structures, processes, and reproduction. They also examine animal behavior and characteristics, studying invertebrates, amphibians, reptiles, birds, and mammals. Nutrition and disease are investigated before exploring human body systems. The course concludes with an analysis of the interdependence of living things in ecosystems.

Chemistry A/B

HL/HLDI/HLDG/HLES/HLESDI4003/4004 *10th Grade*

Credits: 10 *CSU/UC Approved for "D"*

Chemistry A/B covers key topics in matter, chemical reactions, energy, and real-world applications of chemistry. In Chemistry A, you'll build a strong foundation by learning how scientists work, how to stay safe in the lab, and how to measure and calculate using the right tools. Then, you will study what matter is made of, how atoms bond to form compounds, and how chemical reactions work. You'll also explore the periodic table and why elements behave the way they do. In Chemistry B, you'll apply what you've learned to real-world chemistry. Then, you will calculate amounts in chemical reactions (stoichiometry), study gases and solutions, and understand how acids, bases, and pH affect everyday life. You'll also explore how energy moves in chemical and nuclear reactions. Across both semesters, you will use experiments, models, and projects to build your understanding of how scientific concepts explain the world around you.

Chemistry A/B CP (Online – Edmentum)

HSED4009/4010, HSES548/549 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "D"*

This inquiry- and lab-based course is designed to support modern science curriculum and teaching practices. It robustly meets NGSS learning standards associated with high school chemistry along with additional concepts and standards typically included in a full year high school chemistry course. Content topics include atoms and elements, chemical bonding, chemical reactions, quantitative chemistry, molecular-level forces, solutions, and energy and changes in matter. It also addresses additional concepts and standards typically included in a full-year high school chemistry course, including molar concentrations, acid-base reactions, advanced stoichiometry, gas laws, and organic compounds. Each lesson includes one or more inquiry-based activities that can be performed online within the context of the lesson. In addition, the course includes a significant number of hands-on lab activities. Approximately 40% of student time in this course is devoted to true lab experiences, as defined by the National Research Council (2006, p. 3).

Chemistry A/B (Bright Thinker)

HSBT4007/4008, HSBT4007D/4008D *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "D"*

Chemistry, a foundational branch of physical science, applies its principles and laws across various fields such as business, technology, and healthcare. The course begins with an exploration of measurements, calculations, data analysis, and the scientific method. Students investigate the properties of elements, compounds, and mixtures. They examine the history of atomic structure theories leading to Mendeléev's periodic table and the periodic law. Subsequently, students apply atomic theory to study molecular and chemical bonding interactions, including chemical formulas, reactions, and stoichiometry. The curriculum covers states of matter, gas laws, solutions, acids and bases, thermochemistry, reaction kinetics, and oxidation-reduction reactions. The course concludes with examinations of organic chemistry, biochemistry, and nuclear chemistry. Throughout, lab investigations, including video labs, reinforce science concepts and skills.

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

HSED4013/4014, HSES244/245 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "D"*

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

Earth Science A/B (Online – Edmentum)

HSES475/476 *9th–12th Grade*

Credits: 10

In the Earth Science course, students will delve into the intricacies of our planet as a dynamic system and recognize the significance of our role within it. They will explore the Solar System, examining the characteristics of stars, the sun, the moon, and the structure of galaxies. Through the application of the scientific method, students will seek answers to important questions. By studying Earth's composition and its surroundings, they will develop an understanding of the profound impact humans can have on the future of our world. Upon completion of this course, students will be able to: describe the fundamental structure of Earth, explain the gradual formation of Earth's landforms, analyze various types of maps and their features, comprehend the role of tectonic plate movements in shaping the planet, classify different types of volcanoes and examine the nature of volcanic eruptions, grasp the concept of the rock cycle and the formation of soil layers, and identify the processes involved in the transformation of rock into soil.

Engineer Your World A/B CP

SGI1171/1172 *10th–12th Grade*

Credits: 10 *CSU/UC Approved for "D"*

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

artifacts to ensure accurate interpretation by others, integrated product teams, and examples of successful engineering teams. Finally, students learn to use common tools and techniques that engineers employ to approach and solve problems and to manage projects.

Environmental Systems A/B (Bright Thinker)

HSBT4009/4010, HSBT4009D/4010D *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "D"*

Environmental Systems introduces students to Earth's various systems, their interactions, and human impacts on them. The course covers the scientific foundations of land, water, atmosphere, and biosphere systems, discussing environmental problems, potential solutions, existing laws, and future legislation. Critical thinking and the ability to consider multiple perspectives are essential skills. Lab investigations, including video labs, are integrated throughout the course to reinforce scientific concepts and skills.

Human Anatomy and Physiology Sem A/B CP (Online – Edmentum)

HSES544/545 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "D"*

Human Anatomy and Physiology is an NGSS-aligned advanced science course that focuses on the development of a deep and comprehensive understanding of the structures and functions of the body and its mechanisms for maintaining homeostasis. This course will start with an understanding of medical terminology and a review of homeostasis as a means of setting the foundation for the rest of the course. Students will then learn about the key body systems, (integumentary, cardiovascular, respiratory, digestive, excretory, musculoskeletal, nervous, lymphatic and reproductive) and how all of these work together to keep the body at homeostasis. Each unit will feature practicals and case studies for the different body systems so students can engage in critical thinking, career exploration and what it would be like to work in different parts of the health sciences. Each unit will also feature a hands-on lab that allows students to plan and carry out investigations and/or analyze data to use to support a scientific argument. These labs and case studies will also reinforce scientific writing skills to prepare students for post-secondary courses. By the end of the course, students should be able to not only demonstrate an in-depth understanding of anatomy and physiology, but also be able to communicate about it correctly both verbally and in writing. Lastly, this course will have a large career component with a focus on exposing students to careers in the health sciences in each unit. The culminating project for the course will be a large health science careers research paper and presentation.

Integrated Physics & Chemistry A/B (Bright Thinker)

HSBT4011/4012, HSBT4001D/4012D *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "D"*

In Integrated Physics & Chemistry, students delve into captivating chemistry and physics topics. They receive a brief introduction to the scientific method, lab safety, and the metric system. The chemistry segment covers atomic theory, the Periodic Table, chemical formulas, and equation balancing. Investigations extend to acids and bases, gas laws, and nuclear chemistry. In physics, students explore Newton's laws of motion, as well as concepts like mass, force, motion, velocity, acceleration, gravity, and energy. They also study electricity and magnetism, simple machines, thermodynamics laws, and energy waves. Lab investigations, including video labs, are incorporated throughout the course to reinforce science concepts and skills.

Medical Microbiology A/B (Bright Thinker)

HSBT4013/4014, HSBT4013D/4014D *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "D"*

Medical Microbiology explores the world of microorganisms responsible for human illness. Students study common bacteria, viruses, and protists that cause disease and learn about their transmission within communities and globally. The course emphasizes methods to prevent the spread of these pathogens. Students examine various medications and their mechanisms for combating microorganisms. Additionally, they investigate the phenomenon of antibiotic resistance and its implications. Laboratory skills in culturing and isolating microorganisms in Petri dishes are also taught.

Physical Science A/B; Physical Science A CC

HL/HLDI/HLDG/HLES/HLESDI4005/4006; 4013 *9th–12th Grade*

Credits: 10; 5 *CSU/UC Approved for "D"*

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

Physics A/B CP (Online – Edmentum)

HSED4011/4012, HSES206/207 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "D"*
Physics introduces students to the physics of motion, properties of matter, force, heat, vector, light, and sound. Students learn the history of physics from the discoveries of Galileo and Newton to those of contemporary physicists. The course focuses more on explanation than calculation and prepares students for introductory quantitative physics at the college level. Additional areas of discussion include gases and liquids, atoms, electricity, magnetism, and nuclear physics.

Physics A/B (Bright Thinker)
HSBT4015/4016, HSBT4015D/4016D *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "D"*
This course covers physics concepts such as matter, energy, motion, force, speed, velocity, and acceleration to deepen understanding of universal behavior. Students explore the historical development of physics and the contributions of key figures like Newton, Einstein, and Planck. They apply physics principles to topics including gravity, momentum, motion, energy, work, and power, examining how machines utilize torque and force. Fundamental forces, electrostatics, thermodynamics, waveforms, particles, and quantum physics are investigated, along with topics like the nucleus, radioactivity, fission, fusion, and theories of special and general relativity. Lab investigations, including video labs, are integrated throughout the course to reinforce scientific concepts and skills.

Language Other Than English

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

American Sign Language 1 A/B CP (Online – Edmentum)
HSED6025/6026, HSES494/495 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "E"*
American Sign Language (ASL) holds the distinction of being the third most widely used language in North America. American Sign Language 1 offers an engaging introduction to ASL vocabulary and the formation of basic sentences, empowering learners to initiate communication from the outset. Crucially, this course also delves into the rich tapestry of Deaf culture, encompassing social beliefs, traditions, history, values, and the vibrant communities shaped by deafness. Through the Learn to Sign course, students will further develop their proficiency in ASL and deepen their understanding of its grammatical structures. Expanding their repertoire of signs, students will explore captivating topics such as Deaf education and the diverse realm of Deaf arts and culture.

American Sign Language 2 A
HL/HLDI/HLDG/HLES/HLESDI6109 *9th–12th Grade*
Credits: 5 *CSU/UC Approved for "E"*
In American Sign Language 2, you will build on the foundational skills from ASL 1 by expanding your ability to communicate clearly and confidently in American Sign Language. You will learn to describe people, animals, places, and routines in more detail using size and shape signs, classifiers, and accurate ASL gloss. You will practice giving and following directions, talking about health and safety, and communicating about money, shopping, chores, technology, and free time. As you move into more advanced work, you will learn how to plan and describe events, share news, and tell short stories using clear time order, sequence words, and expressive details. You will use role shift, facial expression, and space to show different characters and points of view, and you will write organized ASL gloss paragraphs about your home, community, daily life, and food and mealtime experiences. Throughout ASL 2, you will also deepen your understanding of Deaf culture and respectful communication, so that you can express yourself in ways that are both culturally appropriate and effective in real-world situations.

American Sign Language 2 A/B CP (Online – Edmentum)
HSED6027/6028, HSES507/508 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "E"*
In American Sign Language 2, students will have the opportunity to explore vocabulary essential for shopping, making purchases, and managing emergencies. Building upon the foundational knowledge acquired in the prerequisite course, students will advance their communication skills and deepen their understanding of deaf culture. They will delve into topics such as classifiers, glossing, and mouth morphemes, which will enable them to give descriptions and provide directions effectively. By expanding upon the previous

prerequisite course, students will enhance their proficiency in signing by studying sequencing, transitions, role-shifts, and future tenses. Moreover, they will develop the ability to tell stories and ask questions, gaining a greater appreciation for deaf culture. Throughout the course, emphasis will be placed on improving speed, engaging in conversations, refining signing skills, and fostering cultural awareness.

American Sign Language 3 A/B CP (Online – Edmentum)

HSED6029/6030, HSES509/533 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "E"*

In American Sign Language 3, students will have the opportunity to delve deeper into the intricacies of ASL signing, including advanced grammar features, classifiers, and locatives. They will engage in learning, composing, and presenting vocabulary and narratives, immersing themselves in the vibrant Deaf culture and community. The course will explore various aspects of Deaf culture, including opinions, slang, idioms, and the use of technology and media to gain authentic Deaf perspectives. Students will also examine how travel, cultural differences, and geography influence sign language. Additionally, the course will provide insights into significant events and topics in Deaf culture, such as education, science, and literature, further enriching students' understanding of Deaf culture and enhancing their signing skills.

French 1 A/B CP (Online – Edmentum)

HSED6009/6010 , HSES218/219 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "E"*

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

French 2 A/B CP (Online – Edmentum)

HSED6011/6012, HSES220/221 *9th–12th Grade*

Prerequisite: French 1

Credits: 10 *CSU/UC Approved for "E"*

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

German 1 A/B CP (Online – Edmentum)

HSED6021/6022 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "E"*

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

German 2 A/B CP (Online – Edmentum)

HSED6023/6024 *9th–12th Grade*

Prerequisite: German 1

Credits: 10 *CSU/UC Approved for "E"*

In German 2 Sem A, Student will be reintroduced to German in common situations, beginning with describing classes, school friends, teachers, and school supplies. They'll discuss different styles of dressing, housing and neighborhoods, and learn about relationships between family members and friends, students and teachers, and employees and employer. They'll also describe daily personal routines and schedules, household chores, and family responsibilities. Finally, they'll discuss different types of cuisine, dining

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

Spanish 1 A/B

HL/HLDI/HLDG/HLES/HLESDI6101/6102 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "E"*

In all Level I classes, the goal is basic, everyday communication and cultural awareness. Students will develop a solid foundation of vocabulary and language structure in listening, speaking, reading and writing.

Spanish 1 A/B CP (Online – Edmentum)

HSED6001/6002, HSES212/213 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "E"*

In Spanish 1, students will be introduced to various common communication situations, including exchanging names and greetings, describing people based on physical and personality traits, and discussing family members and aspects of social life. They will begin by learning basic sentence structures and grammatical tools, enabling them to listen, speak, read, and write in Spanish while internalizing new vocabulary and grammar concepts. Throughout the course, students will also explore different regions of the Spanish-speaking world through the experiences of central characters in each unit. As students progress in their Spanish studies, they will continue to build upon the knowledge and cultural understanding gained, laying a strong foundation for further language learning.

Spanish 2 A/B

HL/HLDI/HLDG/HLES/HLESDI6103/6104 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "E"*

This class is recommended for non-native speakers of the Spanish language. This is an advanced study of the Spanish language involving studying the past and future tenses, plus commands and advanced vocabulary. Listening and speaking Spanish are emphasized at this level. Cultural presentations involve glimpses into the ancient civilization of the Americas as well as continuing exposure to the glories of classical Spain. The intent is to prepare students for bilingual society fluency as well as to satisfy the two years foreign language college entrance requirements.

Spanish 2 A/B CP (Online – Edmentum)

HSED6003/6004, HSES214/215 *9th–12th Grade*

Prerequisite: Spanish 1

Credits: 10 *CSU/UC Approved for "E"*

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

Spanish 3 A/B CP (Online – Edmentum)

HSED6005/6006, HSES216/217 *9th–12th Grade*

Prerequisite: Spanish 2

Credits: 10 *CSU/UC Approved for "E"*

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

Visual and Performing Arts



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

Art History A/B
HL/HLDI/HLDG/HLES/HLESDI6001/6002 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "F"*
Students will have a strong foundation in observing, interpreting, critiquing, discussing and producing art. They will have gained experience in creating expressive two and three dimensional works of art using a variety of media. Each student will compile examples of their work to display in a portfolio that highlights their current technical level and demonstrates their growth. Students will understand the role of visual arts throughout history and across the world. They will understand the power of art to communicate ideas and influence opinions. Students will be able to analyze their own work and that of other artists and critique works using content specific vocabulary. They will be able to verbally articulate their technical and creative process to their peers while recognizing strengths and areas for potential growth within their own work. At the end of the yearlong course students will be fluent in art specific vocabulary, able to create, analyze, and judge works of art, knowledgeable about the importance of art within various cultures, and prepared to apply the skills they have practiced throughout the year to multiple artistic careers.

Art History and Appreciation (Online – Edmentum)
HSED6018, HSES463 *9th–12th Grade*
Credits: 5 *CSU/UC Approved for "G"*
Art has played a significant role in civilizations throughout history, serving as a reflection of their values and beliefs. By studying art, one can gain insights into the cultures and societies that produced it. This course explores various art forms, techniques, and processes, while also examining the cultural functions of prehistoric, Egyptian, Greek, Roman, early Christian, Islamic, Indian, Chinese, Japanese, African, American Indian, and Latin American art. It delves into the influence of the Reformation period on art, the principles of Baroque art and architecture, and the impact of visual technologies on art after the Renaissance. The course also explores the connections between art and science, art and politics, and the principles of modern art in relation to modern culture. Additionally, it covers developments in modern architecture and pre-digital visual culture from the 1950s to the end of the 20th century. By the end of the course, students will have a comprehensive understanding of art's historical and cultural significance.

Art History and Appreciation (Online – Edmentum)
HSED542/543, HSES542/HSES543 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "F"*
This course provides an in-depth exploration of art history, visual culture, and design principles from prehistoric times to the late 20th century. Students will examine various artistic forms, tools, techniques, and processes while analyzing the cultural and historical significance of major artistic movements. Through critical study, students will trace the evolution of art across different civilizations, including Egyptian, Greek, Roman, early Christian, Islamic, Renaissance, and modern artistic traditions. They will explore the relationship between art and culture, religion, science, and politics, as well as the impact of technological advancements on artistic expression. By the end of the course, students will have a comprehensive understanding of artistic developments across diverse cultures, the role of visual arts in society, and the foundations of modern and contemporary art.

Art History A/B (Bright Thinker)
HSBT6003/6004, HSBT6003D/6004D *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "F"*
This Art History course will help students develop an appreciation for the diversity of art. Through this journey of recognition, students will begin with prehistoric and ancient art and progress through classical Greek and Roman art, medieval art, and the Renaissance period. Students explore the use of light and shadow in Baroque art and the whimsical style of Rococo art. Contrasting the Neoclassical return to idealized subjects with the imaginative Romantic era, students delve into Impressionist and Post-Impressionist movements, featuring artists like Monet and Van Gogh. The course will conclude with the study of modern art movements such as expressionism, minimalism, and conceptual art, examining artists like Rodin, Picasso, Mondrian, and O'Keeffe.

Audio/Video Production I A/B (Bright Thinker)
HSBT6005D/6006D *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "F"*

Audio/Video Production I introduces students to foundational principles in both audio design and video production. The course is structured into four main sections: preproduction, principal photography, postproduction, and career preparation/portfolio development. Preproduction covers script and storyboard development, production documents, and planning. Principal photography examines key crew roles, shooting techniques, camera gear, and on-set safety. Postproduction addresses video editing, copyright laws, and sound mixing/design. As the course concludes, students will create an audio/video portfolio, résumé, and cover letter to prepare for college and professional opportunities.

Digital and interactive Media A/B CP

HSED9058/9059, HSES496/497 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

Semester one is intended as a practical, hands-on guide to help you understand the concepts of digital and interactive media. This course will cover careers, training, and emerging technologies in digital media. This course familiarizes you with the concepts involved in digital media, such as graphic design, digital photography, principles of design, and digital printing. This course also covers copyright laws and fair use involved in digital media. Semester two is intended to help you understand the concepts related to digital communication systems, audio and video production, multimedia, animation, and digital publishing. This course will cover digital communication systems, audio and video technologies, covering digital media design, multimedia, and animation. In addition, this course teaches you how to create a web page, publish digital products, and create a digital portfolio.

Film Analysis A/B

HL/HLDI/HLDG/HLES/HLESDI6003/6004 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "F"*

The Film Analysis course will offer students the opportunity to become familiar with the film industry of both past and present. Students will analyze a diversity of cinematic films through a unique lens - movies that have had impacts in various ways. Through very specific categorical designations, students will watch various types of films while analyzing the social, business, and ethical impact of these films and the film industry. In each designated category, students will engage in scholarly and analytical reading, reflect on said reading, and write critically about how each of their viewed films fit these social, business, and ethical norms. Additionally, students will learn both broad and specific film and film business vocabulary and will be expected to use this language in all of their writings and projects. Students will watch a total of 20 films in 10 designated categories. Students will be assessed on their completed "film maps" and the performance tasks they must complete for each category. Rubrics will be used to ensure that students relate their written, audio, and other creative content back to the theme exploration and newly learned vocabulary.



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

HSED60076008, HSES388/389 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "F"*

This course serves as a practical and interactive guide for individuals interested in graphic design. It provides comprehensive coverage of key concepts, including graphic design principles, image creation, and image manipulation techniques. The course explores potential career paths within the graphic design field, as well as the necessary training and skills required for success. Students will learn how to effectively utilize color and typography in image creation, along with methods for manipulating images. Additionally, the course emphasizes the importance of design elements and principles in creating visually appealing images. Ethical considerations and copyright laws related to the use of graphic design are also addressed to ensure responsible and professional practices.

Introduction to Cartooning

HL/HLDI/HLDG/HLES/HLESDI6005 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "F"*

This cartooning course guides students through the full creative process of designing original characters and telling stories through illustration. Beginning with the fundamentals of shape language and facial construction, students learn how to visually express personality and emotion through character design. They progress to drawing full-body characters in dynamic poses, mastering line of action, gesture, and silhouette to create compelling figures in motion. Through focused lessons on interaction, perspective, and set design, students learn to place their characters in believable scenes and environments that enhance visual storytelling. The course also introduces a variety of animation and cartooning styles—such as action cartoons, anime, and comedy—and challenges students to adapt their designs while maintaining character consistency. Culminating in the creation of an original comic strip, students synthesize their skills in character development, composition, expression, and narrative, preparing them for continued creative work in visual storytelling and entertainment design.



Introduction to Visual Arts CP (Online – Edmentum)

HSED6016, HSES378 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "F"*

This course is intended for students to familiarize themselves with different types of visual arts. This course has 16 lessons and 5 Course Activities. Each lesson contains one or more Lesson Activities. In Introduction to Visual Arts, students will trace the history of

art and describe various art forms. they will identify the elements of art and examine the principles of design. Students will analyze the parameters in evaluating and critiquing art. They will examine copyright laws and discuss the ethical use of art.

Music Appreciation CP (Online – Edmentum)

HSED6015, HSES262 *9th–12th Grade*
Credits: 5 *CSU/UC Approved for "F"*

The music appreciation course is a one-semester elective that provides a practical and interactive introduction to music. Students will learn about the fundamental elements and patterns of music, as well as different aspects of musical notation. The course covers the history and evolution of music from the Middle Ages to the modern era, emphasizing its impact on society and culture. Students will also study compositional techniques and expressive devices to enhance their ability to evaluate concerts. By exploring music in depth, students will develop a deeper appreciation for its artistic and cultural significance.

Music Appreciation A/B (Bright Thinker)

HSBT6001/6002, HSBT6001D/6002D *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "F"*

This course is tailored to help non-musicians to understand music concepts, including reading musical scores, understanding melody and harmony, rhythm, music history (styles by period), music theory, genres, instruments, orchestration, and arrangement. Students will also learn to create musical scores using popular music arrangement software. Furthermore, the course covers the science of musical sound, performer health and wellness, classical symphony concerts, opera performances, and etiquette. Non-musicians will gain insight into the diverse world of music, increasing their overall knowledge and perspective.

Professional Photography A/B CP (Online – Edmentum)

HSED6013/6014, HSES3263/264 *9th–12th Grade*
Credits: 5 *CSU/UC Approved for "F"*

Digital Photography has revolutionized the way we capture and share moments, fundamentally transforming the photography industry. This course offers the flexibility to be taken individually or as a group, allowing customization to meet specific needs. With 15 comprehensive lessons and interactive online discussions, students develop critical thinking skills while exploring digital photography as a creative pursuit or potential career.

Theater, Cinema, and Film Production CP (Online – Edmentum)

HSED6017, HSES461 *9th–12th Grade*
Credits: 5 *CSU/UC Approved for "F"*

The single-semester course, Theater, Cinema, and Film Production, provides an overview of the processes involved in theater, cinema, and film production. Students are introduced to various genres and subgenres of theater and film. The course explores the creative aspects of production, including screenplay writing, directing, set design, acting, makeup, and costume design. Students also learn about technical elements such as lighting, sound, and camerawork. The course covers the stages of pre-production, production, and post-production for both plays and films. Additionally, students gain insights into the role of audiences and their influence on these productions.

