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# Coastal Academy High School 2023-2024 Handbook

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# Welcome from our Chief Executive Officer



It is a sincere pleasure to welcome each of you to The Classical Academies! We are looking forward to another successful school year and are so pleased that you have chosen us as your public charter school.

The Classical Academies offer programs that will enhance the education your child receives with classes, electives, labs, resources, and other rich academic activities. Our California state credentialed teachers are highly qualified professional educators that care deeply for each of our students. The curriculum has been developed especially with you in mind, offering challenging academics in a flexible and supportive school setting. Students are encouraged to excel in this Personalized Learning environment.

We are grateful that you have chosen to allow us to be a part of your vision for educating your child. This collaborative partnership between parents, students, teachers, and team members is one that values and celebrates your desire to be actively involved in the education of your student. Please familiarize yourself with this handbook and with the school's operation, mission, and calendar. Keep it on-hand during the school year and use it as a resource. Here you will find a campus map, a calendar for the coming school year, and everything else you need to ensure a successful school year for you and your student.

Working with me is a superior group of individuals that make up the school's Governing Board. This group is accountable to oversee the school's finances, academics, and me, your Chief Executive Officer. Working together we hold quarterly meetings that are published in the school office and shared in parent communications. The Governing Board acts as a policy making board. Please visit our website at [www.classicalacademy.com/board/](http://www.classicalacademy.com/board/) to review our current leadership on the Board for The Classical Academies.

I am looking forward to this school year and value the time that we will have together at The Classical Academies. If you are on Facebook, please join us at "The Classical Academies" to obtain information and updates on charter schools, school news, and school events. I look forward to sharing ideas and information with you.

Be Bold, Kind, and Grateful!

*It's a Great Day to Make the World a Better Place!*

Very Sincerely,

Cameron Curry  
Chief Executive Officer  
The Classical Academies

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## Overview

## School Mission

Coastal Academy High School's mission is to prepare a diverse student population for success in college and/or career. Furthermore, Coastal Academy High School graduates are civic minded, lifelong learners prepared to create intentional impact in a global society. Since The Classical Academies founding in 1999, our organizational mission, to partner with parents, has driven every decision we make about our schools and every minute of the student experience.

## Principles of the Coastal Academy High Experience

To achieve our mission, the following principles are the foundation of the decisions we make and the expectations we set for all members of our community.

### ***1. We develop personalized learners who have the skills, habits, and knowledge to reach their potential.***

To successfully achieve their goals, personalized learners demonstrate four characteristics and behaviors. Through Coastal High's personalized learning experience, our students practice these behaviors and build these characteristics every day.

- Personalized learners articulate their long-term goals and aspirations and connect those goals to their daily decisions, actions and behaviors.
- Personalized learners are empowered as self-directed learners who develop habits, mindsets and behaviors that lead to academic and personal success.
- Personalized learners engage in deep learning projects that prepare them for the future by engaging in real, authentic situations.
- Personalized learners form strong relationships and contribute to multicultural communities in which they practice and model life skills and receive the feedback they need to grow and thrive.

### ***2. We build secure attachments within our close-knit, connected community.***

We believe that strong relationships among members of the Coastal High community (students, families, faculty and administrators) support students in building the confidence to self-direct their learning. When students have secure attachments -- relationships that are consistent, promote a feeling of security, and establish a mutual bond of trust -- they are more prepared to engage in our rigorous program and to meet our high expectations. Our ability to build these secure attachments among all community members shapes our academic program and community culture.

### ***3. We build and maintain peace in our community through restorative practices.***

At Coastal Academy High School, the physical and emotional well-being of our students is a high priority. We work actively to build a community that is rooted in care and affection. We accept all individuals unconditionally, but we do not accept actions and behaviors that harm the community. When harm has been done, our restorative practices establish accountability, repair that harm, and prevent future misconduct while promoting respect and restoring relationships among all community members impacted. We help students learn from their mistakes so that they can be thoughtfully reintegrated into the community.

### ***4. We create a foundation of equity in our diverse community.***

We believe that we all learn more when we are active participants in a multicultural and diverse community that expects and supports the success of all. Our student body purposefully reflects the full diversity of the community in which we are located. Coastal Academy High School is a community that values multiple experiences, backgrounds, and perspectives.

## College Readiness and Contributing to Society at Coastal Academy High School

To achieve our mission of preparing a diverse student population for success in college/career and to be thoughtful, contributing members of society, students engage with four elements of college & career readiness: **cognitive skills, content knowledge, habits of success, and real-life experiences**. Leading educational research, including the work of Dr. David Conley and the Educational Policy Improvement Center (EPIC), indicates that these four elements provide students the foundation they need to be successful in and graduate from a best-fit college. At Coastal Academy High School, students engage with these elements in a personalized way, leading to deeper, more authentic learning.



### Cognitive Skills

Cognitive skills are the higher-order thinking skills that students need to solve complex problems in and beyond college. They are skills like *Asking Questions* and *Interpreting Data and Information*. The thirty six cognitive skills, which are listed in the appendix, are relevant throughout a lifetime of learning. They enable students to be successful in pursuing college academics, excelling in their choice of career, and tackling the known and unknown societal challenges that will face their generation.

Cognitive skills are taught, practiced, and assessed through project-based learning. Courses at Coastal Academy High School are built around authentic, real-world projects where students solve complex problems, often in collaboration with their classmates. Teachers facilitate these projects and provide feedback to help students continually improve their cognitive skills.

### Habits of Success

Habits of Success describe the ways we interact with our work and community. Success in college and beyond requires that students develop their emotional intelligence (e.g. self-awareness), interpersonal skills, and empathy. Success also requires students to develop ambitious goals, shift strategies when they're not on track to meet them, and persist through difficulties. Students also need to learn time management, note-taking, and study skills to become strong learners. Students must also believe in themselves and that hard work will help them get better. Development of these habits allows students at Summit to consistently practice a self-directed learning cycle in which they set a goal, create a plan to achieve that goal, learn new information, show their learning, and

reflect on the process.

Habits of Success are addressed regularly in all classes at Coastal Academy High School, in communication between the student and his/her mentor and most directly in each student's Mentor Advisory class.

## **Academic Program Options 2023-20234**

Coastal Academy High School partners with parents to prepare students for College, Career, and Citizenship. Students have the flexibility to choose a program that best fits their learning style. Rigorous academics, including college prep courses, are taught by California credentialed teachers. Students in both options are able to participate in all extracurricular activities including but not limited to: clubs, athletics, musical theatre, etc. In both of our programs, all coursework must meet or exceed the Common Core & California State Standards.

### **4 Days on campus**

The 4 day Program is designed to serve students who would like to attend in a traditional classroom setting four days per week (Tuesday - Friday) in a traditional classroom environment. Teachers use lectures, small group interactions, labs, field trips, and projects to deliver an engaging and rigorous curriculum. Students in this program agree to exhibit respectful conduct and academic responsibility, including the timely completion of quality work and daily attendance. All classes are yearlong courses with the exception of several semester long electives.

### **5-Day Independent Study**

The 5-Day Independent Study Program provides additional flexibility for students and families. Families may choose from several options, including selecting their own curriculum, selecting online courses, working with outside co-ops or vendors, and/or taking community college courses. Credentialed teachers help to guide each family and are familiar with how each course choice aligns with the school's educational standards. Students will have contact with their Independent Study Teacher every 5-6 weeks to review and assess student progress towards learning objectives. Students and parents will conference with the Independent Study Teacher a minimum of 6 times per year - at the start of the school year and at the end of every quarter.

## **Dual Enrollment at Coastal Academy High School & Community College**

Dual Credit/Concurrent Enrollment at Coastal Academy High School is a program that allows qualifying students to take courses at a community college at little or no cost to the student while attending high school. In order to qualify for concurrent enrollment, students must first be enrolled in at least 3 Coastal Academy High School classes per term AND a minimum number of 30 credits per year. The Classical Academies do not approve for students to be considered full-time college students. With prior approval, students can take up to 2 concurrent enrollment classes per term. Before enrolling in a college course, students must receive prior written permission from their Coastal Academy High School school counselor to ensure that the courses to be taken at the college align with the graduation requirements of Coastal Academy High School. Dual Credit/Concurrent Enrollment classes can include any of the following; English, Math, Social Science, Science, Computer Science, Fine Arts, Foreign Language, and Electives.

While students can earn college credit for these classes, Coastal Academy High School does not award an additional GPA weighting to these classes on the high school transcript as it does with an Advanced Placement or an Honors course, except for very specific higher-level courses and with pre-approval. The pre-approval starts



with the counseling department and if needed subject specific department heads will be part of the approval process. Weighting can be considered ONLY for those classes that are not offered at Coastal Academy High or are taught at a higher level than anything offered at Coastal Academy High. Only classes in the following areas will receive weighted GPA consideration ie: Math, Science, Computer Science, and Foreign Language. Note: Only the third year of a foreign language can possibly receive weighting with the exception of Spanish. Another example of approved weightings in the area of Math dual credit would be an approved GPA weighting in Calculus with Differential Equations. This class requires Calculus as a prerequisite and is taught at a higher level than what is offered. The final decision of whether a class will be weighted will be that of Coastal Academy High School.

If you elect to send your community college or outside transcripts to the high school registrar those grades will be reported on the Coastal Academy High School transcript as soon as they are received and will be calculated into your grade point average. If you do not want the dual credit/concurrent enrollment transferred to your high school transcript and the credit is not required for graduation then you can elect to not send outside transcripts ie: A course taken that is not required for either core or elective credit and that potentially lowers your GPA is not required to be sent back to the high school for reporting purposes. Once a transcript is received, all courses on the transcript will be noted in the high school transcript.

6 plus college units = 15 high school credits

3-5 college units = 10 high school credits

1.5-2 college units = 5 high school credits

Below 1.5 college units = 2 high school credits

**The majority of the community college courses taken for high school credit will be weighted on a 4.0 scale.** See the counseling office for more information regarding paperwork and obtaining any signed forms that are needed for registration as a high school student.

## Enrollment in Non-Community College Courses Outside of CAH

Sometimes a student may want to enroll in a non-community college course because either that course is not offered at CAH or the student must retake the course in the summer (i.e. Grand Canyon University, Brigham Young University, Halstom Academy, Innovations, etc). In order to receive high school credit for any outside courses the same policies apply as to dual credit/concurrent enrollment in a Community College course - see above. Students must meet the minimum number of CAH credits and receive written permission from the CAH administration or counseling office PRIOR to enrolling in order to guarantee that CAH will accept this course toward your graduation goals.

