Mission Statement
Opportunities For Learning strives to be the best independent study public school empowering under-served students by unlocking their passions and dreams and moving them daily towards graduation.

Principal’s Message
Opportunities For Learning Charter Schools (OFL) is an accredited individualized academic program that is based on independent study. The individualized learning plan that OFL offers is built around each student’s needs, abilities, and dreams for the future. Many students who have had difficulty in traditional schools have found success at OFL.

Students are responsible for completing their assignments on time and meeting with their teacher for instruction and assessment at least twice a week.

Charter School & District Profile
John Hall and his wife, Joan, started their career in education back in 1966 as teachers for the Los Angeles Unified School District. Both shared a dream that kids who falter in traditional schools may still achieve a good education - and a diploma - if they work hard and have teachers that won’t give up on them. Opportunities For Learning schools were created to fulfill that dream. Since 1998, Opportunities For Learning has helped thousands of young men and women find the courage and discipline to earn an education and follow their own dreams after graduation.

Opportunities For Learning Charter School is a non-classroom based charter school that offers independent study programs specifically tailored for “at-risk” students and other families seeking an alternative to traditional public schools. Students who may have previously experienced difficulty in traditional schools find success with the program. Opportunities For Learning Charter School combines personalized learning plans with self-esteem and leadership development. The educational programs at the school are designed to meet the needs of our changing society. Opportunities For Learning Charter School is dedicated to ensuring the academic success of every student and providing a safe and comprehensive educational experience. This Charter School is fully accredited by the Western Association of Schools and Colleges (WASC).

Please note: As an independent charter school, the Opportunities for Learning program, resources, and administration are run independently from the Baldwin Park Unified School District. This report offers district and state testing data for comparison to satisfy reporting requirements. During the 2005-06 school year, Opportunities For Learning - Baldwin Park served 2,924 seventh through twelfth grade students on a year-round calendar. Student body demographics are shown in the chart.

Discipline & Climate for Learning
Opportunities For Learning - Baldwin Park believes that good discipline is a solid foundation on which to build an effective school. The goal of Opportunities For Learning’s discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Opportunities For Learning believes students who develop a sense of personal responsibility will mature both academically and emotionally.
Students are expected to adhere to certain behavior expectations including:

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

Parents and students are informed of discipline policies at the beginning of each school year through parent orientations, the student handbook, and parent/student agreement forms. Upon registering at Opportunities For Learning, students and parents both sign a master agreement which outlines the educational and behavioral expectations of each student.

Students who display perfect attendance throughout the semester receive the Perfect Attendance Reward for their punctuality. If an attendance issue arises, truancy notices are sent out to parents and phone calls are made by office staff to notify the parents and/or student.

Opportunities for Learning has had no suspensions or expulsions for the last three years.

Class Size
Opportunities For Learning - Baldwin Park maintained a pupil-to-teacher ratio of 21:1 for the 2006-07 school year. Due to the style of the program offered at Opportunities For Learning, students are maintained in atypical classroom environments, therefore there is no class size data available. Students work independently, but on occasion have classroom meetings to go over new material.

School Enrollment & Attendance
Regular attendance at Opportunities For Learning - Baldwin Park is a necessary part of the learning process and is critical to academic success. It is the policy of the school to automatically dismiss any student who has been truant for two consecutive school months in a 12-month period.

Truancy is determined by failure to report to regularly scheduled meetings and/or failure to make satisfactory progress in accordance with the signed agreement. The following table shows enrollment at the school for the past three years.

The school actively works to reduce dropouts through counselor-led interventions, flexible schedules, and tutorial programs, which can alleviate the academic frustration that typically precedes a student choosing to dropout. In addition, Opportunities For Learning regularly monitors student admissions and informs the District if a student has dropped from Opportunities For Learning Program. The table below illustrates graduation and dropout rates for the most recent three-year period.

Instructional Materials
Pursuant to the settlement of Williams vs. the State of California, Opportunities For Learnings Charter Schools thoroughly inspected each of its school sites at the start of the 2006-07 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment.

All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home if necessary.

Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and Frameworks, with final approval by the Board of Education. The following chart displays data collected in June of 2008 in regards to the textbooks in use at Opportunities For Learning - Baldwin Park.

Contact Information
Parents who wish to participate in Opportunities For Learning’s leadership teams, school committees, school activities, or become a volunteer may contact the administrative office at (818) 952-1790, or visit the program’s website at www.omsofl.com.
Computer Resources

The computer lab is housed inside the library. There are a total of thirty computers available at each center, including twenty wireless laptops, which are available for student use. All classrooms at Opportunities For Learning - Baldwin Park are connected to the Internet to enhance each student's technological education.

Computer skills and concepts integrated throughout the standard curriculum prepare students for technological growth and opportunities. Students receive standards-based computer instruction on an individual basis. Software includes programs to develop critical thinking skills, technological skills, and mathematical proficiency.