Career and Technical Education (CTE)



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

Construction 1 A/B CP

CTESKY101/102 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "F"*
Industry Sector: Building and Construction Trades *Course Type: Introductory*

Construction 1A contains units on safety, tools and materials. Detailed information on safety, tools and materials required, and stepby-step procedures are presented for each project. Smaller lead up exercises precede each shop project for the practice of specific skills. Students engage in a variety of lead up exercises and projects to ensure exposure to a multitude of skills. Hands-on learning includes smaller scale projects to develop mastery of hand and power tool carpentry skills. Construction 1B contains units on safety, tools and materials. Detailed information on safety, tools and materials required, and step-by-step procedures are presented for each

project. Smaller lead up exercises precede each shop project for the practice of specific skills. Students engage in a variety of lead up exercises but with an added focus on projects to ensure exposure to a multitude of skills. Hands-on learning includes smaller and medium scale projects to develop mastery of hand and power tool carpentry skills.

Construction 2 A/B CP

CTESKY201/202 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*
Industry Sector: Building and Construction Trades *Course Type: Concentrator*

Construction 2A contains units on safety, tools, and materials for projects at an intermediate level of difficulty. Detailed information on safety, tools and materials required, and step-by-step procedures are presented for many of the projects. Smaller lead up exercises precede each shop project, allowing students to practice specific skills related to the project, such as the proper operations of hand tools or the use of measurement devices. Students engage in a variety of projects to ensure exposure to a multitude of skills. Projects include notched-top sawhorse, a picnic table and more. Construction 2B contains units on safety, tools, and materials for projects at an intermediate level of difficulty. Detailed information on safety, tools and materials required, and step-by-step procedures are presented for many of the projects. Smaller lead up exercises precede each shop project, allowing students to practice specific skills related to the project, such as the proper operations of hand tools or the use of measurement devices. Students engage in a variety of projects to ensure exposure to a multitude of skills. Hands-on learning includes larger-scale project for exposure to new and repeated carpentry skills.

Principles of Information Technology A/B CP

CTESKY9041/9042 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*
Industry Sector: Information and Communication Technology *Course Type: Introductory*

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

CompTIA A+ with Exam Prep A/B CP

CTESKY9071/9072 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*
Industry Sector: Information and Communication Technology *Course Type: Concentrator*

This course is focused on the exam objectives of CompTIA A+ 220-901. Students will learn about computer hardware and networking. Students will learn about mobile devices and their features. Students will learn how to identify and troubleshoot problems related to hardware, networking, printers, storage devices, and mobile devices. Unit activities in the course help students to develop and apply critical thinking skills. Animations and screenshot based slideshows included in the lesson keep students engaged. Students can understand technical concepts very easily. Simulations provide students a real computer environment to practice various procedural steps. These simulations emulate the CompTIA A+ performance based questions. Practice Test at the end of the course help students to attempt questions that are similar to CompTIA A+ 220-901 certification exam.

CompTIA ITF A/B CP

CTESKY9073/CTESKY9074 *9th–12th Grade*
Industry Sector: Information and Communication Technology Course Type: Capstone
Credits: 10

This course prepares students for CompTIA IT Fundamentals Certification. Students will learn fundamental vocabulary, operating systems, and information technology processes that are essential for IT professionals. Students will learn how to identify and solve common IT problems. Students will also be prepared to take and pass the CompTIA Fundamentals exam as a necessary step towards industry certification.

Foundations of Early Childhood Education A/B CP

CTESKY9205/9206 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*
Industry Sector: Education, Child Development, and Family Services *Course Type: Introductory*

Introduction to Early Childhood Education provides the foundational knowledge and practical skills in child development, safe learning environments and appropriate practices from birth to grade 3. Learners will have the ability to learn different career pathways with the necessary educational requirements as well gain experience through various methods (i.e. lectures, case studies, and roleplaying scenarios). This course also emphasizes professionalism and ethical responsibilities that are needed to succeed in childcare

environments. Upon completing the course students will have a strong foundation in early childhood education that they can build upon towards their goals and desired career pathways.

Introduction to Nursing A/B CP

CTESKY9114/CTESKY9115 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "D"*

Industry Sector: Health Science and Medical Technology *Course Type: Introductory*

This course provides students with a lab-based anatomy science emphasizing nursing skills and health science. Through the course students study a variety of biological concepts including; an in-depth study of human anatomy systems, cellular biology, DNA replication, gene inheritance, homeostasis, positive and negative feedback, evolution, and more. Labs and activities also provide opportunities for students to engage in scientific practices including developing and using models, asking questions, planning and carrying out investigations, and analyzing and interpreting data. Technical instruction includes a study of body-orientation, medical terminology, pharmacology, nursing education, nursing history, nursing job responsibilities, CNA-aligned nursing skills, CPR training and more. Throughout the course students also practice with medical technology to build mastery of nursing skills. Students will also participate in career and industry exploration within the health science sector.

Certified Nurse Aide A/B CP

CTESKY9079/9080 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

Industry Sector: Health Science and Medical Technology *Course Type: Concentrator*

The course is designed to enable students to learn the key skills and information that they need to work as certified nurse aides. The course is based on the NNAAP Exam syllabus and is designed to prepare students to take the exam and become certified nurse aides. While going through this course students will explore concepts related to effective communication for nurse aides, how to work on multidisciplinary teams, cultural competency, an. key points that nurse aides should report to their nurse supervisors. Students will also be doing in-depth studies of the history of medical terminology and the basic components of medical terms, medical abbreviations, acronyms, and symbols with their full forms. Students will study body structures, including the musculoskeletal, integumentary, endocrine, nervous, sensory, lymphatic, and immune systems. They will list diseases and disorders associated with these body systems and also identify specializations, medical equipment, diagnostic and treatment procedures, and medications related to each of these systems. Finally, they will focus on the five body systems, which include the respiratory, cardiovascular, reproductive, digestive, and excretory systems. Students will recall the structures and functions of each body system, list diseases and disorders associated with each, and identify specializations, medical equipment, diagnostic and treatment procedures, and medications related to these systems.

Introduction to Animal Sciences A/B CP

CTESKY9195/9196 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

Industry Sector: Agriculture and Natural Resources *Course Type: Introductory*

This course begins with a study of the world of animals. Students start their exploration of exotic animals, including caring for exotic animals, avian medicine, reptiles, and more. They learn about different diseases and treatments for exotic animals that are different from domesticated animals and livestock. They learn about zoo animals, the challenges of caring for them such as access to animals, and specific measures and approaches for working in such a setting. Students engage in a rigorous study of tigers including behavior, habitat, diet, anatomy, subspecies, extinction risk, their role in their ecosystems, and conservation efforts. Students research about modern captivity including legal and ethical considerations, federal versus state and local laws, exotic pet ownership, exotic zoos, disease, conditions, and more. Students learn about endangerment and conservation, poaching, trafficking and black markets. They learn about threatened and endangered species, as well as habitat fragmentation and habitat destruction. Their learning continues as they study about animal welfare and animal rights. Students investigate different habitats including tundra, desert, multiple different forest habitats, wetlands, ocean, and coral. Students complete a rigorous research project on an exotic animal including animal nutrition, vaccination, shelter, maintenance, behavior and more. Students conclude their learning by engaging in a study about protecting Earth's biodiversity including actionable ways students can work to converse plant and life diversity. They learn about anthropogenic impact to ecosystems across the globe and ways to counter extinction and habitat impact and destruction. Students learn about the specific animal groups, threatened, endangered, and extinct including differentiations between their statuses, habitats, conservation efforts, and animal adaptation.

Veterinary Science A/B CP

CTESKY9197/9198 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

Industry Sector: Agriculture and Natural Resources *Course Type: Concentrator*

This course begins with a study of veterinary science. Students learn about the history of Veterinary medicine before studying current research in the field. Students examine different types of careers within Veterinary Science as well as the ethics within veterinary medicine. Students then learn about the principles of animal anatomy and physiology including an in-depth study of animal body systems including; the musculoskeletal, respiratory, circulation, excretory, reproductive, integumentary, digestive, immune and lymphatic, endocrine, and nervous systems. Students learn the terminology of veterinary anatomy, and practice applying these terms to animals. Then students learn about the characteristics of healthy animals. They study visual signs and psychological signs of health, as well as how to consider the historical health of an animal. Students learn to recognize signs of illness in animals as well. Students

learn the fundamentals of checking animal vital signs as well as a systematic approach to physical examination. Students then learn about small animal care beginning with skeletal and muscle disorders and the tools and equipment used to diagnose and treat these ailments. Students study the different parts of the nervous systems of small animals. Students compare and contrast the differences between infectious diseases. They also study endocrine disease and gastrointestinal diseases of small animals. Lastly students learn the basics of animal science and livestock. Students study cattle, pigs, sheep, goats, and poultry and their physiology. They compare and contrast the digestive system of different animals, they study water consumption of various animals, as well as different types of shelters, and feeding for various animals. Students then explore basic health care of livestock. They study signs of trouble, as well as methods of care, livestock breeding and reproduction. Students examine different careers within agriculture, and animal care.

Introduction to Cosmetology and Barbering A/B CP

CTESKY9201/CTESKY9202 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

Industry Sector: Fashion and Interior Design *Course Type: Introductory*

Introduction to Cosmetology and Barbering is designed to develop essential industry skills. Students begin with hairstyling, coloring, skincare, health and safety, and licensure options, advancing to haircutting, chemical texture services, and hands-on practice. The program emphasizes technical proficiency, creativity, professionalism, and client communication. Semester B builds on these foundations, introducing advanced techniques in makeup application, lash extensions, facials, hair removal, and nail services. Students explore makeup theory, client consultation, and various beauty treatments, gaining a comprehensive understanding of industry services to enhance their versatility and employability.

Nail Technician A/B

CTESKY9203/9204 *9th–12th Grade*

Credits: 10

Industry Sector: Fashion and Interior Design *Course Type: Concentrator*

Introduction to Cosmetology and Barbering is designed to develop essential industry skills. Students begin with hairstyling, coloring, skincare, health and safety, and licensure options, advancing to haircutting, chemical texture services, and hands-on practice. The program emphasizes technical proficiency, creativity, professionalism, and client communication. Semester B builds on these foundations, introducing advanced techniques in makeup application, lash extensions, facials, hair removal, and nail services. Students explore makeup theory, client consultation, and various beauty treatments, gaining a comprehensive understanding of industry services to enhance their versatility and employability.

Health



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

Health A/B

HL/HLDI/HLDG/HLES/HLESDI7001/7002 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

Health A/B is a comprehensive two-semester course focused on promoting lifelong wellness and informed decision-making. Students explore concepts of physical, mental, and emotional health, including personality, self-esteem, emotional expression, stress management, family roles, human reproduction, heredity, and human development. The course also addresses nutrition, malnutrition, diet planning, and responsible consumer choices related to food. Required instruction includes medically accurate education on HIV/AIDS prevention, methods of transmission, risk-reduction strategies, public health impacts, and the effectiveness and safety of FDA-approved contraceptive methods. Students develop the knowledge and skills to build healthy, respectful relationships through instruction on affirmative consent and violence prevention. The course also includes hands-only CPR and Automated External Defibrillator (AED) training, with students demonstrating CPR skills using a manikin.

Health CP (Online – Edmentum)

HSED7005, HSES294 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

This course aims to provide students with a comprehensive understanding of their role in maintaining lifelong health. The course encompasses various topics, including nutritional facts and guidelines, the influence of lifestyle on overall well-being, and the

advantages of engaging in physical activity. Students will explore life-saving techniques and emergency procedures, as well as strategies for disease prevention and injury avoidance. Moreover, the course will examine the detrimental effects of substance abuse and emphasize the significance of maintaining optimal mental and emotional health. By the end of the course, students will be equipped with the knowledge and tools necessary to make informed decisions about their health and well-being.

Health I (Bright Thinker)

HSBT7001, HSBT7001D *9th–12th Grade*
Credits: 5

High School Health I empowers late adolescents with the skills and knowledge necessary for making healthy decisions. The course explores topics suchs as nutrition, fitness, disease prevention, healthy risk-taking, health services, drug-use prevention, STDs, and abstinence. Students will focus on strategies to balance their physical, emotional, and social well-being, and building healthy relationships with family and peers. Students will also learn about the risks associated with drug use and sexual activity and develop skills for making healthy choices. Throughout this half-credit course, students will become empowered to take control of their own health and well-being.

Nutrition and Wellness CP (Online – Edmentum)

HSED9024, HSES427 *9th–12th Grade*
Credits: 5 *CSU/UC Approved for "G"*
This one-semester course is intended as a practical, hands-on guide. This course will cover basic knowledge about nutrition and wellness such as basic concepts of nutrition, the digestive and metabolic processes, nutrient requirements, dietary guidelines, importance of physical fitness, community health issues, food management, and careers in the field of nutrition and wellness.

Physical Education



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

Lifetime Fitness & Welness Pursuits A/B (Bright Thinker)

HSBT5001/5002, HSBT5001D/5002D *9th–12th Grade*
Credits: 5

Lifetime Fitness & Wellness Pursuits offers a comprehensive exploration of physical activities and strategies for maintaining a healthy lifestyle. Students will study biomechanical principles, fitness safety, and hydration practices, alongside practical participation in physical exercises. Students engage in anaerobic and aerobic workouts, learning about cardiovascular health, teamwork, and warmup/cool-down techniques. Additionally, the course addresses social and emotional well-being. Through fitness projects, students focus on aspects like power, speed, and reaction time. Students will gain skills to develop personal nutrition and fitness plans for daily living.

Physical Education 1

HL/HLDI/HLDG/HLES/HLESDI5001 *9th–12th Grade*
Credits: 5

Physical Fitness is one of the most crucial core concepts to building a healthy life. Most of the time physical fitness is seen as hard and rigorous physical activities such as running, doing push ups, crunches or other widely recognized workout activities, when in reality these are only components of it. By the end of this class, you will be able to recognize that physical activity is everywhere and many daily activities can be considered physical activity. This class is meant to show you how taking small steps towards a healthier lifestyle can benefit yourself in the long run significantly.

Physical Education 2

HL/HLDI/HLDG/HLES/HLESDI5002 *9th–12th Grade*

Credits: 5

Physical Education 2 will help you strengthen skills learned in Physical Education 1 as well as create a solid foundation role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities. All units will encourage you to identify leadership skills, perform planned leadership assignments, and assume spontaneous leadership roles.

Physical Education 3
HL/HLDI/HLDG/HLES/HLESDI5003 *9th–12th Grade*
Credits: 5

Physical Education 3 will help you reinforce skills learned in Physical Education 1 and 2, as well as gain understanding of aerobic activities and the benefits to your health. You will familiarize yourself with different careers in physical education and health. All units will encourage you to identify benefits of exercise, perform planned physical education related assignments, and assume leadership, by taking on the role of different healthcare jobs.

Physical Education 4
HL/HLDI/HLDG/HLES/HLESDI5004 *9th–12th Grade*
Credits: 5

Physical Education 4 will help you reinforce skills learned in Physical Education 1-3, as well as gain understanding of dance, swimming, weight training, outdoor activity, and social determinants of health. All units will encourage you to identify benefits of exercise, perform planned physical education related assignments, and assume leadership.

Physical Education (Online – Edmentum)
HSED5001, HSES277 *9th–12th Grade*
Credits: 5

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


Physical Education 2/3/4 (Online – Edmentum)
HSED5002/5003/5004 *9th–12th Grade*
Credits: 5
Upon completion of this course, students will have participated in a variety of sports. In addition, students will learn about a specific sport and discuss aspects of that sport in current news. This class will familiarize students with activities that might be suitable for lifelong recreation and physical fitness.

Yoga
HL/HLDI/HLDG/HLES/HLESDI5005 *9th–12th Grade*
Credits: 5
Yoga introduces students to the history, philosophy, and practice of yoga as a pathway to physical strength, mental clarity, and emotional balance. Students explore the origins and core principles of yoga, including mindfulness, breath awareness, non-judgment, and the Eight Limbs of Yoga, with attention to the Yamas and Niyamas. The course emphasizes proper alignment and technique in foundational poses such as Mountain, Forward Fold, Downward Dog, Child's Pose, Warrior II, Tree, and Dancer, while incorporating Sun Salutations and balance sequences. Students also learn breathing techniques (pranayama), stress-management strategies, and relaxation practices. Through reflection, intention-setting, and a culminating video project demonstrating pose mastery and flow, students deepen their understanding of how yoga supports overall well-being both on and off the mat.


Yoga and Mindfulness
HSES486 *9th–12th Grade*
Credits: 5
Upon completion of this course you will have participated in a variety of yoga and mindfulness practices. You will explore the origins and benefits of establishing a yoga and mindfulness practice as well as track and reflect upon your personal progress. This course will guide you in establishing a regular practice of self care through exercises that help build physical and mental strength and resilience.

Electives - English

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

Academic Language Development 1/2/3/4

HS1055/1056/90291/90292, HL/HLDI/HLDG/HLES/HLESDI9001/9002/9003/9004 *9-12th grade*

Credits: 20

This course is designed to hone and enhance students' language skills by focusing on developing reading, writing, listening, and speaking skills. By focusing on concepts, such as breaking down a prompt or annotating a text piece, this curriculum will help students deepen their critical thinking and grow their proficiency in academic and professional communication.



Basic Writing Skills CP (Online – Edmentum)

HSED9122 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

In this course, students will study the fundamentals of grammar and sentence construction. They will be introduced to various techniques aimed at enhancing their writing skills, such as organizing ideas effectively and structuring their writing appropriately. Each unit in the course is designed to build upon the previous one, providing a solid foundation in basic grammar and writing skills. By the end of the course, students will have the ability to compose well-constructed paragraphs that adhere to the conventions of English and grammar. Additionally, they will acquire knowledge on pre-planning their writing, including techniques like brainstorming and outlining ideas.



Creative Writing CP (Online – Edmentum)

HSED9053/HSES477 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

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



Creative Writing A/B (Bright Thinker)

HSBT1009/1010 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

Creative Writing fosters students' creativity and their ability to engage with the world through writing. Through diverse exercises, students develop skills in expressing themselves creatively across various domains such as reflection, interpretation, evaluation, synthesis, persuasion, controversial issues, and experimentation. Students will practice various forms of creative expression including fiction writing, short stories, poetry, and drama.



English Foundations A/B (Online – Freckle)

HS1203/1204 *9th-12th Grade*

Credits: 10

English Foundations is a digital course that is a part of the Renaissance Learning platform. Utilizing diagnostic data, the program creates a unique compilation of concepts that targets each students' specific instructional level, academic needs, and growth goals. The coursework includes individualized tutorials, practice, mastery quizzes , and progress checks. Students complete a set of skills to earn a unit. The goal is to provide support and help to increase student's English/Language Arts, testing, and technology skills.



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

HS1138/1139 *9th-12th Grade*

Credits: 10

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

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

HS90151/90152 *9th Grade*

Credits: 10

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

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

HS90153/90154 *10th Grade*

Credits: 10

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

English Language Development ELD 11 A/B CP (Online – iLit)

HS90192/90193 *11th Grade*

Credits: 10

This course, which adheres to the California Common Core English standards, equips students for life outside the classroom, building college, career, and citizenship readiness. Focused on text complexity, the course covers narrative, plays, dramas, poetry, informational texts, including articles, websites, videos, and other supplemental reading. Students will gain literacy skills by challenging their critical thinking, reasoning, and evidence-collection skills. Student writing assignments focus on exploring thematic structure, sentence variety, and voice. Students can express their ideas in meaningful and relevant ways, while learning the technical aspects of language. ELD 11, using iLit, serves as a foundation for all subsequent courses in high school that involve reading, analyzing and writing, providing students with the tools and strategies needed to develop effective communication skills.

English Language Development ELD 12 A/B CP (Online – iLit)

HS90194/90195 *12th Grade*

Credits: 10

This course, which adheres to the California Common Core English standards, equips students for life outside the classroom, building college, career, and citizenship readiness. Focused on text complexity, the course covers explanatory and argumentative writing, poetry, informational texts, including articles, websites, videos, memoirs, and other supplemental reading. Students will gain literacy skills by challenging their critical thinking, reasoning, prediction, and evidence-collection skills. Student writing assignments focus on supporting claims, author's purpose, descriptive details, sentence variety, and tone. Students can express their ideas in meaningful and relevant ways, while learning the technical aspects of the English language. ELD 12, using iLit, serves as a foundation for all subsequent courses in high school that involve reading, analyzing and writing, providing students with the tools and strategies needed to develop effective communication skills.

Gothic Literature CP (Online – Edmentum)

HSED9167 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

This one-semester course has 14 lessons, plus five Course Activities. Each lesson contains one or more Lesson Activities. It explores different conventions, themes, and elements of Gothic literature through the analysis of representative literary works, such as Emily Dickinson's poems about mortality and spirituality, Robert Louis Stevenson's classic Gothic novella Strange Case of Dr. Jekyll and Mr. Hyde, Edgar Allan Poe's Gothic short stories, Bram Stoker's Dracula, Robert Browning's Gothic poems, Percy Bysshe Shelley's Gothic drama, *The Cenci,* Mary Shelley's classic Gothic novel, *Frankenstein*, Gothic parodies and Gothic subgenres, and modern Gothic literature.

Literary Genres A/B (Bright Thinker)

HSBT1012/1013, HSTB1012D/1013D *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*
Literary Genres, a senior-level course, delves into diverse literary works for exploration and analysis. Beginning with a grammar review, students proceed to examine rhetorical and literary devices, alongside a brief overview of major literary forms. They encounter a range of fiction, including selections like The Canterbury Tales, various mythologies, Beowulf, Hansel and Gretel, Dracula, and Edgar Allan Poe's "The Masque of the Red Death." Shakespearean play excerpts deepen understanding of drama, while timeless poems by poets such as Robert Frost, Emily Dickinson, Walt Whitman, and Lord Byron are explored. Comparisons between speeches by Barack Obama and Ronald Reagan aid in analyzing persuasive texts. The course culminates in an exploration of perspective within nonfiction texts like diaries and autobiographies.

Multicultural Literature
HS10ML *9th–12th Grade*
Credits: 5
This course will expose students to a variety of authors and stories from around the world. Students will explore each story in depth by completing various activities that will challenge their thinking and open them up to new ways of learning. Through the reading selections, students will be exposed to the various cultures contained with each country. Throughout the five units, students will study various genres from all reaches of the world, which will help them to understand how literature can help them understand regionalism.

Mythology and Folklore CP (Online – Edmentum)
HSED9169, HSES505 *9th–12th Grade*
Credits: 5 *CSU/UC Approved for "G"*
This one-semester course is designed to introduce students to a wide range of myths, legends, and folklore from different cultures around the world. The course consists of 15 lessons and includes five Course Activities. Each lesson is composed of one or more Lesson Activities. In the Mythology and Folklore course, students will explore and describe myths associated with the creation of the world, natural elements, and the destruction of the world. They will also analyze and identify the main characters in dynastic dramas, love myths, and epic legends, delving into the details of their respective journeys. Additionally, students will trace the evolution of folklore and examine and describe folktales from various regions across the globe.

Structure of Writing CP (Online – Edmentum)
HSED1021, HSES379 *9th–12th Grade*
Credits: 5 *CSU/UC Approved for "G"*
Structure of Writing is a course that focuses on the principles of grammar and effective writing, emphasizing their practical application. In this course, students engage in learning about various aspects, including sentence types, punctuation marks, and essential grammar rules such as subject-verb agreement and tenses. They also explore the proper usage of different parts of speech and gain an understanding of concepts like parallel structure in sentences while identifying and correcting run-on sentences. Lastly, students are introduced to the development of paragraphs and essays, equipping them with essential skills for effective written communication.

Electives – Math

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

Accounting A/B CP (Online – Edmentum)
HSED9089/9090, HSES482/483 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*
This course is intended to help students familiarize themselves with the basics of accounting and accounting functions specific to different kinds of businesses. This course covers the fundamentals of bookkeeping and financial statements. It also covers career opportunities and the key government regulations in the accounting field.