*\*Please note that while approved dual credit classes will replace a Coastal Academy High School class this does not guarantee that the class will be accepted by 4 year universities. This is always at the discretion of individual colleges and universities. Additionally, if you plan on attending a 4 year university immediately after high school graduation please check with those colleges so that you are aware of the total number of outside credits they will accept. Taking more than 30 semester units of college credit can change a student's college admissions status.*

## Roles and Responsibilities

As a team, the Coastal Academy High School team collaborates to build school culture and the support needed to meet our goals. The following gives an overview of the roles and responsibilities of the various members of the faculty that support all Summit students and families.

Course Teacher:

Course Teachers teach students during scheduled class time. They develop unit plans and lessons to support students in completing projects and building cognitive skills. Teachers ensure that all students are engaged as productive members of the class. Teachers are also responsible for giving students feedback on their work before a project is due and after the final product is submitted. During instruction, teachers use a variety of strategies to support and motivate students including preparing student-directed activities, whole-group instruction, small-group interventions, and individual conferences.

Mentor:

Teachers and various other team members serve as a Mentor for a group of students in a specific grade. Their role is to be an advocate for each member of their mentor group. They are the primary contact for families whenever they have questions about their child's progress or concerns about the support they are getting. The Mentor also has a responsibility to meet with every student in their group on a biweekly basis, typically on Mondays. During these weekly meetings, the Mentor helps students reflect on past progress, set goals for the future, and work through any obstacles that may get in the way of the student reaching their goals. The final responsibility of the Mentor is to build a culture within the mentor group where everyone supports and motivates each other to be their best.

## Non-Discrimination Statement

The Classical Academies is committed to providing a working and learning environment free from discrimination, harassment, intimidation and bullying. All school programs and activities shall be free from discrimination based on gender, sex, race, color, religion, ancestry, national origin, ethnic group identification, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics.

This nondiscrimination policy applies to all acts related to school activity or school attendance within any school or office under the jurisdiction of The Classical Academies.

Additional information prohibiting other forms of unlawful discrimination or harassment, inappropriate behavior, and/or hate-motivated incidents/crimes may be found on the [Classical Academies website](#) and are available in all schools and offices. It is the intent of The Classical Academies that all such policies be reviewed consistently to provide the highest level of protection from unlawful discrimination in the provision of educational services and opportunities.

The Classical Academies prohibits retaliation against anyone who files a complaint or who participates in a complaint investigation.

For information, assistance or to file a complaint related to discrimination, harassment, intimidation and/or bullying of students based on the actual or perceived characteristics listed above, contact your school's administrator, the organizations Title IX Coordinator, or our website at <https://classicalacademy.com/>

## Codes of Conduct - Statement of Compelling Interests

The Governing Board for the charter school recognizes that an atmosphere conducive to learning and high achievement must be promoted at the classroom level and throughout the school. That environment should be safe, encouraging, challenging, and have minimal distractions. While learning does not have to take place in silence, disruptive behaviors harm the learning of others. Priority will be given to maintaining the learning environment for all students. An individual student's behavior will not be allowed to dominate or disrupt the learning environment for others. Misbehavior will not be ignored.

It is in the best interest of the school, its employees and student body to help students develop skills and behaviors necessary for healthy social interaction, both present and future. Students must learn how their decisions affect the quality of their lives and the lives of others. The charter school recognizes that the most effective way to teach students character requires the cooperation and participation of parents/guardians. Cooperation and consistency between school and home and between teachers, administrators and parents is important for students to truly value good behavior.

The charter school and its governing board reserve the right to set its own policies for student and school-wide conduct, and to enact disciplinary strategies on an individual basis. **Behavior on or off school property that is considered detrimental to the school community, reputation, or safety may be cause for disciplinary action, up to and including referral for expulsion.** Please understand that disciplinary consequences and actions are private in nature and will not be shared with the school community for the protection of all parties involved.

# Stingray Code of Conduct



**BE RESPECTFUL**  
**BE RESPONSIBLE**  
**BE SAFE**  
**BE ENGAGED & PRODUCTIVE**

## Behavioral Expectations by Location

### 1. In the Study Hall

BE RESPECTFUL	BE RESPONSIBLE	BE SAFE
<ul style="list-style-type: none"><li>• Follow directions quickly</li><li>• Speak with good purpose</li><li>• Be mindful of your voice, volume and tone</li><li>• Respect property: yours and others</li><li>• Be respectful of others' learning needs</li></ul>	<ul style="list-style-type: none"><li>• Sign computers in and out (plug in when finished)</li><li>• Keep track of personal items</li><li>• Use time wisely- stay on task</li><li>• Use computers for schoolwork only</li><li>• Show academic integrity</li></ul>	<ul style="list-style-type: none"><li>• Sign in/out to the Cafe daily</li><li>• Only use school wifi</li><li>• Show strong digital citizenship</li><li>• If you see something, say something</li><li>• Follow the school dress code</li></ul>

### 2. In the Classroom

<b>BE RESPECTFUL</b>	<b>BE RESPONSIBLE</b>	<b>BE SAFE</b>
<ul style="list-style-type: none"> <li>• Speak with good purpose</li> <li>• Be an active listener</li> <li>• Be present-participate, engage &amp; take notes</li> <li>• Take ownership</li> </ul>	<ul style="list-style-type: none"> <li>• Stay on top of deadlines</li> <li>• Be on time &amp; prepared</li> <li>• Show academic integrity</li> <li>• Communicate- ask questions, follow through, stay connected</li> <li>• Use personal cell phone in designated areas &amp; times only</li> </ul>	<ul style="list-style-type: none"> <li>• Use classroom supplies appropriately</li> <li>• Keep your hands &amp; body parts to yourself</li> <li>• Ask for help</li> <li>• Follow the school dress code</li> </ul>

### 3. Outside and in break areas

<b>BE RESPECTFUL</b>	<b>BE RESPONSIBLE</b>	<b>BE SAFE</b>
<ul style="list-style-type: none"> <li>• Display teamwork-everyone contributes</li> <li>• Follow directions the first time</li> <li>• Be encouraging</li> <li>• Include others</li> <li>• Play by the rules</li> </ul>	<ul style="list-style-type: none"> <li>• Clean up after yourself</li> <li>• Put equipment away</li> <li>• Take ownership</li> <li>• Be on time returning to class/cafe</li> <li>• Use equipment appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Stay in designated areas</li> <li>• Keep your hands and body parts to yourself</li> <li>• If you see something, say something</li> <li>• Make eye contact when throwing a ball, frisbee, etc.</li> <li>• Follow the school dress code</li> </ul>

# Code of Conduct: Defining Unacceptable Behavior

## **A. Weapons and Dangerous Instruments**

A student shall not knowingly possess, handle, or transmit any illegal or dangerous weapons such as a firearm, dagger, knife, pocket knife, iron bar, brass knuckles, or any other object which could cause bodily harm or which may be used as a weapon which could inflict bodily harm.

## **B. Disruption of School**

A student shall not intentionally cause a disruption or obstruction of the educational process, nor shall he or she urge others to engage in such conduct if a disruption or obstruction is reasonably certain to result.

## **C. Vandalism**

A student shall not be involved in willful or malicious destruction or defacing of school property or the property of others.

## **D. Damage or Destruction of School Property**

A student shall not be a part of any theft, larceny, robbery, burglary or unauthorized possession of another individual's property.

## **E. Assault on a School Employee**

Assaults, verbal threats, physical violence, or any threat of bodily harm against school personnel or against persons on school premises or while off school grounds at a school activity, function or event is prohibited.

## **F. Narcotic and Dangerous Drugs and Alcoholic Beverages**

A student shall not knowingly use, possess, distribute, persuade or attempt to persuade others to possess or use any illicit drug or alcohol whether in person or electronically through social media, text messaging, or otherwise.

## **G. Smoking**

Coastal Academy High School is a non-smoking campus. Students are not permitted to smoke or possess smoking materials at any time during the school day or at school-sponsored activities on or off school campus. This includes electronic cigarettes and any form of vaping materials.

## **H. Repeated School Violations**

A student shall not repeatedly fail to comply with directions of teachers, student teachers, substitute teachers, teacher-aides, Principals, or other authorized personnel during any period of time when he/she is under the authority of school personnel.

## **I. Sexual Harassment**

Coastal Academy High School does not tolerate sexually harassing behavior, false reports of sexual harassment or the retaliation against persons reporting allegations of sexual harassment or the retaliation against persons

cooperating in the investigation of such complaints. Sexual Harassment is defined as:

- a. Unwelcome sexual advances; or
- b. Requests for sexual favors; or
- c. Other verbal or physical conduct or communication of an intimidating, hostile or offensive sexual nature. Forms of prohibited verbal or physical "sexual harassment" include, but are not limited to:  
Verbal harassment, sexual innuendos, suggestive comments, rumors or jokes of a sexual nature, sexual propositions or threats. Physical - Unwanted and/or unwelcome physical contact of a sexual nature, including but not limited to touching, pinching, coerced sexual intercourse, or assault.

## **J. Loitering**

Students are not to gather anywhere that would block an entrance to or exit from the school building, school grounds, or the student parking lot. Students who are not scheduled to be on campus should not come to the school without a specific reason.

## **K. Hall Passes**

Each student is required to have a pass issued by a teacher or team member if he/she is in the halls while classes are in session. Each student entering class after the beginning of the period must have a pass, either from the office, a teacher, or an administrator.

## **L. Cell Phones**

Student cell phones may be turned on during the school day for emergency situations only. The phone should be left on silent (not vibrate) and can only be used before and after school as well as at lunch. If a student is found to be in violation of this rule, the cell phone will be taken and returned to the parent at a later time. The Coastal Academy High School administration reserves the right to search calls or text messages received or sent by students during the school day if the nature of the communication is thought to jeopardize the safety of our students, employees or campus.

# **Code of Conduct: Defining Bullying & Hazing**

Bullying is a form of repeated physical, verbal and/or emotional harassment, intimidating or demeaning behavior toward another student by an individual or group of students. Cyberbullying is bullying behavior conducted through electronic text or images. Any form of bullying or cyberbullying by a student or a group of students is strictly forbidden, whether on or off campus. Hazing involves mental and physical action taken against a student as a form of initiation for entry into a social group and is a serious criminal offense under California law. Hazing is strictly prohibited. Bullying or hazing should be reported to any employee or administrator immediately. Those engaged in the activity are subject to discipline under the school's disciplinary action policy up to and including expulsion.

Please immediately report any form of bullying, preferably in writing, to a teacher or administrator. Your complaint should be specific and should include the names of individuals involved and the names of any witnesses. Coastal Academy High School will immediately undertake an effective, thorough, and objective investigation of the harassment allegations.