<table>
<thead>
<tr>
<th>Computer Resources</th>
<th>04-05</th>
<th>05-06</th>
<th>06-07</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computers</td>
<td>146</td>
<td>253</td>
<td>242</td>
</tr>
<tr>
<td>Students per computer</td>
<td>11.7</td>
<td>10.0</td>
<td>12.1</td>
</tr>
<tr>
<td>Classrooms connected to Internet</td>
<td>12</td>
<td>18</td>
<td>17</td>
</tr>
</tbody>
</table>

Curriculum Development

Opportunities For Learning emphasizes a well-balanced and rigorous core curriculum at all grade levels. All training and curriculum development at Opportunities For Learning Charter Schools revolves around the California State Content Standards. The writing and implementation of curriculum is an ongoing process.

The school’s curriculum guides are updated regularly to align with the State standards, Charter School goals, and the statewide assessment program.

For the 2006-07 school year, Opportunities For Learning will continue to make a strong commitment to providing guidance for all staff in an effort to develop an instructional program that fosters creativity and academic excellence.

Staff Development

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. Opportunities For Learning Charter Schools sponsors staff development days throughout the year where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

Counseling & Support Staff

In addition to academics, the staff at Opportunities For Learning - Baldwin Park strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to ensure that students receive the services they need. Psychologists are devoted to helping students deal with problems and assisting them to reach positive goals. The chart below displays support services that are offered to students at Opportunities For Learning - Baldwin Park.

<table>
<thead>
<tr>
<th>Counseling &amp; Support Services Staff</th>
<th>Number of Staff</th>
<th>Full Time Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychologist</td>
<td>2</td>
<td>2.0</td>
</tr>
<tr>
<td>Resource Specialist</td>
<td>5</td>
<td>5.0</td>
</tr>
</tbody>
</table>

The school structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques and supplemental instructional materials and programs. The specialized services at Opportunities For Learning Charter Schools respond to the customized needs of each student and may include: additional assistance from the school’s Resource Specialist, small group instruction, and one-on-one tutoring from teachers.

Parent & Community Involvement

Parents and the community are very supportive of the educational programs at Opportunities For Learning Charter Schools. Parent participation is encouraged and highly valued. Opportunities for involvement consist of Open House, Regular communication of Student Progress with teachers, and Area Advisory Committee which is primarily parent driven.

Teacher Assignment

Opportunities For Learning recruits and employs the most qualified credentialed teachers. For the 2006-07 school year, Opportunities for Learning - Baldwin Park had 61 fully credentialed teachers.

Teacher misassignments represent the number of teachers who did not hold a legally recognized certificate or credential, including teachers who were assigned to classrooms with English Learners (EL) and who were not properly certificated to teach EL students. Teacher vacancies reflect the number of open teaching positions that were not filled by a full-time certificated teacher for an entire year. For the 2007-08 school year, the most current data are reported.

<table>
<thead>
<tr>
<th>Misassignments/Vacancies</th>
<th>05-06</th>
<th>06-07</th>
<th>07-08</th>
</tr>
</thead>
<tbody>
<tr>
<td>Misassignments of Teachers of English Learners</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Misassignments of Teachers (other)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Misassignments of Teachers</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Vacant Teacher Positions</td>
<td>31</td>
<td>18</td>
<td>5</td>
</tr>
</tbody>
</table>

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as “Highly Qualified” no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor’s Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

<table>
<thead>
<tr>
<th>NCLB Compliant Teachers</th>
<th>% of Core Academic Courses Taught By NCLB Compliant Teachers</th>
<th>% of Core Academic Courses Taught By Non-NCLB Compliant Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>98.90%</td>
<td>1.10%</td>
</tr>
<tr>
<td>District</td>
<td>98.00%</td>
<td>2.00%</td>
</tr>
<tr>
<td>High-Poverty Schools in District</td>
<td>98.00%</td>
<td>2.00%</td>
</tr>
<tr>
<td>Low-Poverty Schools in District</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
</tbody>
</table>
Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate “Adequate Yearly Progress” (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state’s standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state’s standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

Physical Fitness

In the spring of each year, Opportunities For Learning - Baldwin Park is required by the State to administer a physical fitness test to all students in seventh and ninth grades. The physical fitness test measures each student’s ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Abdominal Strength, Trunk Extension Strength, Upper Body Strength, and Flexibility. Students are provided several options to perform tasks in each area. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the “healthy fitness zone” (HFZ). During the 2006-07 school year, 0% of seventh and 0% of ninth grade students at Opportunities For Learning - Baldwin Park met or exceeded state fitness standards in all six fitness areas.

Please note: As an independent charter school, the Opportunities for Learning program, resources, and administration are run independently from the Baldwin Park Unified School District. This report offers district and state testing data for comparison to satisfy reporting requirements.