Business and Consumer Mathematics (Online – Edmentum)
HSES284 *9th–12th Grade*
Credits: 5
This course explores practical mathematics skills that can be applied in everyday life. Students will learn about budgeting, managing bank accounts, and calculating the cost of goods or services. They will also gain knowledge about taxes, payroll deductions, and the concepts of investing and borrowing money. The course aims to equip students with the ability to make informed decisions regarding purchasing or renting a home or car, as well as understanding the importance of insurance in protecting their investments. Additionally, students will study economics, delving into the creation, distribution, and consumption of goods and services. The course highlights the impact of economics on individuals and its significance on a national scale.

Consumer Mathematics CP (Online – Edmentum)

HSED9138 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

In this course, students will learn practical applications of math. They will learn how to plan a budget, manage bank accounts, and figure the cost of a good or service. They will also learn about taxes, payroll deductions, and how to invest and borrow money. This course will help students make informed decisions about buying or renting a home or car and teach them how to protect their purchases and investments with insurance. Finally, they will study economics, or the science of the creation, distribution, and consumption of goods and services. They will see how economics affects them as an individual and how it affects the country as a whole.

Financial Literacy CP (Online – Edmentum)

HSED9004, HSES289 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

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

Financial Literacy (Bright Thinker)

HSBT9008, HSBT9008D *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

The Personal Finance course equips students with strategies to help effectively manage their finances. Starting with self-analysis to know their money personality, students explore good consumer habits such as comparing renting versus buying. Students will learn wealth-building strategies such as establishing an emergency fund, assessing investment risks, and using credit wisely. Students will get a look into consumer rights and learn measures to protect personal information. Also, students survey various insurance types and their roles in mitigating financial risks. The course concludes with a unit dedicated to evaluating higher education options, costs, and funding.

Financial Mathematics A/B CP (Online – Edmentum)

HSED2021/2022, HSES578/579 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

Financial Mathematics, Semester A, is a single-semester course designed to introduce students to the basics of financial algebra. This course includes lessons that focus on planning for expenses and developing financial goals. Students will learn to use algebraic expressions that model growth that's due to interest. They will also describe investments in terms of their cost, risks, and returns. Financial Mathematics, Semester B, is a single-semester course designed to provide insight into some advanced concepts of financial algebra. In this course, students will see how businesses achieve profits through proper financial planning. Students will examine the benefits and consequences of using credit cards and taking out loans. They'll also describe the procedures for filing taxes and identify taxes levied on various investments.

Math Foundations A/B (Online – Freckle)

HS2059/2060 *9th-12th Grade*

Credits: 10

English Foundations is a digital course that is a part of the Renaissance Learning platform. Utilizing diagnostic data, the program creates a unique compilation of concepts that targets each students' specific instructional level, academic needs, and growth goals. The coursework includes individualized tutorials, practice, mastery quizzes , and progress checks. Students complete a set of skills to earn a unit. The goal is to provide support and help to increase student's English/Language Arts, testing, and technology skills.

Math Models A/B (Bright Thinker)

HSBT2011/2012, HSBT2011D/2012D *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

The Math Models course applies mathematical concepts to practical scenarios. Beginning with a basic math review, it covers geometry, probability, statistics, and problem-solving. Students learn to collect and analyze data using graphs and models applicable across various disciplines like science, trigonometry, art, architecture, and music. They utilize theoretical, empirical, and binomial probability to predict outcomes. Additionally, students use math models to comprehend personal finance topics such as compensation, budgeting,

taxes, bank accounts, and compound interest. Analyzing credit cards, housing options, vehicle choices, investments, and insurance empowers students to make informed consumer decisions.

Electives – Social Science

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

Ethnic Studies (Online – Edmentum)

HSED9210, HSES573 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

In one semester of five units, Ethnic Studies explores the history, culture, and experiences of different ethnic and racial groups. The course looks at the lives of Indigenous peoples, African Americans, Latin Americans, Asian Americans, and Pacific Islanders in the United States. By studying the experiences of people in these groups, you will develop a deeper understanding of their contributions, struggles, and achievements. In this course, you will explore the effects of historical as well as current laws and policies. Many laws and policies have focused on specific ethnic or racial groups in the United States. You will learn about the ways in which these groups have shaped and contributed to society. You will also explore the obstacles groups have faced while working to gain citizenship and equality. Through discussion, research, and projects, you will learn how the impacts of race, ethnicity, and identity lead people to have very different lives.

Holocaust Studies CP (Online – Edmentum)

HSED3013, HSES462 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

Holocaust Studies is a single-semester course that describes the mass murder of millions of Jews during the Nazi rule in Germany and its impact on the international community. In this course, students will trace the history of Jews living in Europe and the origins of anti-Semitism. Students will learn about the early life of Hitler and his rise to power. The course also describes how the Nazis exterminated the Jews and how Jews resisted. Students will also learn about the liberation of the Jews and the impact of the Holocaust on the non-Jewish community. The course also covers the outcome of postwar trials.

Introduction to Anthropology CP (Online – Edmentum)

HSED9027, HSES300 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

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

Introduction to Archaeology CP (Online – Edmentum)

HSED9025, HSES435 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

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

Introduction to Criminology CP (Online – Edmentum)

HSED9050, HSES426 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

This course provides an overview of criminology, covering various theories and concepts in the field. It is divided into lessons and Course Activities that explore different aspects of criminology. The first lesson introduces criminology as a field of study. The following lessons delve into theories that explain criminal behavior, including those related to self-interest, individual traits, routine activities, social institutions, labeling, and peer association. Subsequent lessons explore theories that examine the influence of political and social powers, societal goals, and social order on criminal behavior. Other theories focus on crime prevention through promoting peace and justice, reducing opportunities for crime, and increasing the risks of detection. The final lesson covers a theory that aims to prevent the

escalation of serious crimes within a community. Throughout the course, students will gain a comprehensive understanding of criminology and its various theories and applications.

Introduction to Philosophy CP (Online – Edmentum)

HSED9017, HSES230 *9th–12th Grade*
Credits: 5 *CSU/UC Approved for "G"*

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

Introduction to World Religions CP (Online – Edmentum)

HSED9168, HSES489 *9th–12th Grade*
Credits: 5 *CSU/UC Approved for "G"*

This one-semester course is intended to help students understand the origin, beliefs, and practices related to various world religions. This course includes 14 lessons and 5 Course Activities. Each lesson contains one or more Lesson Activities. The first lesson introduces the concept of religion and discusses different approaches to studying world religions. The next lesson discusses the origins, beliefs, and practices related to some primal religions. The next eleven lessons discuss the origins, beliefs, and practices related to various world religions. The final lesson discusses the origins, beliefs, and practices related to some contemporary religious movements.

Native American Studies A/B (Online – Edmentum)

HSES269/354 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*

When European settlers first arrived in the Americas, they found the continent already inhabited. The cultural differences between the Native Americans and Europeans, as well as their desire to occupy the same land, often led to conflict. Tensions increased over time as Europeans moved westward to establish settlements. The US government, eager for more land, imposed a number of controversial policies on Native Americans, including assimilation, forced removal, and military intervention. This course examines the persecution of Native Americans and their fight for civil rights and recognition throughout US history. By the end of this course, you will be able to do the following: Describe the different cultural regions of the Native American groups on the North American continent. Consider indigenous people's perspectives on colonization. Explain why tribal confederacies were created. Identify ways in which European presence affected the Native American people. Interpret the effects of ethnocentrism on tribal-federal relations. Consider the effects of federal programs to remove and relocate, or assimilate Native Americans. Describe the effects of the boarding school experience by reading the words of Native American children. Analyze the outcomes of assimilation through both European and Native American perspectives. Discuss the long-term ramifications of boarding schools. Analyze the effect of the California gold

Psychology A/B CP (Online – Edmentum)

HSED9007/9008, HSES227/246 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*

In Psychology, students will explore the field's history and major theories. They will examine human development and how the nervous and endocrine systems impact behavior. Language development and acquisition theories will be discussed, along with the influence of heredity, environment, society, and culture on human behavior. The course provides an in-depth understanding of these psychological concepts and their relevance to the study of human behavior and development.

Psychology (Bright Thinker)

HSBT9080, HSBT9080D *9th–12th Grade*
Credits: 5 *CSU/UC Approved for "G"*

The Psychology course begins with a look at basic social science skills including ethical decision-making and statistical evaluation. After a brief survey of careers in psychology, the student will explore the physical processes of the brain and body systems that shape sense and perception. The student will then study theories of development, personality, and conditioning. Next, students will explore mental processes behind thinking and memory, language acquisition, motivation, and emotions. Students will investigate the levels of consciousness and disorders leading to abnormal behavior. The course concludes with an examination of the individual and social behavior. Students will learn about stress, attitude formation, conflict resolution, conformity and obedience, altruism, and morality.

Sociology CP (Online – Edmentum)

HSED9016, HSES226 *9th–12th Grade*
Credits: 5 *CSU/UC Approved for "G"*

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

Women's Studies CP (Online – Edmentum)

HSED9106, HSES301 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

Women's Studies is a course that is designed to help you understand the concepts of gender and gender roles, and the social discrimination that exists on the basis of gender. Students will learn about the history of feminism and feminist theories. Students will also learn about the social and political movements that raised awareness about equal rights for women and other marginalized groups. Students will explore the role of media in reinforcing gender stereotypes. This course also looks at the difference in the Western and non-Western ideas of gender, feminism, and activism. The course ends with a discussion on the possible challenges in the path toward creating an equal society.

World Geography A/B CP (Online – Edmentum)

HSED9014/9015, HSES171/172 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

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

World Geography A/B (Bright Thinker)

HSBT9016/H017, HSBT9016D/9017D *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

In World Geography, students will grasp the six key aspects: spatial terms, places and regions, physical systems, human systems, environment and society, and the applications of geography. Beginning with a general overview of Earth's structure, hydrosphere, and climates, each unit progressively focuses on a specific global region. By studying the physical geography of these regions, covering aspects like water resources, climate, vegetation, and natural resources, students gain insights into how geography shapes economic activities, human culture, and historical developments. Moreover, students explore the environmental impact of human actions, such as pollution and development, and contemplate the resulting implications.

Electives – Science

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

Environmental Science A/B CP (Online – Edmentum)

HSED9100/9101, HSES454/455 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

In Environmental Science, Semester A, students will explore the significance of environmental science as an interdisciplinary field. They will examine the abiotic and biotic factors that shape ecosystems. The importance of biodiversity for organism survival and the roles of the food chain and food web in ecosystems will be discussed. Students will study ecological interactions and the concept of succession. The effects of climate change and various forms of adaptation will be explored. Additionally, the water cycle and the cycling of carbon, oxygen, nitrogen, and phosphorous in the global environment will be examined. In Environmental Science, Semester B, students will delve into the factors influencing populations. They will analyze human population growth and its consequences. The unequal distribution of natural resources on Earth and the factors contributing to it will be explained. Waste management will be discussed, along with different types of pollution and methods for pollution control. Various nonrenewable and renewable energy sources will be introduced. Furthermore, students will learn about the benefits of environmental policies and identify the factors influencing sustainable development.

Foundations of Green Energy A/B CP (Online – Edmentum)

HSED9171/9172 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

Foundations of Green Energy is a two-semester course that is designed to provide students with an in-depth understanding of the science, technologies, and career opportunities within the rapidly expanding and evolving energy industry. The course focuses on the study of electrical energy and explores emerging energy technologies. It is specifically tailored to meet the state standards associated with STEM studies in the field of energy. The course content aligns with the Energy Industry Fundamentals Certificate Program (EIFCP) standards, which have been developed by the Center for Energy Workforce Development (CEWD). Through this course, students will gain valuable knowledge and skills that will prepare them for future success in the dynamic and growing field of green energy.

Introduction to Astronomy CP (Online – Edmentum)

HSED9026, HSES436 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

In Introduction to Astronomy, students will explore the captivating history of astronomy, spanning from ancient civilizations to the present day. The course delves into the celestial movements of the Sun, Moon, planets, and stars, enabling students to comprehend their patterns across the sky. Additionally, students will gain an understanding of the solar system's formation, as well as the vital roles played by the Sun and Moon within it. The causes behind Earth's seasons and the factors contributing to the existence of life on our planet will be thoroughly discussed. Furthermore, students will delve into the intriguing realm of stars, galaxies, and the awe-inspiring structure known as the Milky Way. The course also covers various theories of cosmology, providing students with insights into our understanding of the universe. Lastly, the advantages and disadvantages of space exploration will be explored, fostering critical thinking and awareness of the exploration's impact.

Introduction to Forensic Science CP (Online – Edmentum)

HSED9022, HSES303 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

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

Introduction to Marine Biology CP (Online – Edmentum)

HSED9023, HSES437 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

This one-semester course is intended to to help familiarize students themselves with the knowledge and skills required for a career in marine biology. In the Introduction to Marine Biology course students will explore the fundamental concepts of marine biology. They will learn about the formation and characteristic features of the oceans. They will also learn about the scientific method and explore

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

Introduction to Veterinary Science CP (Online – Edmentum)

HSED9028, HSES302 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

In the Introduction to Veterinary Science course, students will embark on a comprehensive exploration of the captivating history of veterinary science. The course provides valuable insights into the essential skills and requirements necessary for a successful career in the veterinary industry. Students will delve into the intricate physiology and anatomy of animals, equipping them with the knowledge to evaluate and assess animal health effectively. Through engaging coursework, students will gain expertise in diagnosing and treating both infectious and noninfectious diseases that commonly affect animals. Furthermore, the course covers the crucial topic of zoonotic diseases, highlighting the interconnectedness between animal and human health. Additionally, students will study the profound impact of toxins and poisons on animal well-being, fostering a comprehensive understanding of the potential threats to animal health.

Physical Science A/B CP (Online – Edmentum)

HSED4017/4018 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

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

Revolutionary Ideas in Science CP (Online – Edmentum)

HSED9170, HSES504 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

This one-semester course is a guide to help students understand the history of science from prehistoric to modern times. They will learn about inventions and discoveries in various fields of science, such as physics, chemistry, biology, genetics, computer science, Earth sciences, and astronomy.

Electives – Life Skills



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

Academic Success (Online – Edmentum)

HSED9121 *9th–12th Grade*

Credits: 3

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

Career Explorations (Online – Edmentum)

HSED9127, HSES506 *9th–12th Grade*

Credits: 5

This one-semester course is intended as a practical, hands-on guide to career exploration and planning. This course has 16 lessons organized into five units, plus four Unit Activities. Each lesson contains one or more Lesson Activities. The course ends with a Course Activity in which you will create two essential components of a career portfolio: a résumé and a cover letter for applying for an entry level job in your chosen career. This course covers all of the career clusters in the National Career Clusters Framework. You'll explore the career pathways within each cluster, determine the academic and skill requirements for different career pathways, and learn about

the jobs available in each pathway and the work these professionals do. This course will also guide you through the process of creating an academic and career plan based on you interests, abilities, and life goals.

Career Preparation I A/B (Bright Thinker)

HSBT9001/9002, HSBT9001D/9002D *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*

Students are given tools for future career success by focusing on career clusters and associated paths. Students learn essential skills such as job market surveying, paperwork completion, and workplace effectiveness. Throughout the course, students develop an electronic portfolio containing letters of interest, resumes, cover letters, interview preparation materials, a career plan, and additional reports. This course is designed for working students to integrate real-life experiences into course projects.

College & Career Transitions A/B (Bright Thinker)

HSBT9018/9019 *9th–12th Grade*
Credits: 10

This course equips students for learning success in high school and college by examining research-based learning strategies. Topics include goal setting, time management, stress management, note-taking, active reading, test-taking, and research skills. Students will also explore financial scholarships and grants, complete applications, and investigate technical schools, colleges, and universities. The College and Career Transitions course arms students in grades 9-12 with essential skills for post-secondary education and career readiness.

Driver's Education

HL/HLDI/HLDG/HLES/HLESDI8002 *9th–12th Grade*
Credits: 5

The Driver Education portion of this course is designed to teach the knowledge and skills necessary for students to become safe, qualified, defensive drivers. Special emphasis is placed on the all important mental aspects of driving, i.e.: emotions. The Career Exploration portion of this course provides an insight into the many and varied careers available today. The resume, job interview, and employment etiquette will be covered. Students will be given the opportunity to take career interest surveys.

Dual Enrollment Support A CP

HS90135 *9th–12th Grade*
Credits: 5 *CSU/UC Approved for "G"*

Dual Enrollment Support A is a course designed to guide and enhance students experience as first-time college students. In this course, students will learn many proven strategies for creating both academic and personal growth through readings, lectures, discussions, activities, and reflective journal writing. In addition, students will learn to express themselves professionally by practicing effective communication, college-level writing, and public speaking / presentation. Most importantly, students will establish themselves as independent college students with the skills, habits and mindsets for a balanced and successful college experience. Throughout the course, students will read proficiently to gather, analyze and evaluate information, apply independent study skills to develop competency with the habits of mind needed for college success, model thinking and behavior expected of college students, apply reasoning to make responsible choices, and make, justify, and critique the arguments of themselves and others. Upon completion of the course, students will have mastery in all of the topics and skills listed above and will have real life further developed skills in reasoning, argument, multimedia communication, and social-emotional domains.

Electronic Communication Skills (Online – Edmentum)

HSED9094 *9th–12th Grade*
Credits: 5

Electronic Communication Skills is a one-semester course that is intended as a practical, hands-on guide to help students learn electronic communication skills required to achieve success in various careers. This course has 16 lessons organized into 5 units, 4 Unit Activities, and 4 discussions. Each lesson contains one or more Lesson Activities. Students will grade their work in the lesson activities by comparing them with sample responses. They will submit the unit activities to their teacher for grading.

Food and Nutrition

HL/HLDI/HLDG/HLES/HLESDI8001 *9th–12th Grade*
Credits: 5

This course introduces students to the principles of food, nutrition, and healthy living, exploring how food choices impact physical, emotional, and overall well-being. Students study essential nutrition concepts including calories, nutrients, vitamins, minerals, and current dietary guidelines, while examining strategies for maintaining a balanced diet and healthy weight. The course also addresses food safety, kitchen first aid, and the prevention of foodborne illness. In addition, students develop practical skills such as reading and following recipes, measuring ingredients accurately, planning nutritious meals, smart shopping, budgeting, and interpreting food

labels. Through the study of major food groups and meal preparation techniques, students build foundational knowledge and skills to support informed, lifelong healthy eating habits.

Literacy Advancement A/B (Online – Achieve 3000)

HSES274/275 *9th–12th Grade*

Credits: 10

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

Literacy Empowerment A/B (Online – Achieve 3000)

HSES297/298 *9th–12th Grade*

Credits: 10

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

My Language Arts Path A/B/C/D/E/F

HS90181/90182/90183/90184/90185/90186 *9th–12th Grade*

Credits: 5-30

My Language Arts Path is a digital course that is a part of the Edmentum Learning platform. Utilizing diagnostic data, the program creates a unique learning path that targets each students' specific instructional level, academic needs, and growth goals. The coursework includes individualized tutorials, practice, mastery quizzes, and progress checks. Students complete a set of skills to earn a unit. The goal is to provide support and help to increase student's language arts, testing, and technology skills.

My Math Path A/B/C/D/E/F

HS90169/90170/90171/90172/90173/90174 *9th–12th Grade*

Credits: 5-30

My Math Path is a digital course that is a part of the Edmentum Learning platform. Utilizing diagnostic data, the program creates a unique learning path that targets each students' specific instructional level, academic needs, and growth goals. The coursework includes individualized tutorials, practice, mastery quizzes, and progress checks. Students complete a set of skills to earn a unit. The goal is to provide support and help to increase student's math, testing, and technology skills.

My Reading Path A/B/C/D/E/F

HS90175/90176/90177/90178/90179/90180 *9th–12th Grade*

Credits: 5-30

My Reading Path is a digital course that is a part of the Edmentum Learning platform. Utilizing diagnostic data, the program creates a unique learning path that targets each students' specific instructional level, academic needs, and growth goals. The coursework includes individualized tutorials, practice, mastery quizzes, and progress checks. Students complete a set of skills to earn a unit. The goal is to provide support and help to increase student's reading, testing, and technology skills.

New Student Seminar

HS9053 *9th–12th Grade*

Credits: 2

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

Nutrition and Wellness CP (Online – Edmentum)

HSED9024, HSES427 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

This one-semester course is intended as a practical, hands-on guide. It has 17 lessons organized into four units, plus four Unit Activities. Each lesson contains one or more Lesson Activities. This course will cover basic knowledge about nutrition and wellness such as basic concepts of nutrition, the digestive and metabolic processes, nutrient requirements, dietary guidelines, importance of physical fitness, community health issues, food management, and careers in the field of nutrition and wellness. You will submit the Unit Activity documents to your teacher, and you will grade your work in the Lesson Activities by comparing them with given sample responses. The Unit Activities (submitted to the teacher) and the Lesson Activities (self-checked) are the major components of this course. There are other assessment components, namely the mastery test questions that feature along with the lesson; the pre- and posttest questions that come at the beginning and end of the unit and an end-of-semester test. All these tests are a combination of simple multiple-choice questions and technology enhanced (TE) questions.

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

Student Assistant A/B
HS9021/9022 *9th–12th Grade*
Prerequisite: Teacher approval
Credits: 10
Student Assistants serve teachers and other staff members by providing clerical and instructional assistance in the centers. Teacher permission is required and students must complete training as required by the Director of Educational Operations. Students who fall behind in their regular school work will need to take a break from this course until their other studies have improved. Student Assistants must demonstrate responsibility, maturity and integrity in their relations with adults and other students. Students will earn 5 credits upon completion of 60 hours of work during each semester.

Student Council A/B/C/D
HS9025/9026/9027/9028 *9th–12th Grade*
Credits: 5
This is an elective course whereby students are given the opportunity to interact with each other and school-wide activities. Students become active in advertising for upcoming school events, decorating centers for important events, and planning school-wide events like Prom, back to school night, and graduation. Students will also participate in community service events like canned food drives, highway clean up, and toy drives.

Electives – General



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

GED Prep: Mathematics (Online – Edmentum)
HSED9019, HSES557 *9th–12th Grade*
Credits: 5
The GED exam measures the skills and knowledge similar to a high school course of study and allows learners to receive their high school equivalency certifications.

GED Prep: Reading Language Arts (Online – Edmentum)
HSED9018, HSES556 *9th–12th Grade*
Credits: 5

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

GED Prep: Science (Online – Edmentum)

HSED9020, HSES558 *9th–12th Grade*

Credits: 5

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

GED Prep: Social Studies (Online – Edmentum)

HSED9021, HSES559 *9th–12th Grade*

Credits: 5

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

Logic I (Bright Thinker)

HSBT9064, HSBT9064D *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

Logic I enhances students' critical thinking abilities through informal logic. Students will be challenged to The course prompts students to examine whether humans lean more towards rational or emotional reasoning. Central to the curriculum is the identification and analysis of logical fallacies, such as appeal to fear, irrelevant thesis, straw man, false analogy, red herring, and misuse of statistics. Through practical exercises, students develop the skills to recognize and refute fallacies when evaluating arguments. They also engage in crafting their own dialogues, drawing upon principles of argumentative dialogue. A study of Aesop's Fables and "The Cave" by Plato enriches the course content. The culmination involves a thorough review of fallacies and an introduction to formal logic.

Logic II (Bright Thinker)

HSBT9065, HSBT9065D *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

Logic II introduces students to Aristotelian formal logic, utilizing classical tools like the Porphyrian tree and Euler's circles to translate arguments into categorical forms. Students will analyze argument validity using the square of opposition, terminological rules, Venn diagrams, and the Barbara, Celarent, Darii, Ferio mnemonic. The course concludes with analyzing presuppositional disputes and a survey of hypothetical syllogisms.