If Coastal Academy High School determines that harassment has occurred, effective remedial action will be taken

in accordance with the circumstances involved. The school will take appropriate disciplinary action with respect to anyone responsible for unlawful harassment. There will be no retaliation against any student who brings a complaint of harassment in good faith or who honestly assists in investigating such a complaint, even if the investigation produces insufficient evidence that there has been a violation, or if the charges cannot be proven.

Coastal Academy High School encourages all students to report any incidents of harassment immediately so complaints can be promptly investigated and fairly resolved. If you receive a complaint of harassment from a fellow student, or witness harassment of a fellow student, report the incident immediately to a teacher or administrator.

## Violence Prevention

Immediately report to a teacher or an administrator any concerns or information which could lead to violence within the school community. This includes potential or actual threats by anyone, including fellow students or employees, former students or employees. **Weapons of any kind are absolutely prohibited on campus or at school events.** The possession of a weapon by anyone at school or at a school event should be reported immediately. If a student or employee becomes aware of any actual violence, imminent violence or threat of imminent violence, it should be immediately reported to the school and, where appropriate, to the police.

The school will endeavor to maintain the privacy of any confidential information shared with us. Students and parents may report any incidents of weapons possession, violence or threats of violence without fear of reprisal of any kind. Always report any suspicious persons or activities to a teacher, an administrator, or the Principal without delay.

## See Something Say Something

Coastal Academy High School has implemented an anonymous reporting system, [See Something. Say Something](#), which allows anyone to submit secure safety concerns to help identify and intervene for at-risk individuals, this includes reporting observed threats, behaviors, actions and harassment.

## Code of Conduct Consequences

Coastal Academy High School is committed to providing a safe and supportive learning environment for all students. Students who fail to adhere to the Coastal Academy High School Code of Conduct will be held accountable. The specific consequence will align with the severity of the infraction and may include:

- 1) Verbal warning from faculty, team members, and/or CAH administrator.
- 2) Telephone call or email to a parent from faculty, team members, and/or CAH administrator. (Written documentation of the violation and the consequences administered is placed in the student's file.)
- 3) Students are assigned a one, two, or four-hour Monday Detention to be served in two weeks of receiving detention.
- 4) Conference with parent, student, teacher, Education Specialist, and CAH administrator.
- 5) Telephone call to parent requiring that he or she pick up his or her student for the day upon school request. Parents are responsible to be available to pick up students who have committed a violation.
- 6) Possible suspension, dismissal, or expulsion from CAH in accordance with the Coastal Academy High School suspension and expulsion policy.

Discipline Concerns: Any concerns that a parent may have with a student other than their own must be brought to the attention of faculty, team members, administration or office personnel. Parents may not speak to another student regarding a discipline concern or an incident between their student and another student. Since parents



have no authority over other parents or children, they must address concerns through school officials who do have the necessary authority and responsibility for seeing that issues are properly addressed.

## **Suspension and Expulsion**

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. School employees shall enforce disciplinary rules and procedures fairly and consistently among all students.

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, teachers, or other persons or to prevent damage to school property.

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. Grounds for Suspension and Expulsion of Students**

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to:

- a) While on school grounds
- b) While going to or coming from school
- c) During the lunch period, whether on or off the school campus
- d) During, going to, or coming from a school-sponsored activity

### **B. Enumerated Offenses**

1. Discretionary Suspension Offenses. Students may be suspended or expelled 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, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not

limited to, electronic files and databases.

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

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

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

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

k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall apply to pupils in any of grades 9 to 12, inclusive.

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

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

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

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

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

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

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

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

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

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

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

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the 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.

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

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

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

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).

Click Here for the complete [Suspension and Expulsion Policy, including Procedures and Due Process](#)

## Code of Conduct: Student Dress Code

The purpose of our dress code is to support an educational atmosphere where a high academic standard is the focus. Although we encourage individual expression, modesty and safety should be the guiding principles when selecting school attire. Students should wear clothes and shoes that fit properly and should always practice good hygiene. It is the parent and student's responsibility to keep these guiding principles in mind when selecting clothing. The student dress code applies to all students when on campus or at any school sponsored activity.

School attire is to be **MODEST** and **SAFE**!

**Modest Attire Defined:** Undergarments will be covered at all times. The student's entire torso, from chest to buttocks, will be covered at all times by non see-through clothing. Shorts will have an inseam of at least 3 inches even after the hem of each leg is rolled up. Skirts and dresses will be no shorter than fingertip length when standing.

**Safe Attire Defined:** Safe and comfortable shoes or sandals are required at all times! Jewelry, piercings and accessories must be safe and not distracting to the learning environment. Pictures, symbols, words, and slogans must promote a positive and safe school climate.

Any clothing and accessories that could be perceived as costume wear or distractive attire are strictly prohibited, unless in relation to a school-sponsored or extracurricular activity provided the clothing complies with this Dress Code policy.

No code or policy can be all-inclusive. There may be school attire or accessories that are not addressed in this dress code, but will be addressed on an individual basis in an appropriate and professional manner.

### **Consequences**

Students found out of compliance with the dress code may be asked to change or modify their clothes before returning to class or any other school sponsored activity. If the student does not have a change of clothes, they can have their parents bring them clothes or they can borrow clothes from the office.

## **Campus Services**

At our Coastal Academy High School campus, students can:

- Attend 4 day classroom based classes
- Access the Internet (access limited to approved sites)
- Use computers and other resources
- Collaborate with peers
- Receive extra tutoring
- Participate in school sports, clubs and activities

The Study Hall is a place for collaborating, learning, and receiving tutoring. Students should be on campus to complete coursework. Please respect the Study Hall Code of Conduct. Students who do not abide by the Code of Conduct, or are found to be distracting or interrupting others' learning, will be asked to leave campus. Once students complete their coursework for the day, they are encouraged to go home.

### **School Breakfasts and Lunches**

The Classical Academies participates in a school meal program by offering a free, nutritious breakfast meal every school day. Our breakfast program is available to all students, regardless of eligibility status, who are on campus longer than two hours for an educational purpose. Pre-packaged Breakfast Kits are available at various times throughout the day to allow for flexible schedules. When students arrive on campus, they will be able to choose from the available prepackaged Breakfast Kits. Each pre-packaged Breakfast Kit includes breakfast cereal, dried fruit, unsweetened regular or flavored applesauce, graham crackers, and low-fat milk. All meals must be pre-ordered online by noon the day before your student is on campus. [www.classicalacademy.com/about/meal-program](http://www.classicalacademy.com/about/meal-program).

***The school will not allow deliveries from third party services such as DoorDash, UberEats, etc.***

## **Parent Partnership**

### **Vision**

Parents and faculty are partners in helping our students achieve their educational goals as well as enhance the success of our school. We strive to create a community in which parents are inspired and equipped with the knowledge and skills to support the success of their children, our community, and our school. Our school provides opportunities for parents to learn about our school, their child's experience and academic progress, and ways to support their child's academic success at home. We also provide opportunities for parents to share feedback, contribute to the school community, strengthen relationships among families and faculty, and help improve our school.

## Communications

An essential ingredient to building a partnership between parents and the school is proactive, transparent, clear, and direct two-way communication. We believe it is important that families can easily reach our faculty, and that we inform families about their child's school experience and performance, as well as our school's activities and community. This allows for everyone to work together to support our students and school.

## Semester Mentor Conferences & Presentation of Learning

All enrolled students will be assigned a mentor teacher. Students and parents are required to conference with their cohort teacher 2 times a year to check work samples and discuss progress. Additionally, all 4-day students are required to prepare for and conduct a Presentation of Learning at their end of semester conference. Conferences are required and must be attended by the student, parent and mentor teacher.

## Communicating with Staff

We believe communication is facilitated by clarity and timeliness. We take your communications seriously, and we respond to concerns and questions within 24 hours. We also expect that we will be able to reach out to families and receive a similarly quick and direct response. Coastal Academy High School team members are available to respond to communications Monday-Friday from 7:30 am-4:00. If you make contact with a team member outside of these hours, please know your communication matters to us and we will respond within 24 hours OR on Monday (if you communicate over the weekend).

## How Our School will Communicate to Families

We want to ensure families have multiple touchpoints to stay informed about their child and our school and to feel connected to our community. To communicate to families both about their child and our school, we will provide or send information to families through multiple communication channels.

Communication Channel	Provides information on....	Who Receives Information
Schoology	<ul style="list-style-type: none"><li>Classroom announcements &amp; teacher messaging</li><li>Grades</li><li>CAH Student Support Page</li><li>College &amp; career support</li></ul>	All students and guardians will receive a parent login at the beginning of the year.
Pathways	<ul style="list-style-type: none"><li>Access Reading Log &amp; P.E Log</li><li>Parents receives Master Agreement to sign electronically in August</li></ul>	All guardians will receive a parent login at the beginning of the year.
Summit Learning <a href="#">Parent PLP</a>	<ul style="list-style-type: none"><li>Student Summit courses and course materials</li><li>Student Summit grades &amp; progress</li><li>Student goals and tasks</li><li>Student reflection</li></ul>	All guardians will receive a parent login at the beginning of the year.
<i>Our Monday E-Newsletter</i>	<ul style="list-style-type: none"><li>School events &amp; activities</li><li>Updates on student schedule and school experience</li><li>School, student, faculty, and parent news</li></ul>	All guardian email addresses are automatically subscribed

(parent/student communication)	and celebrations <ul style="list-style-type: none"> <li>• Student, faculty, and parent spotlights</li> <li>• Parent volunteering &amp; donations</li> <li>• Parent resources</li> </ul>	and receive this newsletter at least every other week. <b><i>If you or your student are not receiving these weekly emails, please contact the office. Please notify us if your email changes.</i></b>
All school emails	<ul style="list-style-type: none"> <li>• Important news &amp; celebrations</li> <li>• Education on the Summit academic model and student experience</li> <li>• Tips and resources for parents and students</li> </ul>	All guardian email addresses are automatically subscribed.
Parent Square	<ul style="list-style-type: none"> <li>• Unexcused absences and/or tardies</li> <li>• Important text message updates or reminders</li> </ul>	All guardian phone numbers are automatically subscribed.

In case of school-wide emergencies, we will notify parents immediately via automated phone calls, automated text messages, and emails. In case of student emergencies, we will notify the primary legal guardian by phone and/or email. If the primary legal guardian is unavailable, we will contact the emergency contact listed.

## Parent Volunteering

One of the benefits of being a part of a small school is having a close and involved parent community. Parents are key members of our community, and we encourage their participation in supporting the school and strengthening the community. There are a variety of opportunities for parents to volunteer at the school or from home.