Federal Intervention Programs

<table>
<thead>
<tr>
<th>School</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Improvement (PI) Status</td>
<td>Not in PI</td>
</tr>
<tr>
<td>First Year in PI</td>
<td>-</td>
</tr>
<tr>
<td>Year in PI (2007-08)</td>
<td>-</td>
</tr>
<tr>
<td># of Schools Currently in PI</td>
<td>-</td>
</tr>
<tr>
<td>% of Schools Identified for PI</td>
<td>-</td>
</tr>
</tbody>
</table>

API School Results

<table>
<thead>
<tr>
<th>2007 API Growth Score</th>
<th>04-05</th>
<th>05-06</th>
<th>06-07</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statewide Rank</td>
<td>All Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actual Growth</td>
<td>B</td>
<td>30</td>
<td>71</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actual Growth</td>
<td>-</td>
<td>-</td>
<td>584</td>
</tr>
<tr>
<td>African American</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actual Growth</td>
<td>-</td>
<td>-</td>
<td>581</td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actual Growth</td>
<td>-</td>
<td>46</td>
<td>87</td>
</tr>
<tr>
<td>Caucasian</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actual Growth</td>
<td>-</td>
<td>29</td>
<td>79</td>
</tr>
</tbody>
</table>

B - This is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52062 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target, and rank information are not applicable to LEAs.
California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see http://star.cde.ca.gov.

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2006-07 school year in the 12th grade, the table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at http://www.cde.ca.gov/ta/tg/hs/.

<table>
<thead>
<tr>
<th>Completion of High School Graduation Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
</tr>
<tr>
<td>365</td>
</tr>
<tr>
<td>African American</td>
</tr>
<tr>
<td>Asian</td>
</tr>
<tr>
<td>Hispanic</td>
</tr>
<tr>
<td>Caucasian</td>
</tr>
<tr>
<td>Students with Disabilities</td>
</tr>
</tbody>
</table>

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Opportunities for Learning - Baldwin Park

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Published: June 2008
California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English language-arts and math separately for the most recent testing period.

### CAHSEE By Subject

<table>
<thead>
<tr>
<th></th>
<th>2004-05</th>
<th>2005-06</th>
<th>2006-07</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>34.2</td>
<td>28.8</td>
<td>49.0</td>
</tr>
<tr>
<td>Mathematics</td>
<td>12.1</td>
<td>30.1</td>
<td>45.2</td>
</tr>
</tbody>
</table>

### CAHSEE By Student Group

<table>
<thead>
<tr>
<th></th>
<th>Not Proficient</th>
<th>Proficient</th>
<th>Advanced</th>
<th>Not Proficient</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>66.8</td>
<td>22.0</td>
<td>9.3</td>
<td>80.4</td>
<td>18.2</td>
<td>1.4</td>
</tr>
<tr>
<td>Males</td>
<td>75.9</td>
<td>17.4</td>
<td>6.7</td>
<td>76.7</td>
<td>22.3</td>
<td>1.0</td>
</tr>
<tr>
<td>Females</td>
<td>62.3</td>
<td>26.0</td>
<td>11.6</td>
<td>83.5</td>
<td>14.8</td>
<td>1.7</td>
</tr>
<tr>
<td>African American</td>
<td>75.4</td>
<td>18.5</td>
<td>6.2</td>
<td>91.3</td>
<td>8.7</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>83.3</td>
<td>8.3</td>
<td>8.3</td>
<td>72.7</td>
<td>27.3</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic</td>
<td>74.1</td>
<td>19.4</td>
<td>6.5</td>
<td>84.6</td>
<td>14.2</td>
<td>1.2</td>
</tr>
<tr>
<td>Caucasian</td>
<td>48.0</td>
<td>30.7</td>
<td>21.3</td>
<td>62.8</td>
<td>33.7</td>
<td>3.5</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>73.5</td>
<td>24.1</td>
<td>2.4</td>
<td>87.8</td>
<td>9.8</td>
<td>2.4</td>
</tr>
</tbody>
</table>

College Entrance Info

California high school students have two options for attending public universities in the State: Universities of California (UC), or California State Universities (CSU). There are eight UC campuses statewide, and 28 CSU schools. A college preparatory high school program includes a minimum of the following courses, referred to as the “A-G requirements."

A: Two years of history/social science
B: Four years of English
C: Three years of college preparatory mathematics (Four recommended for UC)
D: Two years of laboratory science (Three recommended for UC)
E: Two years of a single language other than English (Three recommended for UC)
F: One year of visual/performing arts
G: One year of a college preparatory elective in one of the above subjects

All courses must be completed with a grade of "C" or better. The minimum GPA required for admission to a UC is 3.15, and 2.0 for the CSU system. For more information about admissions to UC schools, please visit www.ucop.edu/pathways. To prepare for entrance to a CSU school, visit www.csumentor.edu.