Music of Today

HL/HLDI/HLDG/HLES/HLESDI9007 *9th–12th Grade*

Credits: 5

Music of Today is an engaging exploration of contemporary music spanning over various genres, styles, and cultural influences. This course will provide students with a deep understanding of the diverse landscape of modern music, examining its historical roots, cultural significance, technological advancements, and artistic innovations. Throughout the curriculum, students will embark on a journey through the dynamic world of contemporary music, discovering the ways in which it reflects and shapes our ever-changing society. From popular music to experimental avant-garde compositions, students will analyze and critically evaluate a wide range of musical works, gaining insights into the creative processes, socio-political contexts, and technological developments that have shaped the music of today.

SAT Math (Online – Edmentum)

HSED9202 *9th–12th Grade*

Credits: 5

The SAT Math course was developed by aligning the strands and topics that are assessed on the SAT. Each unit within the course aligns with one or more topics covered in the SAT. The focus of this course centers around the study of algebraic problem-solving skills and the comprehension of concepts related to geometry, probability, and statistics. Learners will encounter a diverse range of lessons and activities aimed at enhancing their knowledge and skills in these specific areas.

SAT Reading (Online – Edmentum)

HSED9203 *9th–12th Grade*

Credits: 5

The SAT Reading course was developed by aligning the strands and topics assessed on the SAT. Each unit within the course aligns with one or more topics covered in the SAT. The course primarily focuses on the study of various reading strategies and vocabulary skills for

fictional, informational, and persuasive texts. Within this course, learners will discover a diverse range of lessons and activities aimed at improving their understanding and proficiency in these strategies.

SAT Test Prep (Online – Edmentum)

HSES492 *9th–12th Grade*

Credits: 5

This SAT Prep course is meant to review the different parts of the SAT test: Reading, Writing & Language, and Math. Students will learn about the parts of the test and general test taking strategies. They will also be shown various resources that will help in studying for the SAT. There are practice tests for students to take and see how they would do on the SAT. By the end of the course students should be more prepared for the SAT test and have a study guide created.

Speech Communication (Bright Thinker)

HSBT9014, HSBT9014D *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

Speech Communication helps students to improve interpersonal and public communication skills. Students will learn the communication process, oral and nonverbal communication, and listening skills and develop self-awareness and confidence as public speakers. By the end of the course, students will apply their skills by researching, preparing, and delivering a speech.

Electives – Career Titles



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

Accounting I A/B (Bright Thinker)

HSBT9020D/9021D *9th–12th Grade*

Credits: 10

The Accounting I Jump Course for high school students offers a solid introduction to accounting. Students will understand financial reporting principles and key financial statements like the balance sheet and income statement. They'll also learn practical skills such as creating financial documents and managing accounts payable and receivable. The course covers various inventory valuation methods and teaches payroll and tax calculations. Finally, students will complete the Accountant Simulation Project, where they independently go through the accounting cycle and present their work with suggestions for improvement.

Accounting II A/B (Bright Thinker)

HSBT9022D/9023D *9th–12th Grade*

Credits: 10

Accounting II builds upon the foundational knowledge from Accounting I. The course begins by examining the legal and regulatory frameworks that govern accounting practices in business, such as the Securities and Exchange Commission (SEC) and the Generally Accepted Accounting Principles (GAAP). Students will learn to apply these regulations in corporate settings, including tasks like analyzing and producing consolidated financial statements and engaging in tax accounting. They'll also delve into financial analysis, calculating ratios related to liquidity, profitability, return on assets, and efficiency, among other accounting functions. The course then shifts to managerial accounting concepts, covering topics like costs, cost drivers, decision making based on cost accounting, and methods for allocating costs. Additionally, students will explore principles related to managing financial resources for business stability, such as depreciation, payback periods, budgeting, managing corporate stock, and understanding cash flows.

Advertising (Bright Thinker)

HSBT9024D *9th–12th Grade*

Credits: 5

The Advertising course educates students on the fundamental principles and techniques of advertising within the broader context of marketing communication. It commences by exploring the diverse career prospects within the advertising industry, prompting students to reflect on environmental, ethical, and other professional obligations. Through the examination of the marketing research

process and the elements of advertising via the PESO model, students gain insights into target market identification and sales presentation skills utilizing demographics, segmentation, and the four primary sales channels. In the concluding module, students leverage their understanding of the product life cycle to undertake a culminating project, simulating a promotional campaign for a novel product.

Applied Medical Terminology A/B CP (Online – Edmentum)

HSED9081/9082, HSES484/485 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*

Built on the same sound pedagogy and proven course design methodologies as all of the Edmentum courses, Medical Terminology helps students understand the structure and meaning of medical terms and identify medical terminology associated with various body systems. Students will learn about the history of medical terminology and identify the basic components of medical terms. They will learn about various medical abbreviations, acronyms, and symbols used in health care. Additionally, they will discuss the structure, planes, and cavities of the human body and their respective positions. Students learn about the structure and functions of each body system. They will identify the medical terminology related to various diseases, disorders, medical procedures, and treatment for each system and they will explore health science specializations related to each body system. Finally. students learn about the structure and functions of each body system. They will identify the medical terminology related to various diseases, disorders, medical procedures, and treatment for each system. Additionally, they will explore health science specializations related to each body system.

Artificial Intelligence CP (Online – Edmentum)

HSED9166, HSES487 *9th–12th Grade*
Credits: 5 *CSU/UC Approved for "G"*

Artificial Intelligence provides a comprehensive overview of the field, covering its history, applications in domains like games, speech recognition, and computer vision. Students explore intelligent agents, problem formulation, knowledge representation, and concepts including machine learning, natural language processing, expert systems, and robotics. Ethical considerations and safety issues in AI are highlighted. By course end, students gain a solid understanding of AI's fundamentals and implications.

Audio Video Production 1 A/B CP (Online – Edmentum)

HSED9142/9143 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*

This course will cover various topics in audio video production, such as directing techniques, editing and mastering techniques, file management and delivery formats, advanced camera and lighting techniques, and techniques for providing special effects.

Audio Video Production 2 A/B CP (Online – Edmentum)

HSED9144/9145 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*

This course will cover the various audio video production activities, discuss the various media formats and distribution, and discuss the different critiquing techniques and media ethics.

Audio Video Production 3 A/B CP (Online – Edmentum)

HSED9146/9147 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*

This course will cover the various methods of mastering production techniques and advanced media-delivery methods. It explores different special effects and animation techniques. It also covers career options, portfolios, technology effects, critiquing, and copyright and labor issues.

Biotechnology A/B CP (Online – Edmentum)

HSED9207/9208 *9th–12th Grade Credits: 10* *CSU/UC Approved for "G"*

Biotechnology, Semester A, is the first part of a two-semester course introducing biotechnology's history, impact, and essential skills. It covers cell and molecular biology fundamentals, key breakthroughs like PCR and recombinant DNA technology, and laboratory safety and techniques. Semester B explores genetics, genetic engineering, and biotechnology applications across sectors. Students examine regulations, ethical considerations, career opportunities, workplace skills, and entrepreneurship. The course concludes with biotechnology product development, bioinformatics, and emerging trends.

Business Communications A/B CP (Online – Edmentum)

HSED9139/9140 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

Business Communications, Semester A, is a single-semester course designed to strengthen student's ability to read and write in the workplace. The course first introduces the business writing process. Then, they will learn about writing emails and instant messages, as well as examine the role that digital media plays in business. The last units cover how to format and write specific types of business messages. In the second semester, students will learn about different kinds of workplace documents they may need to read or write on the job. Then the course introduces them to the design and visual components of workplace documents, along with strategies for giving business presentations. The next portion focuses on the role that professional and interpersonal skills play in the workplace. Lastly, they will learn strategies that will help them find and apply for jobs.

Business Information Management A/B CP (Online – Edmentum)

HSED9148/9149 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

This course is intended as a practical, hands-on guide to help students understand the basic computer skills required during their college education and when pursuing a career. This course will cover the needs for technology in business organizations and how businesses use hardware, software, Internet, and emerging technologies. This course also covers productivity applications such as word processing software and spreadsheet software. The second semester will covers the use of presentation software for preparing, enhancing, and delivering business slideshows. It also covers how databases are used to store data and improve the decision-making capabilities of business organizations. Additionally, the course covers the principles of website design and project management in business organizations.

Business Management A/B (Bright Thinker)

HSBT9004/9005, HSBT9004D/9005D *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

Business Management is a fundamental component within the Career and Technical Education clusters of Business, Marketing, and Finance. Students will explore changing perspectives on management, focusing on leadership. They will then engage in ethical case studies, assessing different organizational structures. Units 4 through 6 will involve dissecting the decision-making process in management contexts, including aspects like quality control and enhancing communication. From unit 7 onward, students will delve into topics such as employee compensation and legal considerations related to recruitment and termination. The course culminates in providing students with practical tools for developing personal habits and fostering team cohesion.

Certified Nurse Aide A/B CP (Online – Edmentum)

HSED9079/9080 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

The course is designed to enable students to learn the key skills and information that they need to work as certified nurse aides. The course is based on the NNAAP Exam syllabus and is designed to prepare students to take the exam and become certified nurse aides. While going through this course students will explore concepts related to effective communication for nurse aides, how to work on multidisciplinary teams, cultural competency, an. key points that nurse aides should report to their nurse supervisors. Students will also be doing in-depth studies of the history of medical terminology and the basic components of medical terms, medical abbreviations, acronyms, and symbols with their full forms. Students will study body structures, including the musculoskeletal, integumentary, endocrine, nervous, sensory, lymphatic, and immune systems. They will list diseases and disorders associated with these body systems and also identify specializations, medical equipment, diagnostic and treatment procedures, and medications related to each of these systems. Finally, they will focus on the five body systems, which include the respiratory, cardiovascular, reproductive, digestive, and excretory systems. Students will recall the structures and functions of each body system, list diseases and disorders associated with each, and identify specializations, medical equipment, diagnostic and treatment procedures, and medications related to these systems.

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

HSED9005/9006, HSES286/295 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

This course explores child development, parenting, and essential communication skills. Students will learn fundamental concepts of parenting, workplace skills, and recent parenting trends. By the end of the course, students will gain valuable knowledge and skills for successful parenting and understanding child development.

Child Development (Bright Thinker)

HSBT9003, HSBT9003D *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

Child Development equips students with the comprehension of children's physical, social, emotional, and intellectual progression. It aims to furnish young individuals with the requisite knowledge and abilities vital for nurturing and guiding children, whether as

parents or caregivers. The focus lies in aiding students to establish environments conducive to children's optimal development. Additionally, students explore career opportunities within the field of child development.

Commercial Photography I A/B (Bright Thinker)

HSBT9034D/9035D *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

Commercial Photography I enhances students' proficiency in digital photography, professional communication, and design. Beyond mere image capture, commercial photography encompasses marketing, collaboration, organizational skills, design principles, and more. Students delve into various concepts, including client interaction, image editing, portrait posing, scene styling, manual camera operation, design principles application, career preparation, and purposeful image creation. Through real-world projects and exposure to diverse aspects of the industry, students gain valuable insight into the dynamics of the creative production field. Upon completion of Commercial Photography I, students depart with a wealth of knowledge and a portfolio primed for the industry.

Commercial Photography II A/B (Bright Thinker)

HSBT9036D/9037D *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

Commercial Photography II builds upon students' proficiency in digital photography, professional communication, and design established in Commercial Photography I. While Commercial Photography I introduced foundational concepts such as lighting, posing, image retouching, client interaction, styling, and manual camera operation, Commercial Photography II delves deeper into several of these areas. Additionally, students are introduced to new concepts including leadership, entrepreneurship, conceptualization, architectural photography, stock photography, and finding inspiration. Through engaging in real-world projects and gaining exposure to various career paths within photography, students gain valuable insights into the demands of the creative production industry. These projects aid students in setting goals and planning for their future endeavors. Emphasizing the importance of continuous practice, Commercial Photography II encourages students to explore and capture photographs regularly. Upon completion, students of Commercial Photography II depart with an extensive knowledge base and a portfolio ready for the industry.

CompTIA A+ with Exam Prep A/B CP (Online – Edmentum)

HSED9071/9072 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

This course is focused on the exam objectives of CompTIA A+ 220-901. Students will learn about computer hardware and networking. Students will learn about mobile devices and their features. Students will learn how to identify and troubleshoot problems related to hardware, networking, printers, storage devices, and mobile devices. Unit activities in the course help students to develop and apply critical thinking skills. Animations and screenshot based slideshows included in the lesson keep students engaged. Students can understand technical concepts very easily. Simulations provide students a real computer environment to practice various procedural steps. These simulations emulate the CompTIA A+ performance based questions. Practice Test at the end of the course help students to attempt questions that are similar to CompTIA A+ 220-901 certification exam.

CompTIA Network+ Certification (N10-007) A/B CP (Online – Edmentum)

HSED9176/9177, HSES510/511 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

CompTIA Network+ Certification (N10-007) is a yearlong course that covers the objectives of the CompTIA Network+ Certification (N10-007) exam. The first semester begins by describing networking concepts such as network topologies,protocols, Internet Protocol (IP) addressing, switching, and routing. You'll describe wireless technologies, virtualization, cloud computing, and network services. You'll also describe network cables and connectors, network devices, and network storage technologies. The second semester begins by describing network documentation and best practices. You'll describe network monitoring tools and remote access methods. You'll explain business continuity and disaster recovery methods. You'll describe the methods to secure a wireless network. You'll describe the types of network attacks. You'll identify various device hardening and mitigation techniques. You'll describe troubleshooting methodology and tools. You'll explain how to troubleshoot wired and wireless connections and network service problems.

Computer Programming 1 A/B

HL/HLDI/HLDG/HLES/HLESDI2045/2046 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

Computer Programming is a two-semester course that introduces students to how computers, networks, and data systems function while developing foundational coding and problem-solving skills. Students learn to break complex problems into manageable steps, design and build programs from the ground up, and represent information clearly and securely. As the course progresses, students focus on designing user-friendly programs, refining their work through testing and feedback, and applying responsible coding practices. Topics include human-computer interaction, collaboration using online tools and version control, intellectual property and licensing, privacy and ethical computing, bias in algorithms, and the social impact of technology. Students also explore emerging technologies and technology-related careers while developing a personal portfolio. By the end of the course, students will be able to design, evaluate, and share computational projects that are accessible, ethical, and aligned with professional standards.

Computer Programming 1 A/B CP (Online – Edmentum)

HSED9036/9037, HSES431/432 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

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

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

HSED9010/9011, HSES347/460 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

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

Counseling & Mental Health A/B (Bright Thinker)

HSBT9041D/9042D *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

This Career and Technical Education course caters to students pursuing pathways in Health Science or Human Services. It covers essential soft skills vital for personal and professional development, including time management, critical thinking, and effective communication. Additionally, the curriculum delves deeply into mental health topics, spanning from historical contexts to contemporary care systems, nervous system dynamics, and various mental health disorders. Students engage in research to understand the professional development aspects of mental health workers, including scope of practice and adapting to industry changes. The course also explores career opportunities within the mental health field and provides insights into available training avenues.

Culinary Arts A/B CP (Online – Edmentum)

HSED9002/9003, HSES375/376 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

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

Digital Audio Technology I A/B (Bright Thinker)

HSBT9043D/9044D *9th–12th Grade*

Credits: 10

This course offers an introduction to Digital Audio Technology, covering the history of audio recording and modern trends like computer music and digital audio workstations. It explores the entire audio production process, including scriptwriting, sound effects, and music composition for film. Additionally, it delves into career opportunities, educational paths, industry certifications, ethical considerations, legal aspects, and developing employability skills such as interviewing and resume writing.

Digital Design & Media Production (Bright Thinker)

HSBT9045D *9th–12th Grade*

Credits: 5

Digital Design and Media Production offers a comprehensive introduction to graphic design, video production, and social media marketing. Topics include audience identification, graphic design principles, advertising, videography, and social media. Students develop skills in logo design, videography, and social media marketing through projects like creating a news package and tailored ad plans. They also learn about planning, research, fair use, and copyright laws. The course explores the impact of the internet on advertising and marketing and provides hands-on experience in media production.

Drafting and Design A/B CP (Online – Edmentum)

HSED9155/9156 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*
This course is designed to familiarize students with various aspects of drafting and design. The course covers fundamental concepts of drafting and design, including topics such as drafting tools, drafting conventions, sketching and drawing techniques, types of views and projections, and basic computer-aided design and drafting (CADD) operations. By the end of the course, students will have a solid understanding of drafting and design principles and will be equipped with the necessary skills to apply them effectively.

Entrepreneurship A/B CP (Online – Edmentum)
HSED9051/9052, HSES396 (*semester A only)* *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*
This course is intended to help students understand the components of a business plan, ideation and innovation in products and pricing, the market research process, and various management functions of operations management. This course will cover the roles and attributes of an entrepreneur, marketing and its components, the selling process, and operations management. The second semester of this course is intended to help students understand the concept of accounting and its role in business, different firm ownership structures, importance of business ethics, and the scope and importance of quality management. This course will cover the different types of capital that a business needs at different stages, nature of legally binding contracts, different functions of the human resources division of a company, and the types of risks that entrepreneurs have to face.

Entrepreneurship A/B (Bright Thinker)
HSBT9006/9007, HSBT9006D/9007D *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*
The Entrepreneurship course cultivates students' enthusiasm for initiating, growing, and succeeding in business endeavors. It covers the fundamentals of business inception, from generating innovative ideas to achieving profitability. Beyond mere startup concepts, the course explores product development, marketing strategies, distribution channels, and sales tactics. Students delve into areas such as pricing strategies, financial planning, accounting, fundraising, marketing research, and legal considerations. Through handson practice, including the development of a business plan, students acquire a comprehensive understanding of the requirements for business success and may be inspired to pursue their own entrepreneurial ventures.

Essential Career Skills (Online – Edmentum)
HSED9033, HSES293 *9th–12th Grade*
Credits: 5
This course helps students understand and practice critical life and workplace readiness skills identified by employers, state boards of education, and Advance CTE. These skills include personal characteristics, such as positive work ethic, integrity, self-representation, and resourcefulness, as well as key people skills, communication skills, and broadly-applicable professional and technical skills. These skills are universally valuable but sometimes assumed or glossed over in more career-specific courses. For that reason, this provides students with a solid foundation in their career studies.

Food Handler and Food Manager Certifications CP (Online – Edmentum)
HSED9178, HSES512 *9th–12th Grade*
Credits: 5 *CSU/UC Approved for "G"*
The Food Handler and Food Manager Certifications course prepares students for competency exams in food handling and management. Students gain the knowledge and skills needed to provide safe food as handlers or managers. Students will possess the competence and expertise to meet rigorous standards in food safety and management.

Game Development CP (Online – Edmentum)
HSED9038, HSES232 *9th–12th Grade*
Credits: 5 *CSU/UC Approved for "G"*
This comprehensive course offers students a thorough understanding of game development, equipping them with the necessary skills for a successful career in the field. Students will delve into various aspects, including the history of video games, character development, mobile game design, user interface design, social gaming, and development design principles and methodologies. Interactive games are integrated throughout the course to enhance the learning experience and gauge student proficiency while still focusing on establishing a solid foundation for a future career in game development.

Graphic Design & Illustration I A/B (Bright Thinker)
HSBT9050D/9051D *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*
Graphic Design and Illustration I is an introductory course covering the elements, principles, and tools of the graphic design and illustration industries. Students explore design elements like color, shape, and value, applying them to projects such as product labels,

logos, and figure drawing. The course emphasizes design software and hardware basics, along with professional skills like creating proposals, typography, cyber security, printing, copyright laws, and artist critiques. Students culminate the course by assembling a portfolio suitable for art school applications, job placement, or professional development.

Health Sciences 1 A/B (Online – Edmentum)

HSED9083/9084 *9th–12th Grade*

Credits: 10

This one-semester course is intended to help you understand the basic structure and function of the human body. This course has 16 lessons organized into five units, plus four Unit Activities. Each lesson contains one or more Lesson Activities. This course will cover the structure of the human body systems and their functions. It will also cover diseases and medical procedures related to each body system. You will submit the Unit Activity documents to your teacher, and you will grade your work in the Lesson Activities by comparing them with given sample responses. The Unit Activities (submitted to the teacher) and the Lesson Activities (self-checked) are the major components of this course. There are other assessment components, namely the mastery test questions that feature along with the lesson, and the post-test questions that come at the end of the unit. All of these tests are a combination of simple multiplechoice questions and technology enhanced (TE) questions.

Health Sciences 2 A/B (Online – Edmentum)

HSED9085/9086 *9th–12th Grade*

Credits: 10

This one-semester course is intended to help you understand the skills required to achieve success in modern-day careers related to health care. This course has 18 lessons organized into five units, plus three Unit Activities. Each lesson contains one or more Lesson Activities. This course will cover diverse topics such as the healthcare system, diagnostic services, stress management, health informatics, medical math, and professional conduct. You will submit the Unit Activity documents to your teacher, and you will grade your work in the Lesson Activities by comparing them with given sample responses. The Unit Activities (submitted to the teacher) and the Lesson Activities (self-checked) are the major components of this course. There are other assessment components, namely the mastery test questions that feature along with the lesson, and the post-test questions that come at the end of the unit. All of these tests are a combination of simple multiple-choice questions and technology enhanced (TE) questions.

Hospitality and Tourism: Traveling the Globe CP (Online – Edmentum)

HSED9112 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

With greater disposable income and more opportunities for business travel, people are traversing the globe in growing numbers. As a result, hospitality and tourism is one of the fastest-growing industries in the world. This course will introduce students to the hospitality and tourism industry, including hotel and restaurant management, cruise ships, spas, resorts, theme parks, and other areas. Students will learn about key hospitality issues, the development and management of tourist locations, event planning, marketing, and environmental issues related to leisure and travel. The course also examines some current and future trends in the field.

Human Growth & Development A/B (Bright Thinker)

HSBT9057D/9058D *9th–12th Grade*

Credits: 10

Human Growth and Development provides a comprehensive examination of the biological, physical, social, and emotional progression of humans across various life stages. Beginning with prenatal development, prenatal care, and genetics, the course progresses to explore stages such as infancy, early childhood, adolescence, and adulthood. Each module includes hands-on projects focusing on topics like psychosocial and emotional development, allowing students to engage directly with individuals in different life stages. Additionally, the course covers developmental theories, societal and cultural influences, and identifies career opportunities in human development.

Human Resource Management (Bright Thinker)

HSBT9059D *9th–12th Grade*

Credits: 5

Human Resource Management (HRM) is essential for organizational success. This course explores the responsibilities of HR managers, including defining roles, policies, procedures, and legal obligations. Students delve into the employee life cycle, covering hiring, training, labor laws, discipline, rewards, benefits, and termination. They also learn to balance organizational needs with employee rights, acting as liaisons between the two parties. Ultimately, the course aims to equip students with the skills to excel as future managers and employees through a deeper understanding of HRM principles.

Instructional Practices A/B (Bright Thinker)

HSBT9060D/9061D *9th–12th Grade*
Credits: 10
Instructional Practices offers students foundational knowledge and skills in education theory, development, and delivery. The course begins with an exploration of education history and identifies traits of effective teachers and educational environments. Students learn instructional strategies, theories of learning, and methods for course planning and delivery. Communication skills are honed for interactions with educators, parents, and stakeholders. Research projects focus on developmental theory, adult learning theory, and pedagogy, using technology for content creation and assessment. Special topics like special education and ethical responsibilities are integrated throughout. The course concludes with a field study, allowing students to observe and evaluate instructional strategies of professional educators.