Depending on the nature and time commitment of your volunteer task(s), you may be required to pass a TB Assessment and fill out a Volunteer Criminal History Declaration. Please contact our Parent Volunteer Coordinator for more information. We appreciate any contributions parents can make to their school. Volunteering is not a requirement, and in no way will lack of volunteering have any impact on a student or family and their standing in the school.

For parents interested in volunteering with the school, please reach out to Administrative Assistant, Shonta Jones, via email at [sjones@classicalacademy.com](mailto:sjones@classicalacademy.com). We will attempt to match the needs of the school with the skills, talent, experience, and time of our parents.

# Academic Policies

## Enrolling in Classes

After students have been formally enrolled in Coastal Academy High School, they will meet with an Academic Coach to review their graduation plan and select courses for the following school year. An email will be sent to all enrolled students when the window for selecting courses opens in February.



## Priority Enrollment

- A: Full-time Coastal Academy High School students with an IEP or 504
- B: Full-time Coastal Academy High School Seniors
- C: Full-time Coastal Academy High School Juniors
- D: Full-time Coastal Academy High School Sophomores
- E: Full-time Coastal Academy High School Freshmen
- F: Independent Study Coastal Academy High School Students

Students must meet prerequisites for courses prior to final enrollment. Students repeating a course for a higher grade or because they failed the course the first time *do not* have priority over students attempting the course for the first time. Coastal Academy High School also reserves the right to close a section based on low enrollment, teacher availability, class size, etc.

## Adding/Dropping a Course

- Coastal Academy High School sets the **two-week period** at the beginning of each course to **drop the course**, without it reflecting on the transcript.
- To **add or replace a dropped course**, in the **two-week period** after courses start, the change must: 1) improve the integrity of the student's schedule for graduation or college eligibility 2) be a course with space available and/or in the same period as the dropped course. Please note that some changes may require the approval of the administration and the student may be required to make up the missed work.
- The parent/guardian signature indicates that you understand the course selection contract and have approved your student's course requests for the 2021-2022 school year.
- Off-campus and community college classes are limited to 20 high school credits per term and will only be added to a student's transcript if the course is pre-approved and an off campus form has been submitted to the counselor. Dual enrollment forms are available from the Academic Coach.
- Any courses not started by the end of the second week of classes will be dropped from the student's schedule with no impact to their grade. However, this could impact a student's graduation plans.
- If a student unenrolls mid-year, and a course is not complete, the teacher will take a screenshot of progress and issue the credit and overall grade as of the date of unenrollment.

## Honors Courses

### AP Courses and Exams

Advanced Placement (AP) courses are college-level courses that are audited and supported by the College Board. Research indicates that taking rigorous AP courses in high school improves a student's success in college. Each AP course is associated with an AP exam, which is given in May to students across the country. Students who pass the AP exam can often earn college credit for doing so, which allows them more choice in their course selection in college.

### Foreign Language

Colleges, employers, and society highly value the ability to speak more than one language. At CAH, our minimum graduation requirement is 1 year of a foreign language, however we recommend that students pursue their study of language beyond this minimum and complete an AP-level language class if appropriate to their personal college goals. At CAH, the foreign languages we offer are Spanish & American Sign Language. Spanish fluency is highly valuable in the context of today's society. We offer four Spanish courses: Spanish 1, Spanish 2, Spanish 3, and AP Spanish Language.

Some students may wish to pursue another language besides Spanish. In order for this language to count towards the graduation requirement, the courses must be UC-approved, and the student must earn grades of C or higher, and the plan must have been pre-approved by the Academic Coach or Principal.

### **Credits earned outside of Coastal Academy High School**

In the course of seeking appropriate challenges or navigating other transitions, students sometimes pursue courses for credit at institutions outside of Coastal. We value this independence and want to honor this independent work while also maintaining the high academic standards of our graduation requirements.

If a student wishes to pursue such a course for credit while enrolled at Coastal Academy High School, s/he must obtain approval for the course by the Principal or Academic Coach prior to beginning the course.

A student may apply credit earned outside of Coastal Academy High School towards their graduation requirements if:

- The course was pre-approved by the Principal or the Academic Coach in the case that the student took the course while enrolled at CAH.
- The course is UC-approved or, if taken out-of-state, is considered to be college preparatory.
- The student earns a grade of C- or better.
- The student provides proof of their completion of the credit to the School Registrar.

## **Coastal Academy High School Graduation Requirements**

<b>Content Area</b>	<b>Graduation</b>		<b>College Bound</b>	
	<b>Credits</b>	<b>Required Coursework</b>	<b>Credits</b>	<b>Required Coursework</b>
Social Science	30	World History US History Government/Economics	30	World History US History Government/Economics
English	40	English I, II, III, IV	40	English I, II, III, IV
Mathematics	30	Math III/Geometry	30	Math I/Algebra 1 Math II/Geometry Math III/Algebra 2 (4 Years Recommended)
Lab Science	20	Biological Science Physical Science	20	Biological Lab Science Physical Lab Science (3 Years Recommended)
Foreign Language	10		20	2 in same language (3 Years Recommended)
Visual and Performing Arts	10		10	An approved arts course from music, drama, dance, art
Electives	50		40	Minimum 1 year college prep “G” elective

Physical Education	20		20	
Community Service	10	*150 Hours	10	*150 Hours
<b>Total Credits</b>	<b>220</b>	<b>Total Credits</b>	<b>220</b>	

### Community Service Requirement for All Students

\*Every student at Coastal Academy High School must complete community service hours as part of his/her graduation requirements. Each year students are required to log 37.5 hours and will be awarded 2.5 credits/year for a total of 10 credits at the end of four years. Students transferring to Coastal Academy High School will be required to complete 37.5 hours of community service for each year attended.

#### Hours Required by Year:

1 year = 37.5 hours or 2.5 credits  
 2 years = 75 hours or 5 credits  
 3 years = 112.5 hours or 7.5 credits  
 4 years = 150 hours or 10 credits

#### Students must:

- Perform work for a non-profit or like organization
- Complete the work for no compensation of any type
- Input information into the Community Service area in Schoology.
- List hours and work separately each day

UC Required "A-G" Courses	
<b>A - History/Social Science – 2 years required</b>	Two years of history/social science, including one year of world history, cultures and geography; and one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government.
<b>B - English – 4 years required</b>	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.
<b>C - Mathematics – 3 years required, 4 years recommended</b>	Three years of college-preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. Approved integrated math courses may be used to fulfill part or all of this requirement.
<b>D - Laboratory Science – 2 years required, 3 years recommended</b>	Two years of laboratory science providing fundamental knowledge in at least two of these three foundational subjects: biology, chemistry and physics. Advanced laboratory science classes that have biology, chemistry or physics as prerequisites and offer substantial additional material may be used to fulfill this requirement, as may the final two years of an approved three-year integrated science program that provides rigorous coverage of at least two of the three foundational subjects.
<b>E - Language Other than English – 2 years required, 3 years recommended</b>	Two years of the same language other than English. Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, composition and culture. Courses in languages other than English taken in the seventh and eighth grades may be used to fulfill part of this requirement if your high school accepts them as equivalent to its own courses.
<b>F - Visual and Performing Arts (VPA) – 1 year required</b>	A single yearlong approved arts course from a single VPA discipline: dance, drama/theater, music or visual art.
<b>G - College-Preparatory Electives – 1 year required</b>	One year (two semesters), in addition to those required in "a-f" above, chosen from the following areas: visual and performing arts (non-introductory level courses), history, social science, English, advanced

mathematics, laboratory science and language other than English (a third year in the language used for the "e" requirement or two years of another language).
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## Graduation Planning

Coastal Academy High School works with students in our personalized learning model to assess and identify individual educational skill levels, and to support students in their academic career to obtain a high school diploma. Our Academic Coaches, in conjunction with High School personnel and parents, will create individualized learning plans to see that every student obtains the level of academic proficiency needed to enter the workforce, or higher institution of learning, upon graduation from Coastal Academy High School. College planning nights will be held in the Fall for Seniors and Juniors. Academic Coaches will do a yearly graduation credit check on each student. These graduation credit checks will serve two purposes: 1) ensures that graduation requirements will be met, and 2) ensures that the selected courses are in line with the student's career and college goals.

### Graduation Requirements, Honors, and Ceremonies

Graduation is authorized by the Governing Board and diplomas are granted to all students earning a minimum of 220 semester units of credit during grades 9-12 (including the content area requirements).

### Graduation Honors

The top scholastic honors of Valedictorian and Salutatorian are determined by final marks for all courses in grades 9-12 through the seventh term and the successful completion of the college prep admissions requirements, including A-G approved coursework. In order to be eligible for Valedictorian and Salutatorian status, a student must be enrolled as a Coastal Academy High School student for four consecutive terms, including their senior year. For students transferring in prior to the first day of their junior year, all grades from accredited classes will be used to determine the GPA unless the student transfers in with a higher GPA than is possible to achieve at Coastal Academy High School. In such a case, the higher GPA of the transfer student will be adjusted to equal the highest possible GPA attainable at Coastal Academy High School, prior to their transfer.

Students must take the most rigorous course of study possible at Coastal Academy High School to be considered for Valedictorian/Salutatorian honors (all honors and AP classes that fit in the student's schedule). Community college courses will only be weighted on a 5.0 scale for determining these honors if the community college courses are core academic subjects of a higher level than those offered at Coastal Academy High School.

If you have questions about which college classes will be awarded extra weight for the Valedictorian/Salutatorian honors, please see the Principal for clarification.

It is very important that we value the commitment and achievement of every student with a firm understanding that we will evaluate and reward our highest academic achievers by staying true to the aforementioned process.

### Grade Point Average (GPA) Calculation

Pass/Fail classes will not count towards GPA calculation. All classes awarded a letter grade will be calculated into a student's cumulative GPA on a 4.0 scale. Coastal Academy High School will weigh honors courses on a 5.0 scale as well as all core academic community college courses beyond the highest level offered at Coastal Academy High School and taken for high school credit with the prior approval of the Academic Coach and/or the Principal. Most community college courses are calculated on a 4.0 scale. See "Graduation Honors" for further clarification.

## Graduation Ceremonies

Twelfth grade students may participate in the Coastal Academy High School graduation ceremonies if the student has completed all graduation requirements. Participation in graduation ceremonies is a privilege. Violation of conduct codes may result in an immediate withdrawal of this privilege. The student will receive a diploma for completing all graduation courses and exam requirements, but the privilege of participating in the ceremonies may be withdrawn at the discretion of the Principal.

## Testing and Assessment

All students enrolled at CAHS participate in all testing and assessments administered and/or created by CAHS. The state of California monitors charter school programs very closely and testing is one area that can "make or break" a charter school. The Classical Academies embrace student testing and accountability. Please make every effort to have your student ready, willing, and able to participate in annual testing. Your participation supports our school and the charter school movement of educational choice.