Data Sources

Data within the SARC was provided by Opportunities for Learning Charter Schools, retrieved from the 2006-07 SARC template, and/or located on Dataquest (http://data1.cde.ca.gov/dataquest). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and the community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.
Opportunities for Learning - Baldwin Park has seventeen learning centers located in Arleta, Bellflower, Bixby, Chatsworth, City of Industry, Culver City, Encino, Hoover, Irwindale, Jordan, Monrovia, North, Northridge, Reseda, Signal Hill, Studio City, and Wilson.

Safeguards for students and staff is a primary concern of Opportunities For Learning - Baldwin Park. The chart displays the results of the most recent school facilities inspections.

The School Site Safety plan is updated annually by the administration team; revisions are shared immediately with all members of the staff. The key elements of the School Site Safety Plan include Emergency Medical Preparedness, Emergency Kits, Safety Day, Psychological Services, Emergency Cards, and Drills. The school is fully compliant with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire, earthquake and disaster drills are conducted on a monthly basis throughout the school year. The School Site Safety Plan was last updated in July of 2006.

Cleaning Process
Opportunities For Learning - Baldwin Park provides a safe and clean environment for students, staff, and volunteers. Cleaning crews clean all facilities on a daily basis.

Maintenance & Repair
Opportunities For Learning - Baldwin Park has monthly inspections and routine maintenance work at all locations. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received. The school reported that 100% of all restrooms on school grounds are in good working order.

Please note: As an independent charter school, the Opportunities for Learning program, resources, and administration are run independently from the Baldwin Park Unified School District. This report offers district and state financial data for comparison to satisfy reporting requirements.
**Baldwin Park Locations**

Opportunities For Learning (Arleta)
9700 Woodman Avenue, Suite A-23
Arleta, CA 91331
(818) 899-8946 Phone
(818) 899-5946 Fax

Opportunities For Learning (Bellflower)
17620 Bellflower Blvd., Suite B102
Bellflower, CA 90706
(562) 867-0815 Phone
(562) 867-5415 Fax

Opportunities For Learning (Bixby)
3939 Atlantic Ave., Suite 116
Long Beach, CA 90807
(562) 426-6562 Phone
(562) 424-7064 Fax

Opportunities For Learning (Chatsworth)
20553 Devonshire Street
Chatsworth, CA 91311
(818) 727-9103 Phone
(818) 727-9189 Fax

Opportunities For Learning (City of Industry)
16042 Amar Road
City of Industry, CA 91744
(626) 961-3044 Phone
(626) 961-0344-Fax

Opportunities For Learning (Culver City)
10875 Washington Blvd.
Culver City, CA 90232
(310) 558-4534 Phone
(310) 558-4779 Fax

Opportunities For Learning (Encino)
17633 Ventura Blvd.
Encino, CA 91316
(818) 728-4601 Phone
(818) 728-4604 Fax

Opportunities For Learning (Hoover)
714 W. 61st Street
Los Angeles, CA 90044
(323) 778-2166 Phone
(323) 778-2956 Fax

Opportunities For Learning (Inwindale)
12731 Ramona Blvd., Suite 201
Inwindale, CA 91706
(626) 814-4161 Phone
(626) 814-0686 Fax

Opportunities For Learning (Jordan)
6596 Long Beach Blvd.
Long Beach, CA 90805
(562) 422-4572 Phone
(562) 422-3072 Fax

Opportunities For Learning (Monrovia)
806 E. Huntington Drive
Monrovia, CA 91016
(626) 303-2022 Phone
(626) 303-2223 Fax

Opportunities For Learning (Monrovia)
806 E. Huntington Drive
Monrovia, CA 91016
(626) 303-2022 Phone
(626) 303-2223 Fax

Opportunities For Learning (North)
6608 Cherry Avenue
Long Beach, CA 90805
(562) 633-7440 Phone
(562) 633-7971 Fax

Opportunities For Learning (Northridge)
17074 Devonshire Street
Northridge, CA 91325
(818) 832-1472 Phone
(818) 832-1470 Fax

Opportunities For Learning (Reseda)
18436 Dearborn Street
Northridge, CA 91324
(818) 349-2803 Phone
(818) 349-3584 Fax

Opportunities For Learning (Signal Hill)
2501 Long Beach Blvd.
Long Beach, CA 90806
(562) 997-4205 Phone
(562) 997-7285 Fax

Opportunities For Learning (Studio City)
12029 Ventura Blvd.
Studio City, CA 91604-2609
(818) 506-5344 Phone
(818) 506-5677 Fax

Opportunities For Learning (Wilson)
3850 E. Anaheim St.
Long Beach, CA 90804
(562) 986-9971 Phone
(562) 986-9071 Fax