International Business CP (Online – Edmentum)
HSED9095 *9th–12th Grade*
Credits: 5 *CSU/UC Approved for "G"*
International Business is a single-semester course that describes international business and its various aspects. This course begins by describing the impact of globalization and the position of the United States in international business. In this course, students will learn about global trade theories and policies and identify major world economies. In addition, they'll determine the levels of economic cooperation between the economies, and determine the strategies that are required to enter the international business arena. Finally, students will explain the importance of human resources in global firms and describe various employability skills required in business.

Introduction to Android Mobile App Development (Online – Edmentum)
HSED9199 *9th–12th Grade*
Credits: 5 *CSU/UC Approved for "G"*
In this course, students will describe the history of and upcoming trends in mobile app development. Students will identify career options in mobile app development and describe the skills and training required for mobile app development. Students will also describe how to start a mobile app development company. Further, students will create a new project in Android Studio. Finally, students will create the user interface of an app and make it interactive in Android Studio.

Introduction to Cybersecurity CP (Online – Edmentum)
HSED9001, HSES430 *9th–12th Grade*
Credits: 5 *CSU/UC Approved for "G"*
This course serves as an introduction to the fundamental concepts of cybersecurity. Students will explore key cybersecurity principles and programs, while identifying various types of threats and errors. They will acquire knowledge on safeguarding computer systems, networks, and data against cyberattacks, as well as understanding risk assessment, mitigation, and incident handling processes. The course also covers relevant laws, standards, and ethical considerations in the cybersecurity realm. Lastly, students will have the opportunity to explore the diverse career prospects available within the field of cybersecurity.

Introduction to Fashion Design CP (Online – Edmentum)
HSED9009 *9th–12th Grade*
Credits: 5 *CSU/UC Approved for "G"*
This one-semester elective course provides an introduction to the fundamentals of fashion design. Students will delve into the history of fashion, examine its components, and explore the influences and contributions of notable fashion innovators. The course covers the essential steps involved in garment production, from initial research and forecasting to fabric manufacturing and the creation of sample garments. Students will familiarize themselves with fashion terminology, life cycles, adoption theories, and consumer behavior. By the end of the course, students will have gained a comprehensive understanding of fashion concepts and the various stages of garment production.

Introduction to Finance CP (Online – Edmentum)
HSED9141 *9th–12th Grade*
Credits: 5 *CSU/UC Approved for "G"*
This one-semester course is designed to provide students with a solid foundation in essential finance concepts. Organized into five units with twenty-one lessons, the course offers a comprehensive exploration of finance. Topics covered include the significance of finances and financial planning in personal and business contexts, effective financial management strategies, diverse investment approaches, and potential career paths in the finance industry. By the end of the course, students will have gained a thorough understanding of fundamental finance principles and their practical applications.

Introduction to iOs Mobile App Development (Online – Edmentum)
HSED9200 *9th–12th Grade*
Credits: 5 *CSU/UC Approved for "G"*

In this course, students will describe the history of and upcoming trends in mobile app development. Students will identify career options in mobile app development and describe the skills and training required for mobile app development. Students will also describe how to start a mobile app development company. Further, students will create a new project in Xcode. Finally, students will create the user interface of an app and make it interactive in Xcode.

Introduction to Military Careers CP (Online – Edmentum)

HSED9031, HSES438 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

Introduction to Military Careers is a comprehensive single-semester course that explores the diverse array of career opportunities available within the US military and its branches. Students will delve into the foundational aspects of the US military, including its historical background, organizational structure, and branch distinctions. The course also provides an in-depth examination of the various occupations within the military and the corresponding qualifications necessary for each role. Enlistment requirements, training programs, pay systems, and the extensive benefits associated with military service are covered extensively. Furthermore, students will gain insight into the significance of personal attributes, habits, and physical well-being for a successful military career.

Introduction to Nursing A/B CP (Online – Edmentum)

HSED9114/9115, HSES490/491 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

This course introduces students to the field of nursing. Students will learn about the history and evolution of nursing, education and licensure requirements, career path options, and nursing responsibilities. Students will also focus on foundational information such as basic anatomy, physiology, medical terminology, pharmacology, first aid, and disease prevention. Students will also examine various nursing theories, as well as focus on the nursing process, including assessment, diagnosis, and treatment options. Students will also learn about professional and legal standards and ethics. Additional skills of communication, teaching, time and stress management, patient safety, crisis management will be included.

Introduction to Social Media CP (Online – Edmentum)

HSED9012, HSES374 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

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

Marketing, Advertising, & Sales CP (Online – Edmentum)

HSED9093 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

This one-semester course is intended to help students learn about the scope and importance of marketing, advertising, and sales in a business. This course will cover various marketing functions, product planning, advertising operations, and the process of selling.

Medical Terminology A/B (Bright Thinker)

HSBT9066D/9067D *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

Medical Terminology is designed for students interested in the medical field. The course covers Latin and Greek roots, prefixes, suffixes, combining forms, and eponymous terms relevant to the human body's systems. Students explore various professions, specialists, and treatment plans associated with different body areas. Through the study of medical terms and their origins, the course offers new perspectives on understanding the body.

Money Matters A/B (Bright Thinker)

HSBT9069D/9070D *9th–12th Grade*

Credits: 10 "

Money Matters is a CTE course introducing students to fundamental financial concepts, institutions, and careers. Students explore business practices, financial industry careers, consumer rights, and banking. They investigate credit, loans, identity theft, economic concepts, and the Federal Reserve System's role. Additionally, students learn about investing and portfolio diversification before examining risk management through insurance products. Practical projects include bank account reconciliation, tax preparation, and budget creation.

Networking Fundamentals A/B CP (Online – Edmentum)

HSED9173/9174 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*
The Networking Fundamentals course provides an introduction to networking careers and essential concepts. Students will explore types of networks, network topologies, software-defined networking, and private/public networks, including intranets and extranets. They will also gain knowledge about Internet of Things (IoT) technologies. The course covers networking models, protocols, IP addresses, and subnetting, as well as identifying networking devices, cables, media, and connectors. Additionally, students will learn to install a network operating system and set up a small wired network. The second semester focuses on network planning, administration, troubleshooting, and maintenance, encompassing project management phases, planning, designing, and documenting networks, wireless networking standards, access methods, virtual private networks, cloud computing, and wired/wireless network troubleshooting. Students will also explore disaster recovery methods and network maintenance practices.

Principles of Agriculture A/B CP (Online – Edmentum)
HSED9132/9133, HSES498/499 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*
This course is intended to help students to be familiar with various aspects of the agriculture, food science, and natural resources industries. This course covers basic concepts in the field of agriculture, food science, and natural resources. The second semester covers basic concepts related to animal science, food science and technology, and power and structural technology It also covers career opportunities in these fields and the academic skills and knowledge required for a successful career in agriscience.

Principles of Arts, A/V Technology and Communications A/B CP (Online – Edmentum)
HSED9204/9205 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*
This one-semester course provides a practical, hands-on guide to essential skills for careers in the arts, audio/video technology, and communications. Organized into five units with 16 lessons and activities, it covers key industry topics to prepare students for success in these fields.

Principles of Business, Marketing and Finance A/B CP (Online – Edmentum)
HSED9045/9046, HSES359/360 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*
Principles of Business, Marketing, and Finance is intended as a practical, hands-on guide to help students understand the skills required to achieve success in modern-day careers in the business, marketing and finance cluster.

Principles of Business, Marketing and Finance (Bright Thinker)
HSBT9009/9010, HSBT9009D/9010D *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*
The Principles of Business, Marketing, & Finance course offers a comprehensive exploration of various business aspects and free enterprise. Students delve into disciplines such as goods versus services analysis, economics, financial management, personal finance principles, marketing, global economy, and government's role in business. Soft skills like business ethics, leadership, and employee management are emphasized, alongside hard skills such as product management, finance, marketing campaigns, and sales. The course also addresses career opportunities and necessary professional skills for success in the industry. By the course's end, students gain a broad understanding of starting, operating, and managing a successful company.

Principles of Education and Training A/B CP (Online – Edmentum)
HSED9159/9160 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*
This course is intended to help students learn career opportunities in the education and training career cluster. This course covers

career opportunities in the three pathways in the education and training cluster—administration, education, and professional support. In addition, the course covers personal and professional skills that are necessary for a career in this field. The second semester is intended to help students learn teaching strategies as well as the importance of child growth and development for educators. This course explains child development, health, nutrition, and safety requirements for children. In addition, the course covers teaching strategies as well as technologies that can aid educators.

Principles of Education & Training A/B (Bright Thinker)
HSBT9074D/9075D *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*
Through an exploration of the Principles of Education and Training, students will delve into the roles and obligations of educators, administrators, and administrative support staff. They will scrutinize the attributes, characteristics, and traits exhibited by highly

effective educators. Additionally, students will assess various educational pathways available as they pursue careers in professional education. The course also examines the potential opportunities and trajectories when entering fields such as corporate training or offering independent training services to diverse clientele. Throughout the curriculum, students will learn instructional methodologies and develop skills in crafting lesson plans. Employing critical thinking abilities, they will formulate their personal educational philosophies. Drawing insights from the perspectives of students, teachers, and support professionals, utilizing real-life scenarios, the course aims to elucidate the multifaceted role of an "educator for life." Culminating the course, students will devise a graduation plan aligning with their aspirations as professional educators.



Principles of Engineering & Tech A/B CP (Online – Edmentum)

HSED9048/9049, HSES231 (*semester A only)* *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

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



Principles of Government and Public Administration A/B CP (Online – Edmentum)

HSED9161/9162, HSES500/501 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

This course provides a comprehensive understanding of the foundations and operations of the United States government. Students will explore the history and development of the U.S. Constitution, as well as the functions of government and public administration. In the second semester, the course focuses on equipping students with the necessary skills for professionals in the field. Students will delve into career opportunities in government and public administration. The course also addresses essential interpersonal and technological skills required in the workplace, while examining the role and impact of geography, science, and technology on governmental and public administrative functions.



Principles of Government & Public Administration A/B (Bright Thinker)

HSBT9076D/9077D *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

Principles of Government and Public Administration (PGPA) introduces students to public policy careers, exploring government from various perspectives: government and private-sector employees and elected officials. The course covers different career paths, ethical and professional standards, theories of governmental development, and constitutional principles underlying America's federal and unitary forms of government. Students learn about protecting citizens' rights to due process and the influence of interest groups on public policy. They also analyze policymaking's impact on culture, society, foreign policy, and government's role in stimulating invention and innovation in a free-market economy.



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

HSED9034/9035, HSES357/358 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

With a focus on health science topics and careers, students will explore the diverse field of health science and the increasing demand for professionals in this area. The course covers essential concepts such as medical terminology, physiology, and human homeostasis, providing a solid foundation for further exploration. By the end of the semester, students will have a broad understanding of health science and the various career paths available to them.

Principles of Health Science A/B (Online – Bright Thinker)

HSBT9011/9012, HSBT9011D/9012D *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

The Principles of Health Science course prepares students for careers in the health science field, covering healthcare systems, team roles, and various career paths. It focuses on personal and professional skills like character, teamwork, and leadership. Content includes healthcare science, measurement, anatomy and physiology, safety practices, and healthcare across life stages. Discussions encompass laws, regulations, best practices, and professional ethics. With a career emphasis, topics also include career preparation, student and professional organizations, and the healthcare job market.



Principles of Hospitality and Tourism A/B CP (Online – Edmentum)

HSED9043/9044, HSES433/434 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

The first semester of this course aims to provide students with a comprehensive understanding of the hospitality and tourism industry. Students will explore the industry's history, diversity, components, and various career opportunities available. In the second semester, students will focus on developing the personal and professional skills required for a successful career in hospitality and tourism. This includes enhancing interpersonal and communication skills, cultivating professional competencies, and further exploring career prospects within the industry. Throughout both semesters, students will gain valuable insights and knowledge that will prepare them for a rewarding journey in the hospitality and tourism field.

Principles of Human Services A/B CP (Online – Edmentum)

HSED9128/9129 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

The first semester of this course is designed to provide students with a comprehensive understanding of career opportunities within the human services career cluster. Students will explore various pathways, including counseling, mental health services, and consumer services. Emphasis is placed on developing essential workplace skills, such as a positive work ethic, integrity, budgeting basics, selfrepresentation, and teamwork. In the second semester, students will delve into additional pathways within human services, such as childcare, family services, and personal care services. They will also further enhance workplace skills, including customer service and internet and information technology proficiency. By the end of the course, students will be equipped with the knowledge and skills necessary to pursue a successful career in the diverse field of human services.

Principles of Human Services (Bright Thinker)

HSBT9013, HSBT9013D *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

The Principles of Human Services course allows students to explore careers in counseling, mental health, early childhood development, family and community services, and personal care. Students develop skills vital for success in high-skill, high-wage, or high-demand careers, including responsible decision-making, goal-setting, and crisis management.

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

HSED9041/9042, HSES428/429 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

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

Principles of Law, Public Safety, Corrections, and Security A/B CP (Online – Edmentum)

HSED9163/9164 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

This course serves as a practical and hands-on guide to understanding the operations of law enforcement agencies, courts, the correctional system, and security and emergency agencies. The course delves into the history and development of criminal law, court procedures, and the roles of law enforcement and private security in public safety. It also addresses the ethical and legal responsibilities of professionals in the field, as well as working conditions. In the second semester, the course focuses on the personal, professional, and technological skills necessary for success in the field of law, public safety, corrections, and security.

Principles of Law, Public Safety, Corrections, & Security A/B (Bright Thinker)

HSBT9078D/9079D *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

Principles of Law, Public Safety, Corrections, & Security examines the foundations of the legal system and the roles of public servants and first responders. The course begins with an overview of law origins and the U.S. Constitution, applying constitutional rights to public service contexts. In law, students analyze the court system, lawyer roles, and courtroom procedures. In public safety, they explore the duties of police, firefighters, and EMTs. In corrections, they learn crime classification, differences between prisons and jails, and functions of criminal courts. The course also covers public and private security, including celebrity protection and event security. Students gain insight into related careers, ethical considerations, and career pathways.

Principles of Manufacturing A/B CP (Online – Edmentum)

HSED9116/9117 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

California Course Principles of Manufacturing, Semester A, is intended to help students be familiar with the evolution of manufacturing and describe manufacturing processes and systems. This course will cover the history and evolution of manufacturing, manufacturing processes, engineering design, and production systems. California Course Principles of Manufacturing, Semester B is

intended to help students be familiar with quality control systems, explain the importance of maintenance and marketing, and identify key professional and personal skills that are helpful in having a successful career in the field of manufacturing.

Principles of Transportation, Distribution, and Logistics A/B CP (Online – Edmentum)

HSED9098/9099, HSES502/503 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

This course is intended to equip students with the knowledge and skills required for a career in Transportation, Distribution, and Logistics (TDL). This course covers the evolution of the TDL industry, various modes of transportation, and the role of the TDL industry in world trade and globalization. It also covers career opportunities in TDL. In addition, it covers workplace skills, such as positive work ethics, integrity, self representation, and communication and interpersonal skills required to be successful in the workplace.

Professional Communications CP (Online – Edmentum)

HSED9165, HSES488 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

This one-semester course serves as a practical and hands-on guide for students seeking to familiarize themselves with the communication skills necessary in a professional setting. With 13 lessons organized into five units, including three Unit Activities, the course covers essential aspects of communication, such as the communication process, elements of effective communication, and common barriers. It focuses on developing reading, writing, speaking, and listening skills applicable to general communication needs. The course also emphasizes communication skills relevant to the business environment, including job interviews, group discussions, problem-solving, and the use of technology in communication.

Robotics I A/B CP (Online – Edmentum)

HSED9179/9180, HSES513/514 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

Robotics I, Semester A provides a comprehensive understanding of robotics through various concepts. It explores the evolution, applications, and career opportunities in robotics, emphasizing teamwork and essential employability skills. The course delves into Newton's laws of motion, electricity, electronic circuits, Boolean algebra, and magnetics, demonstrating their relevance to robotics. Students learn safety procedures and construct a simple robot. In Robotics I, Semester B, students explore more advanced topics. The importance of project management and the engineering design process are discussed. The course highlights the use of software for robot control and guides students in creating a robotic arm. Ethics and laws related to robotics are explored, and students gain handson experience in programming a robot. Testing, maintenance, and creating a proposal for a robot are also covered in this course.

Sports and Entertainment Marketing CP (Online – Edmentum)

HSED9047, HSES408 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

Sports and Entertainment Marketing is intended to help students gain an insight into the field of sports, entertainment, and recreation marketing. This course covers fundamental concepts in sports, entertainment, and recreation marketing. It also covers essential skills related to advertising, sponsorship, and marketing campaigns. In addition, the course covers crucial workplace skills, such as teamwork and leadership skills.

Sports & Entertainment Marketing (Bright Thinker)

HSBT9083D *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

In Sports and Entertainment Marketing, students explore marketing fundamentals within sports and entertainment sectors, including music, theater, and television. They practice targeted marketing and segmentation techniques, developing strategies for ticket sales, game operations, events, and sports press kits. Topics include distribution of media, fan experience, promotional plans, sponsorships, endorsements, business ethics, and sports legislation. By course end, students grasp career pathways and opportunities in sports and entertainment industries.

Video Game Design A/B (Bright Thinker)

HSBT9085D/9086D *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

Video Game Design equips students with skills for planning, designing, and developing original video games. They learn game story creation, storyboarding, level design, game mechanics, and character design. Development skills cover pseudocode, algorithms, programming functions, graphics, animation, and sound. Students use suitable game engines for game creation and discuss video

game history and genres, including game theory for audience understanding. They create and submit an original game for critique, play and critique peers' games, and analyze existing video games. They also learn to create and understand Game Design Documents (GDDs), an industry standard.

Virtual Business (Bright Thinker)

HSBT9015, HSBT9015D *9th–12th Grade*
Credits: 5 *CSU/UC Approved for "G"*

The Virtual Business course covers the essentials of launching, operating, and overseeing an online enterprise. It's tailored for students keen on establishing a virtual business, delving into aspects like web presence creation, online and offline marketing, business contracts, and project-management systems. Additionally, students explore bookkeeping, legal business structures, telecommuting management, record-keeping, and entrepreneurship. The course guides students through career pathways via personality and career assessments, culminating in the creation of a company with a business plan, branding, and website development using common website builder tools.

Web Communications (Bright Thinker)

HSBT9087D *9th–12th Grade*
Credits: 5 *CSU/UC Approved for "G"*

In Web Communications, students discover the principles of digital citizenship, exploring rights, responsibilities, and digital communication tools. They learn to discern valid internet sources and gain insights into new technologies. The course covers the evolution of the Web, addressing topics like internet safety, security, and cyberbullying. Students apply their knowledge by writing a web-hosted blog post with HTML elements and delve into web design fundamentals, culminating in a project to create a basic webpage.

Web Technologies A/B CP (Online – Edmentum)

HSED9039/9040, HSES372/373 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*

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

World Health Research A/B (Bright Thinker)

HSBT9088D/9089D *9th–12th Grade Credits: 10* *CSU/UC Approved for "G"*

World Health Research introduces students to global risk factors and health outcomes, contrasting developed and developing nations. It analyzes primary care origins and organizations monitoring global health threats. Students explore research methods and design studies to understand global health issues and impacts, including infectious and chronic diseases and emerging medical technologies. The course concludes with discussions on ethical concerns, clinical trials, and strategies for enacting global change in healthcare.

Electives – Art & Creative Engagement (ACE)

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

ACE American Music Journey A/B CP

ACE6009/6010; 6011/6012 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "F"*

This course provides students with a historical, conceptual and technical foundation in Music, including how to connect with, respond to, create and present various genres and styles of music. This course introduces and develops beginning skills in music structure, theory, song-writing, use of instruments and music production. This course explores music as a form of communication, creative expression, culture, community engagement, career, and a means for personal well-being. This course consists of four separate 5-day immersive explorations of the significant genres of American music in the cities in which they were born and developed. This course

takes students across America to discover the historical, social and musical roots of Jazz, Blues, Country, Rock, Hip Hop, Rap & more. This course lays a foundation for future music study, production and enjoyment, as well as supports students' social-emotional development, social engagement and post-secondary skills.

ACE Arts Camp
ACE9003 *9th–12th Grade*
Credits: 3
Students will explore and engage with the arts across multiple disciplines to learn fundamental history, frameworks, purposes, and methods for artistic expression in the fields of Photography, Ceramics, Textiles, Acting, Drawing, Spoken Word, Dance, Painting, and Fashion Design.

ACE Fashion Design Experience
ACE6013 *9th–12th Grade*
Credits: 5
Students will participate in a fully immersive hands-on experience to explore various skills, processes, and jobs within the world of fashion design. They will gain industry skills, insights and inspiration to pursue fashion design as a creative outlet or career path.

ACE Japan
ACE9002 *9th–12th Grade*
Credits: 5
This course explores the visual, performing & culinary arts of Japanese culture and history through a 10-day journey through Japan. Students will experience Japanese art, architecture, music, performing arts and cuisine, and engage it all through the Japanese aesthetic philosophy of Wabi-Sabi.

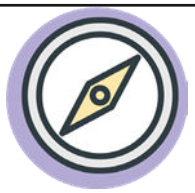
ACE Music & Audio Recording
ACE6003 *9th–12th Grade*
Credits: 1
In this course, students will learn the basic skills and processes of music & audio recording & mixing. Students will learn how to set up and operate industry-level recording equipment and learn how to record both live music and audio for podcasts. Students will learn how to mix their own live recordings for optimal sound quality.

ACE Performing Arts Experience
ACE6008 *9th–12th Grade*
Credits: 1
Students will learn about creative outlets and careers in the performing arts through immersive hands-on lessons and workshops. Students will work with industry professionals, gain industry skills and insights, and develop their own creative voice through a range of performing arts.

ACE SF Food & Art Tour
ACE9001 *9th–12th Grade Credits: 5* *CSU/UC Approved for "F"*
Students will learn about cross-cultural exchange in the culinary and visual arts through urban experiential learning opportunities. Students will identify and articulate how food, architecture, and visual art contribute to the culture of regions, cities, and neighborhoods. Students will also learn how diverse immigrant experiences are reflected across the culinary and visual arts. They will express their reflections through written and artistic reflections, oral reports, and an ethnic cooking course.

ACE Visual Arts A/B
ACE6001/6002 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "F"*
Through this course, students will gain a technical and conceptual foundation in Visual Arts, including how to connect with, respond to, create and present various forms of Visual Arts. The course introduces and develops beginning skills in drawing, painting, collage, mixed media and design, as well as fosters students' curiosity, creativity, critical thinking, communication & collaboration. This course lays a foundation for future arts study, production and enjoyment, as well as supports students' social-emotional development, social engagement and post-secondary skills.

Electives – Pathways Trips



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

Career Exploration at Blackbird Farm

HS9097 *9th–12th Grade*

Credits: 5

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

Pathways: Australia/ New Zealand

HS90312 *9th–12th Grade*

Credits: 5

In this Pathways Australia and New Zealand program, students will be exploring and learning about the history and significance of Australia and New Zealand. The class will be balanced mixture of social emotional learning and hands on activities in county. During the program, the students will participate in a variety of activities such as, but not limited to; individual and group teambuilding, leadership development activities, local tours/excursions, cultural immersion activities, self-reflection, various history lessons, history reenactments, museum/memorial visits, etc.

Pathways: Black History and Culture

HS90197 *9th–12th Grade*

Credits: 5

In this Pathways Black History and Culture tour, students will explore multiple southern states and learn about black history from slavery till present day. Through the student's exploration of museums, historical sites, worksheets, workshops, and special speakers, group discussion/assignments, Pathways Black History and Culture Tour will allow students the opportunity to understand and explore the history of the black culture and the connection with current day events.