### The CAASPP System

The primary purpose of the California Assessment of Student Performance and Progress (CAASPP) System is to assist teachers, administrators, students, and parents by promoting high-quality teaching and learning through the use of a variety of assessment approaches and item types. The CAASPP includes the Smarter Balanced assessment system for English language arts/literacy (ELA) and mathematics, the California Science Test (CAST), the California Alternate Assessments (CAAs) for ELA, mathematics, and science, and the optional California Spanish Assessment (CSA).

**SBAC Test** – The state of California requires all students in grades 3-8, and 11 to take the SBAC Test (Smarter Balanced Assessment Consortium). This test helps teachers understand their students' educational achievement based on state standards. Included in this test are assessments for language arts and math.

**ELPAC Test** – State and federal law require schools to administer a test of English language proficiency to eligible K-12 grade students. This test consists of two separate assessments, one for the initial identification of students as English learners, and a second for the annual summative assessment to measure a student's progress in learning English and to identify the student's level of proficiency.

**The California Science Test (CAST)** - measures what students know and can do using the California Next Generation Science Standards (CA NGSS), which focus on understanding the scientific concepts found in the Earth and Space Sciences, Life Sciences, and Physical Sciences. These standards integrate Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts to help students understand how science works in the natural world. The CAST is for eligible students in grades 5 and 8, and one time in high school (i.e., grade ten, eleven, or twelve).

**STAR Test** – Given throughout the year, the computer adaptive STAR Test measures individual students' improvement in core subject areas. It is a powerful tool in providing a visual snapshot of student success and measuring academic growth. It helps parents and teachers design personalized learning plans.

### Physical Fitness Testing (PFT)

All students in 9th grade participate in the Physical Fitness Test (PFT) in the spring. Students are asked to wear comfortable clothes and to bring water to the PFT.

**PSAT/NMSQT** - This test will be given on the CAHS campus to each and every 11th grader who has signed up for the test in the fall. This is a nationally standardized test given by the college board (the same company that runs the SAT). [Find out more about the PSAT here.](#)

## Grading Policy

### Overview

Grades show the level of skill that students have demonstrated and the amount of content they have mastered which are two of the areas of College Readiness: cognitive skills and content knowledge. We value the process of improving over time with careful study and practice. As you will read below, we have built a grading policy that reflects this value by capturing the student's strongest performance in each cognitive skill in each course of the year.

### Passing/Failing a Course

Receiving course credit requires a 60% or higher as the final grade. A student fails a course when his/her grade is 59%, or lower, at the end of the course. Although students who have earned a grade of D receive credit, they are considered "not proficient" and are not compliant with UC/CSU admissions policies. Students who fail a course (F) can sign up to repeat it the following year (if space is available) or take it at a community college or a credit recovery program over the summer. Prerequisites must be met before students may take the next course in progression.

Students with grades of C or above must receive administrative approval to repeat a course to improve the grade. Coastal Academy High School highly recommends that any course in which a student earned a D be repeated. If a higher grade is earned, the higher grade will be the grade of record. Note: the repeated course descriptions must match the original course. It must be understood that any deviation from the original coursework must be with the permission of the school counselor to prevent students from taking a course that will not count toward graduation credit.

### Grade Appeal Process

A student who disagrees with a course grade that was issued by a Coastal Academy High School teacher must appeal first to the classroom teacher. The grade may not be changed without the teacher's consent. If the issue cannot be resolved between the student and teacher, it may be brought to the attention of the Principal to determine if changing the grade is an appropriate action. The determination of the Principal is final.

### The Accountability Process

We value your student's academic success, and we want to partner with you to ensure adequate progress toward your student's educational goals. To sustain this progress, there may be times when additional support is needed. Our credentialed teachers assigned to your student may complete an Accountability Plan or an Accountability Alert to:

- Inform parents and students of needed academic interventions
- Alert the administration for the possible need for a Student Study Team

- Provide instructional and behavioral modifications to support success
- Document expectations to align with academic success
- Provide information on programmatic changes in the student's learning plan
- Inform parents and students of the consequences that could result if no action is taken, including being removed from the program.

**If a student is 10-20% behind in any subject matter the following steps will take place:**

1. Teachers will monitor their courses and contact parents by email or phone.
2. D/F Letter: At the end of the quarter, if a student has a D or an F or isn't meeting the Independent Study agreement, then parents will be contacted formally via email or by mail. The Plan discusses teacher recommendations and necessary student behavior modifications. Parents, students and teachers sign this document and it is returned.
3. **Accountability Plan/Alert-** If the student has not shown signs of improvement, an Accountability Plan may be issued that is required to be signed and returned.
4. **Principal/Assistant Principal Conference-** If the student is still not progressing, then a meeting will occur with the Principal and the parents to discuss if the Independent program is a fit for success for the student.

### **Accountability Plan/Alert**

An Accountability Plan will be created for those students who are not making satisfactory progress based on the following criteria:

- Student fails to complete 80% of assignments during any period of six (6) weeks for grades TK through 8, and nine (9) weeks for grades 9 through 12
- Student is not learning required concepts, as determined by the supervising teacher
- Student is not progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher
- Student has missed a learning period evaluation conference

The goal of an Accountability Plan is to determine the supports the student, parent, and the teacher need to implement to increase the student's achievement. If the student continues to not meet the expectations and not make academic progress, the next step will be an Accountability Alert which will increase the frequency of check-ins with the student as well as evaluating the effectiveness of current supports and implementing additional supports the student, parent, and teacher need to implement.

### **Involuntary Removal**

If a student continues to not meet the expectations of the Accountability Alert, the Principal will conduct an evaluation to determine if Independent Study is in the best interest of the student. If the result of the evaluation determines that a student continues to not meet the criteria for success, despite efforts by the school to support the student's academic success, the student may be involuntarily removed from the program. The withdrawal will occur in accordance with the student involuntary removal process, citing that it is not in the best interest of the student to remain in the Charter School.

No student shall be involuntarily removed by the Charter School for any reason, unless the parent, guardian or caregiver of the student has been provided written notice of the 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, guardian or caregiver or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The notice shall inform him or her of the right to initiate, before the effective date of the action, an involuntary removal hearing, which will follow the same procedures as a hearing for an expulsion.

The notice shall include the following:

1. A declaration of the school's intent to remove the student, as it is not in their best interest to remain in the independent study program in the Charter School.
2. The opportunity of the Parent(s)/Guardian or adult student to request a hearing that follows the same procedures as an expulsion.
3. The Parent(s)/Guardians, or adult students must submit a request for an appeal hearing within five (5) days from the date of the notice.
4. If Parent(s)/Guardian or adult student requests a hearing:
  - a. It will be scheduled and conducted in accordance with the Charter School's expulsion hearing procedures as set forth in the Charter School's charter.
  - b. The student shall remain enrolled and shall not be removed until the Charter School issues a final decision.
5. If no hearing is requested, the student shall be removed from the Charter School on the date listed on the notice.
6. If a student is removed from the Charter School, a notice will be sent to the district of residence within 30 days.

## CAH Tardy, Absence & Truancy Policy

To ensure the well-being of all our students, Coastal Academy High School is a closed campus. Once students arrive they are expected to stay on school grounds until the end of the regularly scheduled school day. Students will only be excused during the day before dismissal if a parent or guardian picks them up from school directly or gives written permission for someone else to pick them up. Whoever picks up the students are expected to check in at the front desk and sign the student out. Parents picking up students at the end of the regularly scheduled school day do not need to sign their students out.

### Tardies

Class time is extremely valuable, and tardiness is both inappropriate and disruptive. Students need to be in their classroom and ready to learn at the beginning of each class period.

- Students who are not in their classroom and ready to learn when the bell rings will be counted tardy by their teacher and notified at that time. The teacher will note the tardy in School Pathways.
- Students who arrive more than 5 minutes late to school will check in with Mrs. Cortes. Mrs. Cortes will issue the student a pass to class and note the tardy in School Pathways.
- Tardies can be given in any class period. Students will receive three "free" tardies per semester before being issued a detention from the teacher.
- Excessive tardies will result in a meeting with the Principal or Academic Counselor and an Attendance Accountability Plan being issued.
- Parents, if your child arrives late to school and there is a valid reason, please notify Mrs. Cortes, and that tardy will be marked "excused" and not count against your child. After 24 hours, a tardy may no longer be marked "excused."



## Absences

- Parents are asked to notify the school of all absences right away and in advance of the absence.
- To report an absence email [cahattendance@classicalacademy.com](mailto:cahattendance@classicalacademy.com) or at 760-317-9147.
- Any time that a student is going to be absent and the parent wishes the absence to be considered "excused", the parent should notify in advance of the absence or on the morning of the absence.
- If the parent has not yet called in to excuse the absence, there will be a 24-hour grace period in which the absence may be excused by the parent by notifying [cahattendance@classicalacademy.com](mailto:cahattendance@classicalacademy.com)
- Subsequent trancies will result in suspensions and parent meetings with the Academic Coach and the Principal.

### Optional 4 Day Program:

It is a privilege to attend classes on site; therefore, attendance is to be punctual and consistent. It is understood that assignment completion shall be timely, of high quality, and due when stated. Consistent tardiness, absence or insufficient completion of assignments is cause to release the student from the optional classroom attendance and place him/her in the Independent Study/Online program at CAH. If a student is absent from all or any part of the 4 day program regular schedule, due to illness or tardiness, all work assigned will be completed. Students who are ill are expected to be kept home and to complete assignments. Regular attendance is expected for students participating in the 4 day program. ***Missing 5 days or more may jeopardize your option for participating in the 4 day program and your place may be given to someone who is waiting for that position to become available.***

## Terminating Enrollment

Students who find it necessary to terminate attendance at CAH before the end of the school year must report, in writing, their intentions to the Principal. At the exit meeting the Principal and/or Academic Counselor will collect texts and materials, complete a final attendance sheet, collect final assignment samples, etc. Once all items have been received, a transcript can be provided. Final transcripts and report cards are withheld until all materials are returned, including curriculum, textbooks, etc.

## Campus Safety & Security

Students should always be aware of their surroundings and should report any suspicious behavior to school personnel. When traveling to and from school, students should travel in groups, be respectful while utilizing public transportation, stay on sidewalks of main streets and never go behind buildings or cut through the park. While on campus students should stay in designated areas and report to a team member if they notice anything unsafe. Students must never leave campus during the school day unless they are checked out in the front office and with the prior permission of a parent or guardian.