Pathways: Camp Blackbird

HS90202 *9th–12th Grade*

Credits: 5

In this Pathways Camp Blackbird program, students will be exploring and learning about the practices of teamwork, collaboration, critical thinking and self-reflection. The program will be a balanced mixture of experiential learning and hands on activities. During these program, the students will participate in a variety of activities such as, but not limited to; individual and group teambuilding, leadership development activities, garden/barn work and research, ropes course, archery, canoeing, etc.

Pathways: Camp Blackbird (5 day trip)

HS90224 *9th–12th Grade*

Credits: 3

In this Pathways Camp Blackbird program, students will be exploring and learning about the practices of teamwork, collaboration, critical thinking and self-reflection. The program will be a balanced mixture of experiential learning and hands on activities. During these program, the students will participate in a variety of activities such as, but not limited to; individual and group teambuilding, leadership development activities, garden/barn work and research, ropes course, archery, canoeing, etc.

Pathways: Camp Cookout

HS90304 *9th–12th Grade*

Credits: 3

The objective of Camp Cookout is to empower students with foundational culinary skills, nutrition awareness, and hospitality mindset through hands-on experiences in a real farm setting. Students will explore cooking techniques, food safety, teamwork, and presentation while working with seasonal, local ingredients. The course promotes confidence, career exploration, and a greater understanding of food systems and sustainability.

Pathways: China

HS90106 *9th–12th Grade*

Credits: 5

In this Pathways China program, students will be fully immersed in the Chinese culture as they explore multiple cities within China. This program will be balanced mixture of tours lead by highly qualified guides and hands-on activities. During this trip, the students

will participate in a variety of activities such as, but not limited to, individual and group teambuilding, leadership development activities, historical and cultural tours, interactions/activites with people of different cultures and backgrounds and self-reflections.

Pathways: College Tour A/B
HS90205/HS90140 *9th–12th Grade*
Credits: 3
The goal of this course is to expose students to the college environment through firsthand experience. Students are given the opportunity to tour five California colleges over a four-day trip. The opportunity to experience the differences between Cal State, UC, and private schools while learning about university life, requirements, and the application process equips students with the knowledge to make important post-secondary decisions. Students are able to reflect on their experience through journaling, writing affirmation statements, goal statements, group discussion and reflective assignments. In addition, group activities, college campus tours, and Q & A sessions with college students all contribute to students being able to more vividly visualize their post-secondary goals.

Pathways: Crew
HS90206 *9th–12th Grade*
Credits: 3
The objective of the CREW scholarship program is to create a classroom in which students may take an active role in pursuing their college education. The topics covered include: California college systems, goal planning, entrance and placement exams, applications, financial aid, college course selection, budgets, interview preparation, and teamwork. The knowledge gained will come from attendance at monthly meetings, active participation, and successful completion of all assigned tasks. Additionally, students will leave feeling prepared, well informed and ready to begin college with confidence.

Pathways: Crew (9th and 10th grade)
HS90238 *9th–12th Grade*
Credits: 5
The objective of the CREW scholarship program is to create a classroom in which students may take an active role in pursuing their college education. The topics covered include: California college systems, goal planning, entrance and placement exams, applications, financial aid, college course selection, budgets, interview preparation, and teamwork. The knowledge gained will come from attendance at monthly meetings, active participation, and successful completion of all assigned tasks. Additionally, students will leave feeling prepared, well informed and ready to begin college with confidence.

Pathways: Crew (11th grade)
HS90239 *9th–12th Grade*
Credits: 5
The objective of the CREW scholarship program is to create a classroom in which students may take an active role in pursuing their college education. The topics covered include: California college systems, goal planning, entrance and placement exams, applications, financial aid, college course selection, budgets, interview preparation, and teamwork. The knowledge gained will come from attendance at monthly meetings, active participation, and successful completion of all assigned tasks. Additionally, students will leave feeling prepared, well informed and ready to begin college with confidence.

Pathways: CSI
HS90207 *9th–12th Grade*
Credits: 3
In this Pathways CSI program, students will be exploring and learning about the history and significance of forensic science field. The class will be balanced mixture of social emotional learning, hands-on science labs and discussions/lectures from experts in the field. During the program, the students will participate in a variety of activities such as, but not limited to, individual and group teambuilding, science labs – (fingerprint analysis, blood splatter analysis, body decay analysis, etc, local tours/excursions related to the forensic science field (morgue, police department, labs, etc), lectures from forensic science professionals (detectives, arson experts, dentistry), self-reflections, CSI job exploration, museum visits and related tours/activities.

Pathways: Cuba
HS9047 *9th–12th Grade*
Credits: 5
Students will explore Cuban culture, politics and history and compare and contrast the Cuban lifestyle with that of life in the U.S.

Pathways: East Coast College Tour
HS90208 *9th–12th Grade*
Credits: 3

In this Pathways East Coast College Tour, students will explore multiple East Coast college campuses, admissions, and financial aid options. Through the student's collection of schools attended, worksheets, workshops, and group discussion/assignments, Pathways East Coast College Tour will allow students the opportunity and resources to map out their future after graduation.

Pathways: Farm Forensics

HS90281 *9th–12th Grade*

Credits: 3

In this Pathways Farm Forensics program, students will be exploring and learning about the history and significance of forensic science field. The class will be balanced mixture of social emotional learning, hands on science labs and discussions/lectures from experts in the field. During the program, the students will participate in a variety of activities such as, but not limited to; individual and group teambuilding, science labs – finger print analysis, blood splatter analysis, body decay analysis, etc, local tours/excursions related to the forensic science field (morgue, police department, labs, etc), lectures from forensic science professionals (detectives, arson experts, dentistry), self-reflections, CSI job exploration, museum visits and related tours/activities.

Pathways: HBCU College Tour

HS90209 *9th–12th Grade*

Credits: 3

In this Pathways Historically Black Colleges and Universities College Tour, students will explore multiple HBCU college campuses, admissions, and financial aid options. Through the student's collection of schools attended, worksheets, workshops, and group discussion/assignments, Pathways HBCU College Tour will allow students the opportunity and resources to map out their future after graduation.

Pathways: Ireland

HS90233 *9th–12th Grade*

Credits: 5

On Pathways Ireland students will discover why Ireland's culture, geography and history has been capturing imaginations and inspiring writers for centuries. Not only will students see and experience incredible sights, they will also learn about the amazing history of the island's economic and political powers. Through meeting local community members and Irish teenagers students will learn about Ireland's history of internal and external conflict and the power of conflict resolution and communication. Students will come home with an appreciation of culture, history, and human connection and understanding.

Pathways: Italy

HS9050 *9th–12th Grade*

Credits: 5

Students will explore Italian history and culture, exploring contextual clues found in existing art, architecture, crafts and music, and lifestyle.

Pathways: Leadership Camp

HS90282 *9th–12th Grade*

Credits: 3

In this Pathways Leadership Camp students will be exploring and learning about leadership skills and how to apply them to their daily lives and in service to others. The class will be a balanced mixture of social emotional learning, hands-on activity planning and discussions/lectures from experts in the field. During the program, the students will participate in a variety of activities such as, but not limited to; planning an activity for their fellow students, learning team building activities, reading and processing a leadership book, and growing in their leadership skills.

Pathways: Mexico

HS90145 *9th–12th Grade*

Credits: 5

In this Pathways Mexico program, students will be exploring and learning about the history and significance of US/Mexico relations and how that effects our trade economy. The class will be balanced mixture of social emotional learning and hands-on activities in county. During the program, the students will participate in a variety of activities such as, but not limited to, individual and group teambuilding, leadership development activities, learning about our trade economy, local tours/excursions, cultural immersion activities, self-reflection, various history lessons, museum/memorial visits, etc.

Pathways: Presidential Inauguration

HS90212 *9th–12th Grade*

Credits: 3

In this edition of the Pathways DC – Presidential Inauguration program, students will explore our nation's capital and experience the Presidential Inauguration. During this trip, the students will visit various historical sites and museums while witnessing an historic moment in our history. Students will discover how our political process shapes this country as the nation's past, present and future

unite. Students will also learn and research about our ever changing and evolving world of technology and media and what impact they have on our elections and political system.

Pathways: RMPR Leadership

HS8060 *9th–12th Grade*

Credits: 5

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

Pathways: Viking Adventure

HS90261 *9th–12th Grade*

Credits: 5

Pathways Viking Adventure takes students on a journey through 3 Scandinavian countries. On our Viking Adventure students will learn about Viking history in Sweden, Norway, and Denmark. Through hands-on experiences and curriculum students will learn about the unique history of the Viking age. This course will cover Viking tales, mythology, contributions to the world and the true meaning of the word Viking. Through this course students will explore the concept of sacrifice, understand its importance in personal growth and relationships, and develop empathy and gratitude through reflection and discussion. Students will learn to practice self compassion and cultivate a positive relationship with themselves. Students will also develop self-awareness and cultivate self-worth by composing a letter to themselves that celebrates their strengths, acknowledges their accomplishments, and affirms their inherent value and worthiness. This program will allow students to reflect on their experiences and personal growth during the trip, including challenges overcome, new perspectives gained, and connections made, and consider how these experiences contribute to their personal development and global citizenship.

Pathways: Virtual College Tour

HS90217 *9th–12th Grade*

Credits: 3

In this Virtual Pathways College Tour course, students will virtually explore college campuses, admissions, and financial aid options. Through various online tours, worksheets, workshops attended, and group assignments, Pathways College Tour allows students to map their future after high school graduation.

Pathways: Virtual CSI

HS90218 *9th–12th Grade*

Credits: 3

In this Virtual Pathways CSI program, students will be exploring and learning about the history and significance of forensic science field. The class will be balanced mixture of social emotional learning, hands-on science labs and discussions/lectures from experts in the field. During the program, the students will participate in a variety of activities such as, but not limited to, individual and group teambuilding, science labs – (fingerprint analysis, blood splatter analysis, body decay analysis, etc,), lectures from forensic science professionals (detectives, arson experts, dentistry), self-reflections, CSI job exploration.

Pathways: Virtual DC

HS90219 *9th–12th Grade*

Credits: 3

In this Virtual Pathways Washington DC program, students will learn about our nation's capital. During the program, students will virtually explore various historical and influential sites while learning about the impact DC has had on our nation's past, present and the impact it can have on our future. Students will partake in virtual tours and virtually visit monuments, museums and government buildings to learn about our government's processes and students will identify how they can create their own impact on the world they live in.

Pathways: Virtual International

HS90220 *9th–12th Grade*

Credits: 3

In this Pathways International program, students will virtually explore multiple countries from across the globe while learning about the food, culture and holiday customs that make each country unique. Students will partake in virtual cooking demonstrations, be introduced to culturally significant traditions, and have the opportunity to taste unique holiday flavors from around the world. At the end of this course each student will have the knowledge to compare and contrast how certain holidays are celebrated in each of the various countries, identify how these cultures and traditions are similar and different to those in America, and leave with interesting new recipes they can share with their friends and families.

Pathways: Virtual Mentorship

HS90221 *9th–12th Grade*

Credits: 3

In this Virtual Pathways Mentorship Program, students will identify and develop key goals for their life and future as well as the steps needed to achieve them. During the program, students will explore and apply the concepts of self-empowerment, resilience, advocacy, social justice, stress management, self care, community and compassion. Students will learn healthy tools and techniques for processing their thoughts and feelings, build a support system through experiential connection, and virtually participate in service projects and community engagement projects. By the end of the program, students will know who their most influential mentors are, how to most effectively employ them as resources, and how to be mentors to others in their own lives.

Pathways: Virtual National Parks

HS90222 *9th–12th Grade*

Credits: 3

In this Virtual Pathways National Parks program, students will be exploring and learning about the history and significance o. U.S. National Parks, specifically the National Parks of the Western U.S. The class will be a balanced mixture of social emotional learning, hands-on science/nature labs, wilderness safety and prevention, history of native people and discussions/lectures from experts in the field. During the program, the students will participate in a variety of activities such as, but not limited to, individual and group team building, nature labs, animal/wildlife identification/protection, flora/fauna identification, fire safety, erosion, archaeology, lectures from wilderness professionals (firefighters, EMTs), self-reflections, and park/recreation job exploration.

Pathways: Virtual Service Learning

HS90223 *9th–12th Grade*

Credits: 3

In this Pathways Virtual Service Learning Program, students will be given the opportunity to learn about the many ways to contribute through acts of service. This includes learning the process of starting up your own cause, contributing to an already established cause, and understanding the social emotional concepts of community concepts for both themselves and their communities. During this course, students will participate in group activities, discussions, various community service projects and have the opportunity to become CPR/First Aid certified.

Pathways: Washington DC

HS90214 *9th–12th Grade*

Credits: 3

In this Pathways Washington DC program, students will explore our nation's capitol. During the trip, students will visit various historical and influential sites while learning about the impact DC has had on our nation's past, present and the impact it can have on our future. Students will partake in tours and visit monuments, museums and government buildings to learn about our government's processes. Students will identify how they can create their own impact on the world they live in.

Pathways: WUE College Tour

HS90216 *9th–12th Grade*

Credits: 3

In this Pathways Western Undergraduate Exchange College Tour, students will explore multiple WUE college campuses, admissions, and financial aid options. Through the student's collection of schools attended, worksheets, workshops, and group discussion/ assignments, Pathways WUE College Tour will allow students the opportunity and resources to map out their future after graduation.

Pathways: WWII

HS90131 *9th–12th Grade*

Credits: 5

In this Pathways WWII program, students will be exploring and learning about the history and significance of second world war. The class will be balanced mixture of social emotional learning and hands-on activities in county. During the program, the students will participate in a variety of activities such as, but not limited to, individual and group teambuilding, leadership development activities, local tours/excursions, cultural immersion activities, self-reflection, various history lessons, history reenactments, museum/memorial visits, etc.

Electives – Workforce Skills Training



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

Financial Literacy and Entrepreneurial Skills

HS90132, HSED9118 *9th–12th Grade*

Credits: 2

Students will learn about personal budgets, expense reports, bank accounts, investments, job finances, and job skills in unit 1. Students will learn about starting a business and create a business proposal in unit 2. The course will be hands-on and real-world applicable with examples of each major concept.

Financial Literacy and Entrepreneurial Skills B

HS90225 *9th–12th Grade*

Credits: 2

Students will learn about personal budgets, expense reports, bank accounts, investments, job finances, and job skills in unit 1. Students will learn about starting a business and create a business proposal in unit 2. The course will be hands-on and real-world applicable with examples of each major concept.

Middle School Courses

English – Core Classes



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

7th Grade English Language Arts A/B (Bright Thinker)

MSBT1001/1002, MSBT1001D/1002D *7th Grade*

Credits: 10

In 7th grade Language Arts, students enhance reading, writing, and oral communication skills. They learn to establish reading purposes and identify themes across various texts, including short stories, myths, legends, and expository texts. Reading focuses on critiquing the historical novel Chasing Lincoln's Killer. Students also craft fictional narratives, expository essays, and research essays with multimedia presentations. Exploring poetic devices, they create original poems. Oral communication skills are honed through persuasive and instructional speeches, and teamwork and collaboration are emphasized towards the course conclusion.

8th Grade English Language Arts A/B (Bright Thinker)

MSBT1003/1004, MSBT1003D/1004D *8th Grade*

Credits: 10

In 8th grade Language Arts, students delve into various forms of literature, including narrative, epic, lyric, and free verse poetry, fostering an appreciation for sound, structure, and language. They analyze literature elements through readings like O. Henry's "A Retrieved Reformation," Agatha Christie's Murder on the Orient Express, and William Gibson's The Miracle Worker. Writing projects encompass personal narratives, procedural texts, and multimedia research presentations. Students learn to discern bias in persuasive texts and enhance communication skills through presenting persuasive speeches, participating in debates, and practicing formal and informal speaking and listening.

English 7 A

ML/MLDI/MLDG/MLES/MLESDI1901 *7th Grade*

Credits: 5

In this English 7 course, students will learn valuable reading comprehension, critical thinking, and writing skills through reading of fictional and non-fictional reading materials. Each workbook focuses on deepening a student's understanding of a literary genre, concept, or skill. In Semester A, the student will begin with an overview of literary analysis, where he or she is introduced to themes, plot, making inferences, and more. He or she then moves into characterization and imagery (descriptive language, character types and development, etc.), features of a thematic narrative (dialogue, foreshadowing, etc.), enhanced writing techniques (figurative language, connotation vs. denotation, etc.), and the art of persuasion (arguments and counterarguments, providing evidence, etc.). In Semester B, the student will dive into the features of poetry (rhyme, rhythm, poetic forms, etc.), allegory and fables (symbolism, allusion, etc.), nonfiction (credible sources, structure of nonfiction works, etc.), understanding historical context (looking at root words, etc.), and a comparative media study (looking between the course novel and a media adaptation).Each unit is carefully crafted to scaffold and support the student's learning. Within the unit, the lessons provide students the foundations for growth via teaching of relevant vocabulary, grammar and punctuation rules, background context, guided practice, performance tasks, checks for understanding, and more. A novel also accompanies this course to provide students an opportunity to independently engage with a complex text.

English 7 A/B, English 7 A/B (EL), English 7 A/B (Alt)

MS107A/107B, MS1150/1151, MS1152/1153 *7th Grade*

Credits: 10

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

English 7 A/B (Online – Edmentum)

MSED1009/1010, MSES175/176 *7th Grade*
Credits: 10
English 7 integrates the study of writing and literature through the examination of a variety of genres. Students identify the elements of composition in the reading selections to understand their function and effect on the reader. Practice is provided in narrative and expository writing. Topics include comparison and contrast, persuasion, and cause and effect essays, as well as descriptive and figurative language. Lessons are supplemented with vocabulary development, grammar, and syntax exercises, along with an introduction to verbal phrases and research tools.

English 8 A
ML/MLDI/MLDG/MLES/MLESDI1903 *8th Grade*
Credits: 5
In this English 8 course, students will learn to deepen their literary analysis, writing, and comprehension skills through a series of study of various fictional and non-fictional reading works. Each workbook is designed to scaffold and support the student's learning along the way through lessons centering on vocabulary, grammar and punctuation, background context, guided practice, checks for understanding, and more. In Semester A, the student will explore an author's craft with creating suspense (use of diction, setting details, point of view, etc.), research skills (identifying credible sources, outlining key points, citing sources, etc.), creating and presenting findings via a presentation (learning elements of multimedia presentations, rhetorical devices, appeal types, etc.), the features of a drama (stage directions, dialogue types, etc.), and a comparative media study (evaluating the advantages and disadvantages of different media formats - print vs. movie, etc.). In Semester B, students dive into the components of a science fiction work (its features, active vs. passive voice, sensory details, etc.), analyzing persuasive speeches (diction, speech structure and organization, literary devices, author's reasoning, etc.), oral tradition of folktales (its purpose, themes, character study, etc.), research into the historical background of a text (what a story and its background reveals about the people of the time, quoting research, presenting findings, etc.), and studying a Shakespearean play (understanding Shakespeare and his contributions to literature, identifying the elements of a sonnet and tragedy and comedy, iambic pentameter, etc.). A novel also accompanies this course to provide a student an opportunity to independently engage with a complex text.

English 8 A/B, English 8 A/B (EL), English 8 A/B (Alt)
MS108A/108B, MS1154/1155, MS1156/1157 *8th Grade*
Credits: 10
This course exposes students to fictional and nonfiction texts, both print and digital. Students enhance their ability to comprehend, develop, and analyze their reading assignments. It exposes students to author's intent and literature concepts. Each lesson develops and increases students' fluency and vocabulary. Grammar skills are introduced and practiced regularly as students implement the new skills into their own writing. A fictional novel accompanies this course and stimulates imagination and creativity. In each unit, students have many opportunities to incorporate what they have learned into their writing. This course addresses Common Core State Standards of English/Language Arts: Reading Literature, Reading Informational Texts, Writing, Speaking and Listening, and Language.

English 8 A/B (Online – Edmentum)
MSED1011/1012, MSES01/02 *8th Grade*
Credits: 10
In English 8, students explore various forms of literary writing, including diaries, memoirs, informative essays, and fictional narratives. The course enhances writing skills through the study of persuasive writing techniques. Students analyze and compare literary pieces across different mediums, including drama, and engage in dramatic readings of poetry while learning multimedia presentation skills. The latter part of the course focuses on analyzing informational texts to gain insights into the history of the Civil War. Students also analyze literary works to deepen their understanding of elements such as point of view, conflict, theme, structure, and setting.

Math – Core Classes



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

7th Grade Mathematics A/B (Bright Thinker)
MSBT2001/2002, MSBT2001D/2002D *7th Grade*

Credits: 10

This course covers a variety of mathematical concepts, including sets, rational and irrational numbers, exponents, order of operations, additive inverses, and decimals. Algebraic topics include ratios, rates, proportions, equations, and inequalities. Geometry concepts encompass triangles, circles, and circumferences. Students learn graphing techniques and probability, along with financial concepts such as interest, taxes, and budgeting.

8th Grade Mathematics A/B (Bright Thinker)

MSBT2003/2004, MSBT2003D/2004D *8th Grade*

Credits: 10

This course focuses on applying mathematics to real-life situations, enhancing problem-solving skills. Topics include expressions, equations, proportions, geometric shapes, measurements, and data interpretation. Emphasis is on graph and chart interpretation and creation to express, describe, and apply data. Finance instruction, particularly in personal financial literacy, is provided. The course ensures students master fundamental skills necessary for high school mathematics courses.

Algebra 1 A/B

MS2040/2041 *7th-8th Grade*

Credits: 10

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

Algebra 1A-1/1A-2, 1B-1/1B-2 (2-year course)

MS2IA1/2IA2, MS2IB1/2IB2 *7th–8th Grade*

Credits: 20

The extended 2-year Algebra course offers a comprehensive exploration of fundamental Algebra concepts. The course begins with a thorough review, ensuring a solid understanding of key principles such as variables, exponents, properties of real numbers, and solving linear equations and inequalities. Students then progress to mastering the graphing of linear equations and inequalities in two variables, as well as determining slopes and equations of lines. In the subsequent phase, students delve into subtracting, multiplying, and dividing polynomials, along with exploring concepts like the quotient rule and scientific notation. The focus then shifts to factoring, encompassing both the understanding of factoring techniques and their practical applications in real-world scenarios. The course further equips students with the ability to manipulate rational expressions, navigate complex fractions, solve rational equations, and comprehend direct and indirect variations. Students also engage in solving linear equations, reinforcing their problem-solving skills. As the course progresses, students undertake a comprehensive review of graphing, emphasizing key terms and line equations. The units cover a range of topics, including the application of linear systems, solving linear inequalities, equations, inequalities, and absolute value. The course culminates in the study of graphing quadratic equations and functions, providing students with a solid foundation in this essential area of Algebra.

Algebra 1 A/B (Online – Edmentum)

MSED2001/2002, MSES185/186 *7th–8th Grade*

Credits: 10

Algebra is a branch of mathematics that employs symbols to represent numbers and describe relationships. In Algebra 1, students embark on an exploration of these mathematical relationships, developing skills in reasoning with equations and inequalities, graphing, understanding functions, and applying mathematical modeling. The course builds upon students' existing knowledge of variables, exponents, expressions, and algebraic terminology, enabling them to apply algebraic concepts to real-world contexts. Throughout the course, students engage in problem-solving activities that reinforce their understanding of algebra and its practical applications.

Basic Math A/B

MS2020/MS2021 *7th–8th Grade*

Credits: 10

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

Geometry A/B

MS2038/2039 *7th–8th Grade*

Credits: 10

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

Integrated Math 1 A/B

MS2081/2082 *7th–8th Grade*

Credits: 10

In Integrated Math 1A, students begin their study by exploring one-variable statistics. They gather and display data, and interpret statistical results. From here, students transition to expanding their understanding of linear equations, inequalities, and systems. They write rearrange, evaluate, and solve equations and inequalities fluently; explain or validate their reasoning; use multiple representations to model relationships and constraints; write and graph equations in different forms; and reason abstractly about real-world situations. Finally, students study two-variable statistics. They create scatter plots and their lines of best fit, use residuals and the correlation coefficient, interpret data, and differentiate between correlation and causation. In Integrated Math 1B, students begin with the study of functions. They represent, interpret, and communicate about functions—using function notation, domain and range, average rate of change, and other features of their graphs – focusing their studies on linear and exponential functions. Then, the course shifts focus from algebra topics to geometric ones. Students complete constructions, rigorously define rigid motions, and prove other assertions, such as the Triangle Angle Sum Theorem. They use these definitions and structures prove theorems about angle relationships and triangle congruence. Finally, students apply these theorems to prove results about other figures, such as isosceles triangles or figures on the coordinate plane.



Integrated Math 1 A/B (Online – Edmentum)

MSED2013/2014, MSES195/196 *7th–8th Grade*

Credits: 10

In this course, students will perform operations on algebraic expressions; learn to solve problems with single variable expressions, equations, and inequalities; write equations in two variables to represent linear relationships and graph equations on the coordinate plane; use systems of equations to solve problems of optimization and other word problems; and study properties of linear and exponential functions and model real-world scenarios using their function notation. Students will learn to combine, translate, and transform functions; create, analyze, and communicate information using various data plots; study basic geometric definitions and perform transformations in two dimensions; extend their learning of rigid transformations to understand the definition of congruence; and prove theorems and solve problems using geometric constructions. These course objectives are based on the Common Core State Standards Initiative and on a modern understanding of student learning in mathematics.

Math 7 A/B, Math 7 A/B (EL), Math 7/8 (Alt)

MS2503/2504, MS2510/2511, MS2512/2513 *7th Grade*

Credits: 10

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

Math 8 A/B, Math A/B (EL), Math A/B (Alt)

MS2032/2033, MS2514/2515, MS2516/2517 *8th Grade*

Credits: 10

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

appropriate tools strategically, attending to precision, looking for and making use of structure, in addition to looking for and expressing regularity in repeated reasoning. Math 8B is a Common Core aligned math course. Designed to prepare students for high school mathematics, Math 8B covers an array of math genres including the number system, expressions, equations, and geometry. Students will formulate and reason about expressions and equations. Students will analyze two- and three-dimensional space and figures using distance, angle, similarity, and congruence. Additionally, students will understand and apply the Pythagorean Theorem. Students will achieve these learning goals by making sense of problems, persevering in solving problems, reasoning abstractly and quantitatively, constructing viable arguments, critiquing the reasoning of others, modeling with mathematics, using appropriate tools strategically, attending to precision, looking for and making use of structure, in addition to looking for and expressing regularity in repeated reasoning.

Math 7 A/B (Online – Edmentum)

MSED2009/2010, MSES193/194 *7th Grade*

Credits: 10

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

Math 8 A/B (Online – Edmentum)

MSED2011/2012, MSES28/29 *8th Grade*

Credits: 10

In Math 8, students explore transformations, solve linear equations, and tackle real-world challenges with two equations. The course also covers functions, enhancing problem-solving skills for everyday situations.

Personal Finance

MS20PF *7th–8th Grade*

Credits: 5

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

Pre-Algebra A/B

MS2028/2029 *7th–8th Grade*

Credits: 10

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

Social Science – Core Classes



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

7th Ancient World History A/B (Bright Thinker)

MSBT3001/3002, MSBT3001D/3002D *7th Grade*

Credits: 10

The 7th Grade Ancient World History course introduces students to basic geography, early civilizations in Mesopotamia, Egypt, and China, and foundations of western civilization: ancient Greece and Rome. It covers languages, art, literature, societies, and lifestyles

of these cultures. The rise and fall of world kingdoms, ending with the fall of Rome in 476, are discussed. Further studies include the Byzantine Empire, rise of nations, and events through the Renaissance and Reformation, exploring the rise of various world cultures.

8th United States History A/B (Bright Thinker)

MSBT3003/3004, MSBT3003D/3004D *8th Grade*

Credits: 10

In 8th grade U.S. History, an integrative approach covers geography, government, economics, culture, science, and technology. Students explore early explorations, the development of colonies, and the formation of the 13 states into a nation. They analyze key founding documents like the Declaration of Independence and the U.S. Constitution. A survey of events shows how Americans embraced Manifest Destiny and expanded across North America. Students also analyze complex issues leading to the Civil War and examine post-war challenges.

US History 8 A/B, US History 8A/B (EL), US History 8A/B (Alt)

MS3005/3006, MS3530/3531, MS3532/3533 *8th Grade*

Credits: 10

This course will familiarize students with the beginnings of America and how the United States began to develop as a nation. It will cover the discovery of the New World through European exploration and the race to establish settlements in America. Students will learn how the English colonies were established and how they interacted with the Native Americans. The course will discuss the Great Awakening and the Enlightenment and how these ideals affected the development of the colonies. Students will understand the basic rights of a free person as expressed in the Constitution and the Bill of Rights. The second half of the course will discuss the rise of America following the Revolutionary War an how the Articles of Confederation failed and the Constitution succeeded. The course will discuss the concept of manifest destiny and how it affected American policy for decades (e.g. Louisiana Purchase, Gadsden Purchase, Seward's Folly). Students will learn how industrial growth in the North affected the slave system in the South and how this created tension between the two, leading to the Civil War. This course will also explore the expansion west, the wars that came with this expansion, and the resulting gold rush in various western states. This course will also discuss the spirit of reform, how it affected the lives of women, children, African Americans, Native Americans, and immigrants alike. Overall, the course will describe how the United States rapidly developed into a legitimate world power.

US History 8 A/B (Online – Edmentum)

MSED3011/3012, MSES166/167 *8th Grade*

Credits: 10

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

World History 7 A/B, CC World History 7 A/B, CC World History 7 A/B (EL), CC World History 7 A/B (Alt)

MS3008/3009, MS3018/3019, MS3534/3535, MS3536/3537 *7th Grade*

Credits: 10

In this course, students will survey the social, cultural, political, economic, and technological changes that occurred in Europe, Africa, and Asia from the medieval period into early modern times (500 C.E. to 1789 C.E.). In World History 7A, content that will be covered include: the Fall of the Roman Empire, Medieval Europe, rise of Islam, sub-Sahran Africa, and Medieval China. In World History 7B, content that will be covered include: Medieval Japan, Meso-America, the Renaissance, the Reformation, Scientific Revolution and the Enlightenment period.

World History 7 A/B (Online – Edmentum)

MSED3009/3010, MSES168/169 *7th Grade*

Credits: 10

In World History 7, Semester 1, students will learn about major historical events that took place around the world. They will trace the development of early humans, be introduced to the Neolithic Revolution, study the development of early civilizations of the Middle East and North Africa, analyze the development and characteristics of early civilizations of India and China, explore the origins and beliefs of Hinduism and Buddhism. Lastly, they will learn about the later civilizations of the Mediterranean and the Middle East. In World History 7, Semester 2, students will learn about the developments and characteristics of classical civilizations in Asia and the Americas, trace the development of classical Greece and Rome, analyze the development and characteristics of the early medieval

period., learn about the growth of civilizations in Africa and Asia during the late medieval period, and lastly, analyze the transformation of western Europe during the late Middle Ages.

Science – Core Classes



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

7th Grade Science A/B (Bright Thinker)

MSBT4001/4002, MSBT4001D/4002D *7th Grade*

Credits: 10

The 7th Grade Science course delves into life science, starting with cells and progressing to genetics, life processes, and cycles of water, nitrogen, and carbon. Students explore the impact of climate and weather on life and the environment. Human body systems, such as skeletal, respiratory, and immune systems, are examined before delving into ecology and interactions between living things and their environments. Lab investigations are integrated throughout the course to reinforce science concepts and skills.

8th Grade Science A/B (Bright Thinker)

MSBT4003/4003, MSBT4004D/4004D *8th Grade*

Credits: 10

In 8th Grade Science, students explore an integrated study of earth, physical, and biological sciences. They analyze the relationships between the Earth, Sun, and Moon, and study physical processes like erosion, weathering, and characteristics of rocks and minerals. Oceanography introduces geological, chemical, and biological aspects of the ocean. Students learn about matter, energy, energy application, force, and motion in physics. Plant and animal biology units focus on habitats and earth cycles supporting life. The course ends with an examination of human impact on the earth. Lab investigations throughout reinforce science concepts and skills.

Earth Science A/B

MS4016/4017 *7th–8th Grade*

Credits: 10

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

Life Science 7 A/B, Life Science 7 A/B (EL), Life Science 7 A/B (Alt)

MS4003/4004, MS4007/4008, MS4009/4010 *7th Grade*

Credits: 10

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

Life Science 7 A/B (Online – Edmentum)

MSED4021/4022, MSES202/203 *7th Grade*

Credits: 10

Life Science explores the structure and behavior of living organisms. Students will study the diversity of life on Earth and gain an understanding of natural systems and events. In Semester 1, they begin with the study of cells and progress to more complex organisms, including plants and animals. The scientific method is emphasized throughout the course, guiding students in setting up experiments and testing predictions through research, data gathering, observation, and communication. In Semester 2, students delve into topics such as inheritance, energy flow in ecosystems, disease prevention, human reproduction and development, evolution, and the use of fossils to establish the geologic timescale.

Physical Science 7-8 A/B, Physical Science 7-8 A/B (EL), Physical Science 7-8 A/B (Alt)

MS4005/4006, MS4011/4012, MS4013/4014 *7th–8th Grade*

Credits: 10
In this course, students will explore the basics of Physical Science. Students will learn about chemical interactions, the concept of matter and atoms, and acids, bases and solutions. Students will understand the basics of motion, force, and energy, focusing on measuring motion and the nature of force, as well as different sources of energy. Students will also learn the basics of Earth Science, including Plate Tectonics, land formations. and the basic methods of measuring earthquakes. Finally, students will master the basics of astronomy, including th earth in the context of the solar system and the sun, as well as the formation, stars, galaxies and the origins of the universe.

Physical Science 8 A/B (Online – Edmentum)
MSED2023/2024, MSES204/205 *8th Grade*
Credits: 10
In this course, students will identify and describe the chemical composition and properties of substances. Additionally, they will study the interactions between matter and energy in physical contexts. Throughout the course, students will apply your reasoning skills through investigation and the principles of the scientific method. In the second semester, students will study different forms of energy and their application in science and industry. Additionally, they will study forces on objects and the motions they produce. Throughout the course, students will apply your reasoning skills through investigation and the principles of the scientific method.

Science 7 with Virtual Labs A/B (Online – Edmentum)
MSED4027/4028 *7th Grade*
Credits: 10
Science 7 is a two-semester course that explores the natural world through investigation, evidence, and scientific reasoning. In the first semester, students study the structures and processes of living organisms, beginning with cells as the fundamental units of life. They examine growth, development, and reproduction in plants and animals, as well as sensory systems, photosynthesis, and energy transfer in ecosystems. In the second semester, students focus on matter and energy, exploring chemical reactions, the law of conservation of energy, and the identification of different forms of energy. The course also introduces gravitational, electric, and magnetic force fields, along with energy transformations involving kinetic, potential, and thermal energy. Throughout the year, students develop scientific thinking skills while deepening their understanding of life and physical sciences.

Science 8 with Virtual Labs A/B (Online – Edmentum)
MSED4029/4030 *8th Grade*
Credits: 10
Science 8 with Virtual Labs is an integrated science course that explores key concepts from life, Earth, physical, and space sciences through investigation and hands-on virtual lab experiences. In the first semester, students examine genes and inheritance, genetic diversity and mutations, and evidence for evolution through comparative anatomy, fossils, and rock strata. They also study renewable and nonrenewable energy resources and analyze how energy moves through Earth's systems. In the second semester, students explore climate change and scientific solutions, the properties and applications of waves and wave technology, and the impacts of human activity and technology on Earth's ecosystems. Throughout the course, students use evidence-based reasoning and interactive labs to deepen their understanding of scientific processes and real-world environmental challenges.

Physical Education



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

Physical Education 1/2
ML/MLDI/MLDG/MLES/MLESDI5001/5002 *7th–8th Grade*
Credits: 10
Physical Fitness is one of the most crucial core concepts to building a healthy life. Most of the time physical fitness is seen as hard and rigorous physical activities such as running, doing push ups, crunches or other widely recognized workout activities, when in reality these are only components of it. By the end of this class, you will be able to recognize that physical activity is everywhere and many daily activities can be considered physical activity. This class is meant to show you how taking small steps towards a healthier lifestyle can benefit yourself in the long run significantly.

Physical Education 7 A/B
MS501A/501B, MSED5001/5002 *7th Grade*
Credits: 10
This course is an elective program that allows students to select activities that will familiarize them with activities suitable for lifelong recreation and physical fitness. Students must perform at least thirty minutes of an activity for it to count and no more than two hours may be claimed per day. A total of 50 hours must be performed to complete the course. The course also requires the completion of a research report and ten summaries of sport- or nutrition-related articles. This course can only be taken once a semester.

Physical Education 8 A/B
MS502A/502B, MSED5003/5004 *8th Grade*
Credits: 10
This course is an elective program that allows students to select activities that will familiarize them with activities suitable for lifelong recreation and physical fitness. Students must perform at least thirty minutes of an activity for it to count and no more than two hours may be claimed per day. A total of 50 hours must be performed to complete the course. The course also requires the completion of a research report and ten summaries of sport- or nutrition-related articles. This course can only be taken once a semester.

Yoga
ML/MLDI/MLDG/MLES/MLESDI5005 *7th–8th Grade*
Credits: 5
Yoga introduces students to the history, philosophy, and practice of yoga as a pathway to physical strength, mental clarity, and emotional balance. Students explore the origins and core principles of yoga, including mindfulness, breath awareness, non-judgment, and the Eight Limbs of Yoga, with attention to the Yamas and Niyamas. The course emphasizes proper alignment and technique in foundational poses such as Mountain, Forward Fold, Downward Dog, Child's Pose, Warrior II, Tree, and Dancer, while incorporating Sun Salutations and balance sequences. Students also learn breathing techniques (pranayama), stress-management strategies, and relaxation practices. Through reflection, intention-setting, and a culminating video project demonstrating pose mastery and flow, students deepen their understanding of how yoga supports overall well-being both on and off the mat.

Yoga and Mindfulness
MSES486 *7th–8th Grade*
Credits: 5
Upon completion of this course you will have participated in a variety of yoga and mindfulness practices. You will explore the origins and benefits of establishing a yoga and mindfulness practice as well as track and reflect upon your personal progress. This course will guide you in establishing a regular practice of self-care through exercises that help build physical and mental strength and resilience.

Electives – English

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

Basic Writing Skills (Online – Edmentum)
MSED9122 *7th–8th Grade*
Credits: 5
This course focuses on the fundamentals of grammar and sentence construction. Students will explore various techniques to enhance their writing abilities, such as organizing ideas and structuring their compositions effectively. Each unit of the course progressively builds upon the foundational grammar and writing skills covered in the previous units. By the end of the course, students will have the ability to compose coherent paragraphs that adhere to the conventions of English grammar. Additionally, students will acquire knowledge in pre-planning writing tasks, including brainstorming and outlining strategies.

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

English Foundations A/B (Online – Freckle)
MS1203/1204 *7th-8th Grade*

Credits: 10
English Foundations is a digital course that is a part of the Renaissance Learning platform. Utilizing diagnostic data, the program creates a unique compilation of concepts that targets each students' specific instructional level, academic needs, and growth goals. The coursework includes individualized tutorials, practice, mastery quizzes , and progress checks. Students complete a set of skills to earn a unit. The goal is to provide support and help to increase student's English/Language Arts, testing, and technology skills.



English Language Development ELD 7 A/B (Online – iLit)
MS1139/1140 *7th–8th Grade*
Credits: 10
English 7 iLit is a standards-aligned course designed to build college, career, and citizenship readiness through the development of strong literacy and communication skills. Students engage with a range of complex texts, including narratives, drama, poetry, and informational sources such as articles, websites, and multimedia texts. The course emphasizes critical thinking, reasoning, and evidence-based analysis while strengthening reading comprehension and writing skills. Students compose essays that focus on thematic development, sentence structure, voice, and clarity, while also refining grammar and language conventions. English 7 iLit provides a strong foundation for future high school coursework by equipping students with the tools and strategies needed for effective reading, analysis, and written expression.



English Language Development ELD 8 A/B (Online – iLit)
MS1141/1142 *7th–8th Grade*
Credits: 10
English 8 iLit is a standards-aligned course designed to build college, career, and citizenship readiness through the development of strong literacy and communication skills. Students engage with a range of complex texts, including narratives, drama, poetry, and informational sources such as articles, websites, and multimedia texts. The course emphasizes critical thinking, reasoning, and evidence-based analysis while strengthening reading comprehension and writing skills. Students compose essays that focus on thematic development, sentence structure, voice, and clarity, while also refining grammar and language conventions. English 8 iLit provides a strong foundation for future high school coursework by equipping students with the tools and strategies needed for effective reading, analysis, and written expression.



English Language Development ELD Newcomer A/B (Online – iLit)
MS1143/1144 *7th-8th Grade*
Credits: 10
This course intends to equip students for life in and out of the classroom with developing beginning English skills. Focused on building basic communication and literacy skills in English, newcomer students are initially assessed to determine what knowledge of English a student may already have, if any. The curriculum is adjusted to meet those individual linguistic needs in teaching: phonics and phonemic awareness, oral language, fluency, grammar structures, writing construction, and reading comprehension. iLit for Newcomers serves as the foundation for all subsequent courses in high school that involve reading, analyzing and writing, providing students with the tools and strategies needed to develop effective communication skills.

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

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

Multicultural Literature
MS10ML *7th–8th Grade*

Credits: 5

The Multicultural Literature course will expose students to a variety of authors and stories from around the world. Students will explore each story in depth by completing various activities that will challenge their thinking and open them up to new ways of learning. 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. Students will also be reading two novels, Parvana's Journey and Homeless Bird, to complement their regular assignments.

Poetry

MS1022 *7th–8th Grade*

Credits: 5

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

Reading Fiction

MS10RF *7th–8th Grade*

Credits: 5

This course involves the study of 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 focuses on significant events within each novel that influence the development of characters, themes, and settings. Additionally, students will explore the relevance of the novel's themes to their own lives, fostering personal connections and deeper understanding.

Writing Skills

HS1033 *7th–8th Grade*

Credits: 5

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

Electives – Math

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

Accounting A/B CP (Online – Edmentum)

MSES482/483 *7th–8th Grade*

Credits: 10

This course is intended to help students familiarize themselves with the basics of accounting and accounting functions specific to different kinds of businesses. This course covers the fundamentals of bookkeeping and financial statements. It also covers career opportunities and the key government regulations in the accounting field.

Math Foundations A/B (Online – Freckle)

MS2059/2060 *7th-8th Grade*

Credits: 10

English Foundations is a digital course that is a part of the Renaissance Learning platform. Utilizing diagnostic data, the program creates a unique compilation of concepts that targets each students' specific instructional level, academic needs, and growth goals. The coursework includes individualized tutorials, practice, mastery quizzes , and progress checks. Students complete a set of skills to earn a unit. The goal is to provide support and help to increase student's English/Language Arts, testing, and technology skills.

Math Readiness A/B/C/D

MSMM01/02/03/04 *7th–8th Grade*

Prerequisite: Teacher approval Credits: 5-20

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

Electives – Social Science

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

American Dreamers A/B
MSAD01/02 *7th–8th Grade*
Credits: 10
This course details the lives and times of some of the most famous Americans of the 20th Century. Students will learn about various historical figures from public service, sports, arts and entertainment, business, and science and medicine. The student will explore the life of each person and learn how their dreams, their successes, and their failures helped to invigorate, inspire, and advance the American Dream during different phases of the 20th century.

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

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

Tolerance Studies
MS9037 *7th–8th Grade*
Credits: 5
This course provides both an historical and chronological background of the civil rights movement. Through the use of multimedia, students will explore the role of blacks during World War II, what impact the Montgomery bus boycott had on the civil rights movement, and how the "Summer of Freedom" helped promote voting rights for blacks. In addition, students will be exposed to numerous stories that demonstrate some of the personal sacrifices individuals made to promote the civil rights movement. This course also explores the events of the Holocaust of World War II. Students will learn of the struggles of some Europeans under the rule of Nazism.

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

World Geography A/B
MS3521/3522 *7th–8th Grade*
Credits: 10
This course will give students an overview of the geography of the world. It will give them an understanding of the latitude and longitude, as well as help them develop their map skills. It will allow them to understand the different regions of the world, and how geography affects them. It will cover climate, population, cultures, religions, languages, and economic systems.

World Geography A/B (Online – Edmentum)

MSES171/172 *7th–8th Grade*

Credits: 10

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

Electives – Language Other Than English



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

American Sign Language 1 A/B CP (Online – Edmentum)

MSED6025/6026 *7th–8th Grade*

Credits: 10

American Sign Language (ASL) holds the distinction of being the third most widely used language in North America. American Sign Language 1 offers an engaging introduction to ASL vocabulary and the formation of basic sentences, empowering learners to initiate communication from the outset. Crucially, this course also delves into the rich tapestry of Deaf culture, encompassing social beliefs, traditions, history, values, and the vibrant communities shaped by deafness. Through the Learn to Sign course, students will further develop their proficiency in ASL and deepen their understanding of its grammatical structures. Expanding their repertoire of signs, students will explore captivating topics such as Deaf education and the diverse realm of Deaf arts and culture.

American Sign Language 2 A/B CP (Online – Edmentum)

MSED6027/6028 *7th–8th Grade*

Credits: 10

In American Sign Language 2, students will have the opportunity to explore vocabulary essential for shopping, making purchases, and managing emergencies. Building upon the foundational knowledge acquired in the prerequisite course, students will advance their communication skills and deepen their understanding of deaf culture. They will delve into topics such as classifiers, glossing, and mouth morphemes, which will enable them to give descriptions and provide directions effectively. By expanding upon the previous prerequisite course, students will enhance their proficiency in signing by studying sequencing, transitions, role-shifts, and future tenses. Moreover, they will develop the ability to tell stories and ask questions, gaining a greater appreciation for deaf culture. Throughout the course, emphasis will be placed on improving speed, engaging in conversations, refining signing skills, and fostering cultural awareness.

American Sign Language 3 A/B CP (Online – Edmentum)

MSED6029/6030 *7th–8tth Grade*

Credits: 10

In American Sign Language 3, students will have the opportunity to delve deeper into the intricacies of ASL signing, including advanced grammar features, classifiers, and locatives. They will engage in learning, composing, and presenting vocabulary and narratives, immersing themselves in the vibrant Deaf culture and community. The course will explore various aspects of Deaf culture, including opinions, slang, idioms, and the use of technology and media to gain authentic Deaf perspectives. Students will also examine how travel, cultural differences, and geography influence sign language. Additionally, the course will provide insights into significant events and topics in Deaf culture, such as education, science, and literature, further enriching students' understanding of Deaf culture and enhancing their signing skills.

Spanish 1 A/B (Online – Edmentum)

MSED6001/6002, MSES212/MSES213 *7th–8th Grade*

Credits: 10

In Spanish 1, students will be introduced to various common communication situations, including exchanging names and greetings, describing people based on physical and personality traits, and discussing family members and aspects of social life. They will begin by

learning basic sentence structures and grammatical tools, enabling them to listen, speak, read, and write in Spanish while internalizing new vocabulary and grammar concepts. Throughout the course, students will also explore different regions of the Spanish-speaking world through the experiences of central characters in each unit. As students progress in their Spanish studies, they will continue to build upon the knowledge and cultural understanding gained, laying a strong foundation for further language learning.