### Visitor Policy

Students at Coastal Academy High School can expect a safe and supportive school environment. Our campus is open to school personnel, family, friends and visitors, and we welcome their participation in our programs. In order to accommodate a safe, open campus, all visitors must follow the following procedures:

- Visitors will check in at the Security Kiosk at the front office (this requires a valid state or federal ID that will be run through the national sexual predator database)
- Approved visitors will receive a name badge with their ID picture on it
- Visitors will be escorted to their destination by a school team member
- Visitors are required to check-out at the front desk prior to leaving campus

Vendors, association members, and all representatives from professional organizations are required to make an appointment prior to meeting with a member of the school's administrative team. Visitors must also comply with all school policies. Smoking is not permitted. Any individual who disrupts a school site or fails to follow school rules and/or procedures is subject to removal from the school site and may be further restricted from visiting the school.

## **Sun Safety**

Coastal Academy High School supports sun safety and assists students in developing sun-safe habits to use throughout their lives by modeling sun-safe behaviors, such as avoiding excessive sun exposure, using sunscreen, and wearing hats and other sun-protective clothing.

Students are encouraged to take reasonable measures to protect their skin and eyes from overexposure to the sun while on campus, while attending school-sponsored activities, or while under the supervision and control of district employees.

To encourage sun safety, students are allowed to wear articles of sun-protective clothing, including hats, when outdoors. All such items are subject to the Dress Code policy outlined in this Handbook. Students are allowed to carry and use sunscreen and sun-protective lip balm without a physician's note or prescription.

## **Health and Medical**

### **Sick Child**

Our objective is to provide students with a safe and healthy learning environment. Students who appear ill should not be sent to school. If your student does present with symptoms, please follow the most up-to-date health guidelines as directed by the school nurse and/or the TCA Health & Safety team.

Students who become ill or injured at school will be assisted at the front office. Your student will be sent home from school if they have a fever and/or have vomited. Your student may be sent home if they present with other symptoms, including those attributable to COVID-19. If a student becomes ill at school, only the persons listed on the Alternative Pick-Up Form will be approved to pick up the student. These forms are available in the front office.

A student must be fever free without the use of fever-reducing medicine (i.e. acetaminophen, ibuprofen, aspirin, naproxen) for 24 hours before returning to school.

Viruses spread very quickly, and parental cooperation is greatly appreciated. Communicable illnesses (those transferable to others by close, direct contact) should be reported to the front office as soon as possible so that

precautions can be made and information distributed to prevent the spread of infestation to affected grades, employees, and the county as appropriate.

Please follow the instructions below for different illnesses:

- **Cough with mucus secretion:** (wet, wheezy), which can spread a bacterial or viral infection in the droplets or persistent hacking coughs. Students must be able to practice caution as particles from a cough travel quickly and at large distances. These students should demonstrate cough etiquette and wash hands often (20 seconds minimum is recommended).
- **COVID-19 positive:** Isolate and follow current isolation guidelines as dictated by California Department of Public Health. Please contact campus or TCA Health & Safety Team (healthandsafety@classicalacademy.com) for assistance. Home test kits and masks are available at the front desk on all campuses.
- **Diarrhea and/or vomiting:** Student may return to school when symptom free for 24 hours.
- **Ear or throat infection:** Once examined and comfortable, a student may return to school.
- **Eye infection with discharge:** Once examined, treated, and comfortable, a student may return to school.
- **Fever of 100.4 degrees or more:** Student may return to school only if fever-free for 24 hours without the help of any fever reducing medication.
- **Head lice:** Considered communicable and must be reported to the front office as soon as possible. If a head louse is found, treatment is required before the student is permitted to return to school. All treatments need careful attention to directions to decrease any risks of side effects and to ensure elimination of the infestation. Use only treatments recommended for head lice as products intended for animals or for other purposes will not be effective and may be harmful to your student. Please refer to the [Parent's Guide to Head Lice](#) for more information. Please contact your healthcare provider for any other questions or concerns.
- **Rash or skin infection:** Such as poison oak (draining), impetigo, ringworm, cold sore, fever blister, or communicable diseases (measles, rubella, chicken pox, or mumps) children should be excused from school until the primary care physician has given permission to return to school.
- **Severe cold:** Student with a cold and a fever can return to school when he or she has been fever free for 24 hours without medication assistance. We recommend seeing a doctor, if the cold lasts over 10 days and if symptoms are unusual or severe.

## Emergency Medical Treatment

California Family Code Section 6910 (and related sections) says that the parent, guardian, or caregiver of a minor may give written direction to authorize an adult to consent to medical or dental care for the minor. Your authorization or objection to medical treatment is recorded annually through the school's Multi-Purpose Release and Medical Authorization form.

An objection to administering medical treatment does not negate the school's duty to provide emergency medical treatment, such as first aid and calling 911. The Classical Academies reserves the right to, and will, call 911 if an employee believes a student's life is in danger. As educational professionals, employees are not equipped to diagnose, and are therefore trained to err on the side of caution and reach out first responders as soon as possible in the event of an emergency.

# Anaphylaxis Treatment (Epi-Pen)

The school has a standing doctor's order which permits trained volunteer employees to provide epinephrine auto-injector (Epi-Pen) treatment for anaphylaxis to any student in need.

Trained personnel employed by or acting on behalf of the school are authorized to use Epi-Pens to provide emergency medical aid to a person suffering, or reasonably believed to be suffering from an anaphylactic reaction.

# Opioid Overdose Emergency Treatment (Narcan)

The school has a standing doctor's order which permits trained employees to provide naloxone HCl nasal spray (Narcan) treatment for opioid overdose to any student in need.

Trained personnel employed by or acting on behalf of the school are authorized to use Narcan to provide emergency medical aid to a person suffering, or reasonably believed to be suffering from an opioid overdose.

## Medication During School Hours

The Classical Academies believes that regular school attendance is critical to student learning and that students who need to take medication prescribed or ordered by their authorized health care provider should have an opportunity to participate in the educational program. The overall goal of this policy is to establish safe and effective means whereby students are enabled to receive medications while attending school.

Whenever possible, it is preferable for health care providers to establish a medication schedule that will eliminate or minimize the necessity for a student to take medication during school hours. Where medications are required to be taken at school, the following policy will apply.

### Definitions:

**Medication** may include not only a substance dispensed by prescription, but also a substance that does not require a prescription, such as over-the-counter remedies, nutritional supplements, and herbal remedies.

A **licensed health care provider** means an individual who is licensed by the State of California to prescribe or order medication, including, but not limited to, a physician or physician's assistant, a dentist, and nurse practitioner.

### Medications at School:

All medications must be kept in the front office. Medication may not be kept in a student's backpack. Exceptions may be made if a licensed health care provider certifies that the student's well being would be jeopardized unless the medication is carried on his/her person, the student has demonstrated competency in self-administering the medication, and a parent confirms the same.

The Classical Academies does not employ trained medical professionals to oversee student medical needs and the distribution of prescription medicine. School personnel are available to assist students. Although they will not measure or administer medication, they will keep medication in a safe place and oversee the student's intake of medication. Exceptions may be made if authorized by law and arranged with the site administrator and school nurse.

All injectable medications, such as auto-injectable epinephrine or glucagon, including those which are to be used on a regular, as needed, or emergency basis require special arrangements to be made with the site administrator and school nurse.

Any medication prescribed or ordered for a student with a disability who is qualified to receive services under an individualized education program ("IEP") or Section 504 shall be administered in accordance with the student's IEP or Section 504 as applicable.

If medication must be taken while a student is on a field trip, arrangements must be made with the school by the parent/guardian in advance of the event.

#### **Health Care Provider and Parent Authorization:**

All medication taken during the regular school day must be prescribed or ordered by a licensed health care provider and must be accompanied by the school's [Request for Medication During School Hours form](#), which includes:

1. A signed, written statement from a licensed health care provider detailing the method, amount, and time schedule by which the medication is to be taken; and
2. A signed written statement from the parent or guardian of the student indicating the desire that the school assist the student in the matters set forth by the health care provider.

A copy of the form should be with the medication at all times.

Only medication prescribed or ordered by the student's health care provider as being necessary to be taken by the student in the manner listed on the statement should be brought to school.

Medications must be clearly labeled by a U.S. dispensing pharmacy and contain the following information (consistent with the prescription of the authorized licensed health care provider)

- Student's full name
- Physician's name
- Dosage schedule, route and dose form

- Date of expiration of the medication

For long-term medication, an updated form will be required each school year.

Parent/Guardian will notify the school nurse or site administrator and provide a new form when there is a change in any of the conditions of the form, such as the student's medication, health status or authorized health care provider.

The parent/guardian is responsible for picking up any unused medication at the end of the school year.

## Emergency Preparedness & Procedures

In the event of any emergency during school hours, telephone lines may be unavailable for use. Before driving to school, check the school website at [www.classicalacademy.com](http://www.classicalacademy.com) or check your email for instructions about picking up children. The Classical Academies uses Parent Square to contact families during an emergency. You may be contacted in the form of an email, text message and/or voice call. All contact information must be current in Pathways in order to receive timely notifications through Parent Square.

In case of an emergency all students and employees will be assembled in a safe location. For the safety of the children, the school grounds will be sealed off from the public; only emergency vehicles will be permitted entrance. School personnel will assist in locating and bringing children to the waiting parent. Any specifics on student/parent relocation or emergency procedures will be provided to parents via email, text message and/or voice call.

Emergency drills are held periodically during the school year covering main emergency responses: Evacuation, Lockdown, and Earthquake Protocol: *Drop, Cover, Hold On*.

### Fire Drills

Fire drills are required by state law. Drills are practiced so students feel comfortable with procedures. Specified personnel check the class lists and each student is accounted for before the drill is completed. When the fire alarm sounds, students shall evacuate the building in an orderly, quiet manner, and follow the instructions of those in authority. Students shall not stand on paved areas where vehicles may need to pass. Fire drills are required by state law. Drills are practiced so students feel comfortable with procedures. Specified personnel check the class lists and each student is accounted for before the drill is completed.

### Lockdown Drills

All campuses will perform lockdown drills throughout the year to prepare students and team members for an event that may involve an unauthorized violent intruder. These drills will maintain the focus on procedures and will be performed in a positive manner with the intent to keep students safe.

### Earthquake

It is crucial for students to remain calm and follow the procedures in both an actual earthquake or during a drill. Coastal Academy High School annually participates in the *Great ShakeOut Drill*. During this time, students will

review earthquake protocol and evacuation procedures.

## **Critical Incident**

The Chief Executive Officer, Director of Safety and Security, or the Principal will determine which action, if any, should be implemented should there be a campus emergency other than those listed above. In case of an evacuation or lockdown, parents will be informed of the incident and arrange for the pick-up of their children.

## **Off-Site Evacuation Drills**

In the event that the campus is not safe, there is a designated off-site evacuation location. Students will walk off campus to practice an off-site evacuation.

## **Injury**

Most injuries seen in school are minor and the team member can administer first aid. In the event of a more serious injury, every attempt will be made to reach a parent or guardian first, and then alternate phone numbers will be called. This is why alternative emergency numbers are so important for the school. Should the injury be judged serious, an ambulance will be called.

## **Emergency Cards**

All students enrolled in Coastal Academy High School shall provide the school with emergency telephone numbers. It is extremely important that any relevant medical information be provided such as bee sting allergies, diabetes, seizure disorders, and any health problems.

## **Search and Seizure**

It is the intention of the Coastal Academy High School to respect the rights of our students to privacy. School personnel will make every effort to respect the student's right to privacy and freedom from unreasonable searches and seizures. The administration expects that students will be cooperative at all times during searches. After a search has been completed, a written report will be made by an administrator and placed in the student's file and the parent or legal guardian of the student searched will be notified.

When search and/or seizure are considered necessary by school administrators, this policy will be followed.

1. Desks, lockers, textbooks and other materials or supplies loaned by the school to students remain the property of the school, and may be opened by school employees for cleaning, maintenance or emergencies. When prohibited items are found in the course of routine cleaning or maintenance, or in the case of emergency, they will be confiscated and a report will be made to the Principal or designee who will determine whether further investigation is warranted.
2. School property may also be searched by school employees upon reasonable suspicion on the part of the Principal or designee that a law or school policy is being violated. Searches of school property in the possession of students will not extend to areas or items not reasonably calculated to aid in the enforcement of specific policies or laws.
3. Searches of students' persons, vehicles, purses, backpacks, computers, cell phones, or other items will be conducted if there is reasonable cause to believe that a school policy or law is being violated and/or the safety of the school requires it. These searches may occur during the regular school day, after-school events, and school sponsored activities. Search of a student's person will be conducted by a school

employee of the same sex and in the presence of another school employee, unless an emergency or urgent danger to life or property requires otherwise.

School employees are not the agents of law enforcement. Search and/or seizure by law enforcement officials on school property may occur when a warrant or other legal basis exists authorizing such search and/or seizure.

#### Prohibited Items

- Weapons of any type, or items that could be used as or look like weapons, are prohibited and are not to be brought to school. Examples of prohibited weapons include: Water pistols, knives, chains, ammunition, lighters, guns of any kind, clubs, and spiked accessories.
- Skateboards, roller blades, scooters, Heelys, and bicycles are considered a safety hazard and may not be ridden on campus. If brought to school, they must be locked in the area designated for bikes and scooters. These items should be removed at the end of the school day.
- We are a smoke and drug free campus. No smoking of any kind, including eCigarettes, is allowed on campus.
- Electronic devices may be allowed on campus for academic activities if they are pre-authorized in writing by a program administrator. These items are for use only at the authorized activity and must be secured until the authorized event. Without prior authorization, electronic devices will be confiscated and only returned to the student's parent or guardian. In addition, the offender will be disciplined accordingly.

## Canine Inspections

School officials may use trained detection dogs in inspections for illegal, unauthorized or contraband materials on school facilities, grounds, and school parking lots. All dogs will be accompanied by a qualified and authorized trainer who will be responsible for the dog's actions and who will verify the reliability and accuracy in sniffing out contraband. Trained detection dogs may sniff classrooms, locker rooms, motor vehicles or personal property throughout school premises. Such inspections are not considered searches and do not require reasonable suspicion.

## School Property

Students are held responsible for the full price of any school texts, materials, equipment and/or supplies that are damaged or destroyed through misuse, irresponsibility, or theft, while being used by the student or in their possession.

It is understood that students and parents are using the purchased curriculum provided by Coastal Academy High School. As a public charter school, these items are the property of the state and not owned by the student or parent who has checked them out from the school for use in the academic program. In the event that texts, supplies, equipment and/or materials are not returned to the school because they are lost, damaged, or unusable, the parent is responsible for the full replacement cost of each item.

Books and resources are purchased from distributors, publishers, and vendors that sell and supply curriculum to schools. The school reserves the right to purchase materials from vendors with established relationships that understand the funding cycle with the State of California.

Not all vendors provide discounted pricing. In the event that some do, we do not pass on this discount to families since we do not pass on the cost of shipping, handling, tax, and time in processing the order.



The school also rounds up the cost for these items to simplify the accounting process and the records kept for each family. Whenever possible, the school reissues materials annually to families in the program. Thus, not all materials received are new. Most, if not all, should be used year after year with minimal wear and tear.

Each student may be given barcoded texts and resources. In the event that a barcode is removed or lost from the book or resource, the parent is charged \$5.00 for the missing barcode.

It is the desire of the school to maintain quality books and materials that can be used from year to year. It is our hope that our materials will be used and returned in the same condition that they were issued whenever possible.

## Personal Property

Bringing personal property to school involves risk. We strongly advise that students and parents discuss these risks and make decisions based on the level of responsibility and ability to keep the item secure. In addition, we suggest that students label all personal property clearly with a permanent marker, label, or engraver. The school assumes no responsibility for lost or stolen items and may not investigate theft or loss. Personal property distracting to the learning process may be confiscated by staff or administrators and may result in further consequences, loss of privileges, and/or parent pick-up of property.

## Other School Policies:

### No Dog/Pet Policy

Dogs and/or other pets present a safety and liability problem for the school. For that reason, pets are not permitted on campus unless prior authorization has been granted from the Principal. The only exceptions are Service Animals as defined under the *Americans with Disabilities Act*.

### Pranks

Coastal Academy High School strongly discourages all pranks, including Senior Pranks. In addition, Coastal Academy High School does not support or sponsor "Senior Assassin" or similar games.

Pranks are defined as anything that interferes with the learning environment, presents danger to people or property, costs the school time or money, or damages anything.

Students are expected to refuse to participate in pranks which are:

- Destructive or damaging of personal or school property
- Aggressive in nature
- Violent (or have even the slightest potential of provoking violence)
- Dangerous to people or property (including blocking entrances and exits, creating fire or safety hazards, etc.)
- Intended to humiliate or ridicule others (as individuals or as classes)

- Intended to interfere with the learning environment
- Costs the school time or money

## Consequences

Students who participate in pranks will be considered in violation of the Student Code of Conduct as outlined in this Handbook. In addition to school disciplinary action, such as suspension and required restitution, students involved in planning or participating in these types of activities may face exclusion from student activities such as ASB events, dances, sports, as well as any or all end of year senior events.

## Pregnant and Parenting Students

Coastal Academy High School recognizes that pregnant and parenting students are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting student is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the student's physician, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. Coastal Academy High School will ensure that absences from the student's regular school program are excused until the student is able to return to the regular school program.

Upon return to school after taking parental leave, a pregnant or parenting student will be able to make up work missed during the pregnant or parenting student's leave, including, but not limited to, makeup work plans and re-enrollment in courses. Notwithstanding any other law, a pregnant or parenting student may remain enrolled for a fifth year of instruction at Coastal Academy High School if it is necessary in order for the student to be able to complete any graduation requirements, unless Coastal Academy High School determines that the student is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.

Complaints of noncompliance with laws relating to pregnant or parenting students may be filed under the Uniform Complaint Procedures ("UCP"). A copy of the UCP is available on the school's website - [www.classicalacademy.com](http://www.classicalacademy.com). For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact Jared Baez at [jbaez@classicalacademy.com](mailto:jbaez@classicalacademy.com).

## Religious Practices

Coastal Academy High School draws its student body from diverse national, ethnic, and religious backgrounds. Students exposed to the customs and traditions of various nationalities and religions enrich their cultural experiences. As a non-sectarian institution, Coastal Academy High School is not an appropriate place for promoting either religious observance or non-observance, but neither is it a place where the religious aspects of culture and history should be totally ignored. Students may be excused from school to observe the holy days of their own religion. Coastal Academy High School may include both religious and non-religious music in its concerts, particularly at the holiday season. Similarly, religious literature may be used where appropriate to illustrate an historic period or a literary style.

## Dispute Resolution

It is our policy to maintain a positive and productive working and educational environment. In the event that a parent or student believes an alleged violation of a school policy or law governing educational programs has occurred, you agree to follow each step of the conflict resolution protocol articulated below before engaging in formal complaint procedures, up to and including litigation:

- a. First, send the teacher or supervising employee a written request delineating the issues and desired outcome. If a satisfactory resolution is not reached within a reasonable time frame, then
- b. Second, send the site Principal or supervising leader a written request delineating the issues and desired outcome. If a satisfactory resolution is not reached within a reasonable time frame, then
- c. Third, send the CEO or his/her designee (with CEO copied) a written request delineating the issues and desired outcome.

You voluntarily agree to allow appropriate, reasonable, and commensurate time periods for the issue to be resolved, and to engage in good faith efforts to arrive at a mutually agreeable resolution of the dispute before engaging in formal complaint procedures.

You further agree to pursue litigation only as a means of last resort, having exhausted all other conflict resolution avenues.

## Donations, Gifts & Fundraising

### School Donations

It is the responsibility of the school's Development Office to manage, record and recognize all donations (cash or in-kind). Parents are encouraged to make all gifts through the Development Office to ensure that they are recorded and recognized appropriately. It is the responsibility of employees to inform the Development Office when someone has offered to make a gift to the school to ensure that the contribution can be used and supported. In most cases the notification simply alerts the Development Office to work with the person making the donation and to ensure that the donation is appropriately recorded and acknowledged. In some cases, especially gifts of technology, when additional resources may be needed to support the gift, the appropriate administrative approval is needed before the gift can be accepted. Parents are encouraged to support the annual Year End Giving and One Day For Education fundraisers. The Development Office can be reached at [foundation@classicalacademy.com](mailto:foundation@classicalacademy.com).

### Employees

Coastal Academy High School provides a wide variety of support for employees, ranging from thank you notes or cards, words of encouragement, luncheons to holiday remembrances, and other gifts. In the event that parents would like to give a team member a gift, please limit the gift to \$50 annually. According to the Fair Political Practices Commission (FPPC) State, local officials, and employees are prohibited from receiving a gift or gifts totaling more than \$590 in a calendar year. Employees are required to report donations detailing the item received, who donated, and the amount associated. This is for their accountability and allows the organization to track donations and benefactors.

Tributes or gifts honoring an employee can be made through the school's Development Office. The school will notify the employee when a gift has been made in their honor.