Electives – Health



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

7th and 8th Grade Health A/B (Bright Thinker)

MSBT7000/7001, MSBT7000D/7001D *7th–8th Grade*

Credits: 10

This course aims to equip middle school students with lifelong health knowledge and decision-making skills. Topics include eating disorders, stress management, coping strategies, peer pressure, relationships, and drug use. Adolescence and puberty are discussed, along with safety and first aid, including CPR and use of an AED. Students learn to avoid danger, abuse, and violence, including information about gangs and weapons. Social skills enhancement, respect for self and others, bullying prevention, long-term goal setting, and career outlooks in health-related industries are also covered.

Health 7-8 A/B

MS7030/MS7031 *7th–8th Grade*

Credits: 10

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

Health A/B

MSES242/243 *7th–8th Grade*

Credits: 10

Health A/B is a comprehensive two-semester course designed to equip students with the knowledge and skills needed to make informed decisions that support lifelong physical, emotional, and social well-being. Students examine the components of a healthy lifestyle, including balanced nutrition, physical activity, disease and injury prevention, and the impact of peer pressure and lifestyle choices on long-term health. The course explores the relationship between diet, chronic disease, and sedentary behavior while promoting strategies for overall wellness. Required instruction includes medically accurate education on HIV/AIDS prevention, methods of transmission, risk reduction, and related public health issues, as well as instruction on FDA-approved contraceptive methods and pregnancy prevention. Students also study healthy relationships, affirmative consent, and strategies for building respectful, violence-free relationships grounded in communication and responsibility.

Middle School Health

MSED7001, MSES538 *7th–8th Grade*

Credits: 1

This elective course is to provide every student with the knowledge and skills necessary to protect their sexual and reproductive health from unintended pregnancy, human immunodeficiency virus (HIV), and sexually transmitted infections (STIs). In addition, students will explore human trafficking, ways to have and maintain healthy relationships, and the concepts of gender, sexual orientation and body image . The course is in alignment with the California Healthy Youth Act.

Electives – Visual and Performing Arts



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

Art (Bright Thinker)

MSBT6000D *7th–8th Grade*

Credits: 5

Middle School Art integrates visual literacy skills, critical thinking, imagination, and the senses to explore the world through elements of art and principles of design. Students draw from life experiences to create original works of art, emphasizing creative expression across various mediums like drawings, paintings, sculptures, and digital art. Historical and cultural contexts in art are explored, along with critical evaluation and response to artworks. The course culminates in an exploration of art and career opportunities, alongside the creation of a professional art portfolio showcasing students' work.

Arts & Craft. A/B

MSAC01/02 *7th–8th Grade*

Credits: 10

Arts and Crafts A begins by focusing on the elements of art and the color wheel. Students eventually progress to learning about the principles of art and how to apply them to various works of art. Students will learn about various artists and their crafts and will mimic some of the art styles by creating artwork of their own throughout each unit. Students will learn how to critically analyze various pieces of famous artwork. By the end of the last unit, the student will have gathered a portfolio of artwork which they will share with their instructor for evaluation. Arts and Crafts B is more about the imagination of arts and crafts. Students will learn about various artists and their crafts, and students will mimic some of the art styles by creating artwork of their own throughout each unit. Students will learn how to critically analyze various pieces of famous artwork. By the end of the last unit, students will have gathered a portfolio of artwork which they will share with their instructor for evaluation.

Basic Drawing

MS6005 *7th–8th Grade*

Credits: 5

This course explores a variety of drawing techniques in sequential order of complexity. Skill-building emphasis is on mastering basic drawing shapes and developing creative thinking through imaginative expression. In addition, students learn to translate the world around them through perceptive, believable drawings.

Cartooning

MS6016 *7th–8th Grade*

Credits: 5

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

Introduction to Cartooning

ML/MLDI/MLDG/MLES/MLESDI6005 *7th–8th Grade*

Credits: 5

This cartooning course guides students through the full creative process of designing original characters and telling stories through illustration. Beginning with the fundamentals of shape language and facial construction, students learn how to visually express personality and emotion through character design. They progress to drawing full-body characters in dynamic poses, mastering line of action, gesture, and silhouette to create compelling figures in motion. Through focused lessons on interaction, perspective, and set design, students learn to place their characters in believable scenes and environments that enhance visual storytelling. The course also introduces a variety of animation and cartooning styles—such as action cartoons, anime, and comedy—and challenges students to adapt their designs while maintaining character consistency. Culminating in the creation of an original comic strip, students synthesize their skills in character development, composition, expression, and narrative, preparing them for continued creative work in visual storytelling and entertainment design.

Introduction to Visual Arts CP (Online – Edmentum)

MSED6016 *7th–8th Grade Credits: 5*

This course is intended for students to familiarize themselves with different types of visual arts. This course has 16 lessons and 5 Course Activities. Each lesson contains one or more Lesson Activities. In Introduction to Visual Arts, students will trace the history of art and describe various art forms. they will identify the elements of art and examine the principles of design. Students will analyze the parameters in evaluating and critiquing art. They will examine copyright laws and discuss the ethical use of art.

Music (Bright Thinker)

MSBT6001D *7th–8th Grade*

Credits: 5

In middle school music, students take a classical approach to learn about orchestral instruments, vocal ranges, and exemplary performances. They also learn music notation, sight-reading with solfège and Curwen hand signs, and critically analyze art music performances. The course covers distinctions between genres and styles, as well as the components of sonata form. Additionally, students gain a broader understanding of music through engaging and interactive learning tools.

Theater (Bright Thinker)

MSBT6002D *7th–8th Grade*

Credits: 5

In Middle School Theater, students explore realities, relationships, and ideas through theater, dialogue, music, and dance. The course emphasizes foundations such as inquiry, creative expression, historical and cultural relevance, and critical evaluation. Through projects and exercises, students develop artistic thinking, interpersonal skills, and integrate knowledge across content areas. They communicate in dramatic forms, build self-concepts, and understand human relationships and the world through drama elements and theater conventions. Historical and cultural studies increase understanding of theater heritage and world cultures, while critical evaluation fosters appreciation and evaluation of live theater performances.

Electives – Life Skills



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

Academic Success (Online – Edmentum)

MSED9121 *7th–8th Grade*

Credits: 3

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

Basic Study Skills

MS1024 *7th–8th Grade*

Credits: 5

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

College & Career Explorations (Bright Thinker)

MSBT8001 *7th–8th Grade*

Credits: 5

Embark on a journey of self-discovery and career planning with our "Career and College Explorations" course. Students will explore questions like "Who am I?" and "What am I meant to do with my life?" using decision-making and problem-solving skills. They'll integrate knowledge from various disciplines to make informed decisions about college and career plans, exploring high-demand

career paths and aligning their goals. The course also covers career clusters, labor market research, job-seeking skills, and employment document creation, aiming to build a strong foundation for success in high school and beyond.

Character Education

MS8042 *7th–8th Grade*

Credits: 5

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

Food and Nutrition

ML/MLDI/MLDG/MLES/MLESD8001 *7th–8th Grade*

Credits: 5

This course explores the principles of nutrition, food safety, and meal preparation to support healthy living. Students examine how food choices impact physical, emotional, and overall well-being while learning about nutrients, calories, vitamins, minerals, and current dietary guidelines. The course addresses maintaining a healthy weight, preventing eating disorders, and understanding foodborne illness and kitchen safety. Students develop practical culinary skills, including reading recipes, measuring ingredients, planning balanced meals, budgeting, smart shopping, and interpreting food labels. Through the study of major food groups—including fruits, vegetables, grains, dairy, meats, and desserts—students learn how to select, store, prepare, and incorporate a variety of foods into nutritious meals, building lifelong skills for healthy and informed food choices.

Food and Nutrition

MS8033 *7th–8th Grade*

Credits: 5

This course will discuss health issues and concerns of students. Students will examine topics such as the impact and influence of

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

Independent Living

MS8008 *7th–8th Grade*

Credits: 5

The Independent Living course explores the challenges individuals may encounter when living independently. Students will explore topics such as housing decisions, self-sufficiency in terms of food, and cultivating a fulfilling lifestyle. The course emphasizes the importance of personal responsibility, decision-making skills, and understanding financial and career choices. Students will also gain essential knowledge in areas such as childcare, money management, civic responsibility, basic sewing techniques, and culinary skills. This course equips students with the necessary tools and knowledge to navigate the demands of independent living successfully.

 Literacy Advancement A/B (Online – Achieve 3000)

MSES274/275 *7th–8th Grade*

Credits: 10

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

Literacy Empowerment A/B (Online – Achieve 3000)

MSES297/298 *7th–8th Grade*

Credits: 10

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

My Language Arts Path A/B/C/D/E/F

MS90181/90182/90183/90184/90185/90186 *7th–8th Grade*

Credits: 5-30

My Language Arts Path is a digital course that is a part of the Edmentum Learning platform. Utilizing diagnostic data, the program creates a unique learning path that targets each students' specific instructional level, academic needs, and growth goals. The coursework includes individualized tutorials, practice, mastery quizzes, and progress checks. Students complete a set of skills to earn a unit. The goal is to provide support and help to increase student's language arts, testing, and technology skills.

My Learning Path I

MS90122 *7th–8th Grade*

Credits: 3

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

My Math Path A/B/C/D/E/F

MS90169/90170/90171/90172/90173/90174 *7th–8th Grade*

Credits: 5-30

My Math Path is a digital course that is a part of the Edmentum Learning platform. Utilizing diagnostic data, the program creates a unique learning path that targets each students' specific instructional level, academic needs, and growth goals. The coursework includes individualized tutorials, practice, mastery quizzes, and progress checks. Students complete a set of skills to earn a unit. The goal is to provide support and help to increase student's math, testing, and technology skills.

My Reading Path A/B/C/D/E/F

MS90175/90176/90177/90178/90179/90180 *7th–8th Grade*

Credits: 5-30

My Reading Path is a digital course that is a part of the Edmentum Learning platform. Utilizing diagnostic data, the program creates a unique learning path that targets each students' specific instructional level, academic needs, and growth goals. The coursework includes individualized tutorials, practice, mastery quizzes, and progress checks. Students complete a set of skills to earn a unit. The goal is to provide support and help to increase student's reading, testing, and technology skills.

New Student Seminar

MS9053 *7th–8th Grade*

Credits: 2

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

Nutrition and Wellness (Online – Edmentum)

MSED9024 *7th–8th Grade*

Credits: 5

This one-semester course is intended as a practical, hands-on guide. It has 17 lessons organized into four units, plus four Unit Activities. Each lesson contains one or more Lesson Activities. This course will cover basic knowledge about nutrition and wellness

such as basic concepts of nutrition, the digestive and metabolic processes, nutrient requirements, dietary guidelines, importance of physical fitness, community health issues, food management, and careers in the field of nutrition and wellness. You will submit the Unit Activity documents to your teacher, and you will grade your work in the Lesson Activities by comparing them with given sample responses. The Unit Activities (submitted to the teacher) and the Lesson Activities (self-checked) are the major components of this course. There are other assessment components, namely the mastery test questions that feature along with the lesson; the pre- and posttest questions that come at the beginning and end of the unit and an end-of-semester test. All these tests are a combination of simple multiple-choice questions and technology enhanced (TE) questions.

Self Defense A

MS5050 *7th–8th Grade*

Credits: 5

Upon completion of this course you will have learned the basics of self defense. You will have also learned good decision making skills, established effective boundaries, analyzed your circle of influence, and learn changes you can make in your life to be safer. This class will familiarize you with activities that might be suitable for your life long recreation, self defense, and physical fitness.

Tech In Testing; Tech in Testing A/B

MS90112; MS90112, MSED90112/90141 *7th–8th Grade*

Credits: 5

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

Technology Literacy A/B

MS90133/90134 *7th–8th Grade*

Credits: 10

Technology Literacy A offers students a comprehensive, interactive tour through Google's G Suite applications. Students will be given multiple opportunities to display creativity using Google tools including Drive, Docs, Slides, Gmail and Meet. Throughout the course, students will also be learning about and practicing good Digital Citizenship. Technology Literacy B offers students a comprehensive, interactive tour through Google's G Suite applications. Students will be given multiple opportunities to display creativity using Google tools including Sheets, Forms, Sites, and Maps. At the completion of this course, students will be prepared to successfully complete Google's G Suite industry certification examination.

Electives – General



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

Applied Medical Terminology A/B CP (Online – Edmentum)

MSES484/485 *7th–8th Grade*

Credits: 10

Built on the same sound pedagogy and proven course design methodologies as all of the Edmentum courses, Medical Terminology helps students understand the structure and meaning of medical terms and identify medical terminology associated with various body systems. Students will learn about the history of medical terminology and identify the basic components of medical terms. They will learn about various medical abbreviations, acronyms, and symbols used in health care. Additionally, they will discuss the structure, planes, and cavities of the human body and their respective positions. Students learn about the structure and functions of each body system. They will identify the medical terminology related to various diseases, disorders, medical procedures, and treatment for each system and they will explore health science specializations related to each body system. Finally. students learn about the structure and functions of each body system. They will identify the medical terminology related to various diseases, disorders, medical procedures, and treatment for each system. Additionally, they will explore health science specializations related to each body system.

Computer Programming 1 A/B (Online – Edmentum)

MSES431/432 *7th–8th Grade*

Credits: 10

Computer Programming 1A/B is a two-semester, hands-on course that introduces students to the foundational concepts of programming and the software development life cycle (SDLC). Students explore number systems, data types, computational logic,

and programming structures while learning procedural and object-oriented programming concepts. The course introduces programming languages and paradigms, including web development with HTML and JavaScript, and emphasizes how computers execute programs to solve real-world problems. In the second semester, students examine the phases of the SDLC—analysis, design, development, testing, implementation, and maintenance—while learning how client requirements are gathered, project plans are created, and systems are modeled using Unified Modeling Language (UML). Students also study software testing, quality control, documentation, security risks, and ethical responsibilities in computing environments. Throughout the course, students gain practical coding experience, explore computing careers, and develop an understanding of professional standards and best practices in software development.

Independent Project 1A/1B

MS9090/9091 *7th–8th Grade*

Credits: 5-10

This course allows teachers to create a unique curriculum aligned with standards and addressing multiple disciplines. Teachers collaborate with their principal to develop a course proposal, ensuring it meets educational goals. The course emphasizes integrating various subjects and encourages cross-curricular learning. Teachers have the flexibility to incorporate academic domains based on their expertise and objectives.

Principles of Information Technology A/B CP

CTESKY9199/9200 *7th–8th Grade*

Credits: 10

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

Student Assistant 7 A/B

MS9023/9024 *7th–8th Grade*

Credits: 10

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

Student Assistant 8 A/B

MS9025/9026 *7th–8th Grade*

Credits: 10

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

Electives – Art & Creative Engagement (ACE)

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

ACE Arts Camp (MS)

ACE9003MS *7th–8th Grade*

Credits: 3

Students will explore and engage with the arts across multiple disciplines to learn fundamental history, frameworks, purposes, and methods for artistic expression in the fields of Photography, Ceramics, Textiles, Acting, Drawing, Spoken Word, Dance, Painting, and Fashion Design.

ACE Fashion Design Experience (MS)
ACE6013MS *7th–8th Grade*
Credits: 5
Students will participate in a fully immersive hands-on experience to explore various skills, processes, and jobs within the world of fashion design. They will gain industry skills, insights and inspiration to pursue fashion design as a creative outlet or career path.

ACE Music & Audio Recording (MS)
ACE6003M *7th–8th Grade*
Credits: 1
In this course, students will learn the basic skills and processes of music & audio recording & mixing. Students will learn how to set up and operate industry-level recording equipment and learn how to record both live music and audio for podcasts. Students will learn how to mix their own live recordings for optimal sound quality.

ACE Performing Arts Experience (MS)
ACE6008M *7th–8th Grade*
Credits: 1
Students will learn about creative outlets and careers in the performing arts through immersive hands-on lessons and workshops. Students will work with industry professionals, gain industry skills and insights, and develop their own creative voice through a range of performing arts.

Electives – Pathways Trips



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

Career Exploration at Blackbird Farm
MS9097 *7th–8th Grade*
Credits: 5
Students will learn about multiple careers in the fields of construction, engineering, animal husbandry, marketing, farming, and design. Students will be able to communicate and set personal goals using language specific to CTE Pathways and standards. Students will reflect and be able to connect personal strengths to career opportunities in various CTE career industries.

Pathways: Australia/ New Zealand
MS90312 *7th–8th Grade*
Credits: 5
In this Pathways Australia and New Zealand program, students will be exploring and learning about the history and significance of Australia and New Zealand. The class will be balanced mixture of social emotional learning and hands on activities in county. During the program, the students will participate in a variety of activities such as, but not limited to; individual and group teambuilding, leadership development activities, local tours/excursions, cultural immersion activities, self-reflection, various history lessons, history reenactments, museum/memorial visits, etc.

Pathways: Camp Cookout
MS90304 *7th–8th Grade*
Credits: 3
The objective of Camp Cookout is to empower students with foundational culinary skills, nutrition awareness, and hospitality mindset through hands-on experiences in a real farm setting. Students will explore cooking techniques, food safety, teamwork, and presentation while working with seasonal, local ingredients. The course promotes confidence, career exploration, and a greater understanding of food systems and sustainability.

Pathways: CSI

MS90207 *7th–8th Grade*

Credits: 3

In this Pathways CSI program, students will be exploring and learning about the history and significance of forensic science field. The class will be balanced mixture of social emotional learning, hands on science labs and discussions/lectures from experts in the field. During the program, the students will participate in a variety of activities such as, but not limited to; individual and group teambuilding, science labs – finger print analysis, blood splatter analysis, body decay analysis, etc, local tours/excursions related to the forensic science field (morgue, police department, labs, etc), lectures from forensic science professionals (detectives, arson experts, dentistry), self-reflections, CSI job exploration, museum visits and related tours/activities.

Pathways: Farm Forensics

MS90281 *7th–8th Grade*

Credits: 3

In this Pathways Farm Forensics program, students will be exploring and learning about the history and significance of forensic science field. The class will be balanced mixture of social emotional learning, hands on science labs and discussions/lectures from experts in the field. During the program, the students will participate in a variety of activities such as, but not limited to; individual and group teambuilding, science labs – finger print analysis, blood splatter analysis, body decay analysis, etc, local tours/excursions related to the forensic science field (morgue, police department, labs, etc), lectures from forensic science professionals (detectives, arson experts, dentistry), self-reflections, CSI job exploration, museum visits and related tours/activities.

Pathways: Leadership Camp

MS90282 *7th–8th Grade*

Credits: 3

In this Pathways Leadership Camp students will be exploring and learning about leadership skills and how to apply them to their daily lives and in service to others.The class will be a balanced mixture of social emotional learning, hands-on activity planning and discussions/lectures from experts in the field. During the program, the students will participate in a variety of activities such as, but not limited to; planning an activity for their fellow students, learning team building activities, reading and processing a leadership book, and growing in their leadership skills.

Pathways: Rocky Mountain Ranch

MS90213 *7th–8th Grade*

Credits: 3

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

Pathways: Viking Adventure

MS90261 *7th–8th Grade*

Credits: 5

Pathways Viking Adventure takes students on a journey through 3 Scandinavian countries. On our Viking Adventure students will learn about Viking history in Sweden, Norway, and Denmark. Through hands-on experiences and curriculum students will learn about the unique history of the Viking age. This course will cover Viking tales, mythology, contributions to the world and the true meaning of the word Viking. Through this course students will explore the concept of sacrifice, understand its importance in personal growth and relationships, and develop empathy and gratitude through reflection and discussion. Students will learn to practice self compassion and cultivate a positive relationship with themselves. Students will also develop self-awareness and cultivate self-worth by composing a letter to themselves that celebrates their strengths, acknowledges their accomplishments, and affirms their inherent value and worthiness. This program will allow students to reflect on their experiences and personal growth during the trip, including challenges overcome, new perspectives gained, and connections made, and consider how these experiences contribute to their personal development and global citizenship.

Pathways: Virtual CSI

MS90218 *7th–8th Grade*

Credits: 3

In this Virtual Pathways CSI program, students will be exploring and learning about the history and significance of forensic science field. The class will be balanced mixture of social emotional learning, hands on science labs and discussions/lectures from experts in the field. During the program, the students will participate in a variety of activities such as, but not limited to; individual and group teambuilding, science labs – finger print analysis, blood splatter analysis, body decay analysis, etc,), lectures from forensic science professionals (detectives, arson experts, dentistry), self-reflections, CSI job exploration.

Pathways: Virtual DC

MS90219 *7th–8th Grade*

Credits: 3

In this Virtual Pathways Washington DC program, students will learn about our nation's capital. During the program, students will virtually explore various historical and influential sites while learning about the impact DC has had on our nation's past, present and the impact it can have on our future. Students will partake in virtual tours and virtually visit monuments, museums and government buildings to learn about our government's processes and students will identify how they can create their own impact on the world they live in.

Pathways: Virtual International

MS90220 *7th–8th Grade*

Credits: 3

In this Pathways International program, students will virtually explore multiple countries from across the globe while learning about the food, culture and holiday customs that make each country unique. Students will partake in virtual cooking demonstrations, be introduced to culturally significant traditions, and have the opportunity to taste unique holiday flavors from around the world. At the end of this course each student will have the knowledge to compare and contrast how certain holidays are celebrated in each of the various countries, identify how these cultures and traditions are similar and different to those in America, and leave with interesting new recipes they can share with their friends and families.

Pathways: Virtual Mentorship

MS90221 *7th–8th Grade*

Credits: 3

In this Virtual Pathways Mentorship Program, students will identify and develop key goals for their life and future as well as the steps needed to achieve them. During the program, students will explore and apply the concepts of self-empowerment, resilience, advocacy, social justice, stress management, self care, community and compassion. Students will learn healthy tools and techniques for processing their thoughts and feelings, build a support system through experiential connection, and virtually participate in service projects and community engagement projects. By the end of the program, students will know who their most influential mentors are, how to most effectively employ them as resources, and how to be mentors to others in their own lives.

Pathways: Virtual National Parks

MS90222 *7th–8th Grade*

Credits: 3

In this Virtual Pathways National Parks program, students will be exploring and learning about the history and significance o. U.S. National Parks, specifically the National Parks of the Western U.S. The class will be a balanced mixture of social emotional learning, hands on science/nature labs, wilderness safety and prevention, history of native people and discussions/lectures from experts in the field. During the program, the students will participate in a variety of activities such as, but not limited to; individual and group team building, nature labs, animal/wildlife identification/protection, flora/fauna identification, fire safety, erosion, archaeology, lectures from wilderness professionals (firefighters, EMTs), self-reflections, park/recreation job exploration.

Pathways: Virtual Service Learning

MS90223 *7th–8th Grade*

Credits: 3

In this Pathways Virtual Service Learning Program, students will be given the opportunity to learn about the many ways to contribute through acts of service. This includes learning the process of starting up your own cause, contributing to an already established cause, and understanding the social emotional concepts of community concepts for both themselves and their communities. During this course, students will participate in group activities, discussions, various community service projects and have the opportunity to become CPR/First Aid Certified.

Pathways: Washington DC JR High

MS90215 *7th–8th Grade*

Credits: 3

During this Pathways Washington DC Jr High program, student will have the opportunity to explore our nation's capital. Throughout this trip, students visit various historical sites while learning the history and impact DC has had on our nation's past, present and future. Students will participate in numerous tours, visit monuments, museums and government buildings. During the trip, students will learn about out government's process and students will be able to identify how they can create their own impact on the world we live in.

Electives – Workforce Skills Training



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

Financial Literacy and Entrepreneurial Skills

MS90132, MSED9118 *7th–8th Grade*

Credits: 2

Students will learn about personal budgets, expense reports, bank accounts, investments, job finances, and job skills in unit 1. Students will learn about starting a business and create a business proposal in unit 2. The course will be hands-on and real-world applicable with examples of each major concept.