### **Check Writing**

Parents or students may need to write a check to Coastal Academy High School during the course of the year for field trips, yearbooks, art fees and other costs. In the event that the school receives notice of a returned check for non-sufficient funds or other reasons, parents will be responsible for bringing in cash, money order, or cashier's check into the school office, or administration office, to reimburse the school for the following costs:

- Check processing fee for processing a check a second time is \$25.
- A returned check is the original value of the check plus a \$50 fee.
- After two offenses, checks will no longer be accepted.
- If we are unable to collect fees, the matter will be referred to a collection agency.

Please note that some fees and deposits associated with school events are non-refundable. Coastal Academy High School will not offer refunds on non-refundable deposits.

## **Fundraising**

Annually, the Development Office leads two giving campaigns, the Year End Give in December and One Day for Education in April. These campaigns raise money for special, supplemental student needs not met by the state. Fundraisers that compete or interfere with these campaigns will not be approved by The Classical Academies.

The Classical Academies' community (students, employees, administrators, parents, etc.) may not distribute materials to solicit money, fundraise, advertise, or promote any outside organizations. All school fundraising must be used to expand the educational or recreational opportunities of students. Fundraisers are not intended to subsidize an individual's personal or outside interests or needs.

Student fundraising is strictly limited to designated school-related groups, other approved community services, and educational/athletic enrichment. The funds raised exist solely for the purpose of furthering the goals of the individual school groups, services, or programs.

All fundraising must receive prior approval from the Principal, and must have a designated purpose prior to the beginning of sales. Fundraisers may not begin or be publicized until all permissions have been given. Failure to comply will forfeit the opportunity to host the fundraiser on campus. The projects must be planned and carried out in cooperation with the Event Coordinator.

## **Annual Notices**

### **Family Educational Rights and Privacy Act (FERPA)**

**Safe Storage of Firearms**

**TCA Community Resources Directory**

**Title IX and Students**

## Appendices

### List of Cognitive Skills

Textual Analysis (Close Reading)	Theme/ Central Idea
	Point of View/Purpose
	Development
	Structure
	Word Choice
Using Sources	Selecting Relevant Sources
	Contextualizing Sources
	Synthesizing Multiple Sources
Inquiry	Asking Questions
	Hypothesizing
	Designing Processes and Procedures
Analysis & Synthesis	Identifying Patterns and Relationships
	Comparing/ Contrasting
	Modeling
	Interpreting Data/Info
	Making Connections & Inferences
	Critiquing the Reasoning of Others
	Justifying / Constructing an Explanation
Composing/Writing	Argumentative Claim
	Informational/ Explanatory Thesis
	Narrative
	Counterclaims
	Selection of Evidence
	Explanation of Evidence
	Integration of Evidence
	Organization (Transitions, Cohesion, Structure)
	Introduction and Conclusion
Speaking/Listening	Discussion / Contribution
	Preparation
	Norms / Active Listening
Products & Presentations	Style and Language (Tone, Academic Language, Syntax)
	Oral Presentation
	Multimedia in Written Production
	Multimedia in Oral Presentation
	Conventions
	Precision

### Academic Integrity Agreement

#### Overview:

***What is academic integrity?*** Academic integrity is the set of standards that insure that students complete work with the intention of progressing in their educational experience through high school. In

short, students are gleaning, processing and internalizing knowledge to adequately apply to settings as deemed by their course instructor. This ensures the development of the student and the fidelity of the program.

***What is an academic integrity violation?*** An academic integrity violation occurs when a student avoids the developmental process or misrepresents their mastery.

***Who is your student accountable to?*** While other teachers and administration may be involved, your student is ultimately responsible to the course teacher with regards to academic integrity.

### **Violations Details:**

Specific types of academic violations are defined below and will result in disciplinary action. This list is not an inclusive list, but rather common examples of violations.

#### **1) Plagiarism / Copying and Pasting:**

Anything copied word for word from any source other than yourself that is not properly cited will be seen as stealing someone else's work (plagiarism). Plagiarism is representing another person's ideas, words, or work as your own. This includes the misuse of published material, electronic material, and the work of other students. The original writer who, whether intentionally or passively, shares his/her paper for another to copy without the permission of the teacher is also engaged in plagiarism. If you have any questions regarding what needs to be cited or how to use MLA citation, please ask your teacher.

#### **2) Fabrication:**

Any falsification or invention of data, data citation, or other authority in an academic exercise. What does it mean to falsify, fabricate, or invent data? It means to fake information or to make up a pretend answer.

#### **3) Cheating using external assistance:**

What is external assistance? Any device, website, application (app), book, or source that your teacher did not give you permission to use. Any giving of, or use of, external assistance relating to an examination, test, quiz, or assignment without explicit permission from your teacher is prohibited. This includes, but is not limited to, looking on another student's paper, sharing answers, copying another student's paper, providing answers or assistance to another student, and using information written or recorded on a cheat sheet such as a paper, desk, part of the body, calculator, iPod, phone, tablet, or other device. The final judgment of whether or not cheating has occurred will be up to the discretion of the administration.

#### **4) Unauthorized collaboration:**

While collaboration is encouraged in some cases, collaboration without a teacher's consent is not permitted. Collaboration is working with one or more persons to answer questions or produce work.

#### **5) Forgery:**

Any signing of another person's name, logging in under another's account or any communication under the guise of an authority figure.

#### **6) Theft:**

Any theft of materials or any transfer, giving, or selling of unauthorized materials.

**Consequences for violation shall result in learning interventions aimed at teaching the student positive and honest academic choices, and shall proceed along the following series of steps:**

**First incident:** Parent(s) will be notified by the teacher via e-mail or phone call regarding the details of the violation(s). The teacher, to the best of his or her ability, will provide a screenshot of the violation(s), or, if no screenshot can be provided, the teacher will provide a detailed description of the violation. Coastal Academy High School administration as well as teachers of student's other classes will be notified. Teachers in the student's other courses will be encouraged to immediately audit the student's other work. The incident will be recorded in our Academic Integrity Database for the reference of all parties involved. ***The student's grade on the assignment shall be "percent", with no opportunity to redo the work for full credit. The student will also be placed on an Accountability Plan to further support their development of strong digital citizenship and academic integrity.***

**Second incident:** Parent(s) will be notified via phone call regarding the details of the violation(s). The student will be required to attend an Academic Integrity Meeting with their teacher and the Principal. ***The student shall receive a "percent" on the assignment, be placed on an Accountability Alert and may be subject to a one-day suspension.*** The violation will also be recorded in our Academic Integrity Database and teachers of the student's other classes shall be notified.

**Third Incident:** Parent(s) shall receive written notification of the continued violations and the student will receive a Fail for the course. Additionally, a meeting with the Principal will be required to discuss continued enrollment at Coastal Academy High School.

## **Student Acceptable Use Policy for Internet, Computers, and Mobile Devices on Campus**

The Classical Academies has integrated technology into the curriculum wherever possible to create accelerated and enhanced learning opportunities for students. For the purposes of this Handbook, "technology" and "tech" are used interchangeably and include digital devices and platforms used at The Classical Academies, including networks, computers, laptops, chromebooks, cell phones, iPads, tablets, smartphones, smartwatches, e-readers, and platforms such as Schoology, G Suite for Education. Students learn to apply technology as a tool to access, process, and distribute information. Learn more about internet safety and digital citizenship at <https://www.commonsense.org/education/digital-citizenship>. It is understood that in acknowledging the Student Handbook, the student agrees to follow all of the school rules and regulations regarding the use of technology.

The Internet connection used by the school has a secure firewall and a filter. Nonetheless, if objectionable material does inadvertently slip through the school's network, or through an available network that is not provided by or controlled by the school, students must demonstrate responsibility in Internet usage by disengaging immediately and informing a teacher. Students should not access networks other than the 'Guest' network while on campus.

Students are as responsible for appropriate behavior on the school's tech as they are in the classroom. All tech is to be used for educational purposes, those related to school assignments, projects or functions for which the user is responsible. The computers are school property and, unlike home computers, are set up for the use of the school community. Computers are not to be used in ways that might adversely affect the work, privacy and access of other users, or reflect adversely on the student or The Classical Academies. Students wishing to use their own computers at The Classical Academies are responsible for following the same technology and internet guidelines



as students using school issued computers. Computer and network use is a privilege at The Classical Academies and may be revoked if abused.

By using the school's tech, you acknowledge that you have read and agreed to the following:

- The Classical Academies may monitor any activity or retrieve any information transmitted through the school tech, to ensure compliance with The Classical Academies policy, and with federal, state and local laws.
- Users should have no general expectation of privacy or confidentiality when using this tech.
- Tech will be used for educational activities only.
- Users will not damage school tech
- Users will not share passwords for any school programs with anyone, including friends.
- Users will not use another password other than their own.
- Users will not attempt to gain unauthorized access to any Classical Academies tech or attempt to bypass the school's safety and security systems.

## Social Networking Sites

- Do not post any content that provides personal information about any person at school.
- Report any information that is inappropriate, inaccurate, or in violation of this Handbook.

Students are reminded that regardless of where their posting originates (at school, home, or elsewhere), any posting of photographs, videos, or statements to social networking sites which would be disruptive, or derogatory to the school or the school community, threaten, demean, or bully employees or other students, is strictly prohibited and may result in disciplinary action being taken by the school.

## Student Rules for Classical Academy Student Email Accounts

- All student Electronic Mail (email) accounts are property of The Classical Academies. The user accepts all responsibility to understand the policy.
- Account usernames and passwords will be provided to parents so those parents can monitor the account and communicate with teachers.
- The email system cannot be used to operate a personal business. The account may not be sold or otherwise reassigned without written consent of the Director of Technology.
- Electronic mail sent or received by the system is not confidential. The administration reserves the right to retrieve the contents of user mailboxes for legitimate reasons, such as to find lost messages, to conduct internal investigations, to comply with investigations of wrongful acts, or to recover from system failure.
- As it deems necessary, the Classical Academies may contract with outside agencies to operate the student electronic mail system or other Learning Management Systems. If this arrangement is made, all parts of this statement remain in force.

## Repair of Laptops and Accessories

In case a school owned laptop is damaged during student use, accidentally or intentionally, the technology team at The Classical Academies is to be considered a first service provider. If the scope of repair is beyond the scope of our technician, or will void the laptop warranty, then the unit will be sent out for repair or replaced. Parents and

students will be held financially responsible for all charges incurred during the repair process. Please be aware that repair costs can range from \$100 to over \$1000 dollars for each instance. If the outstanding balance is not paid in full by June 30th of the academic year, your balance may be sent to collections. If it is determined that damage was willfully inflicted, we may withhold the student's grades, diploma and/or transcripts upon due process.

## Personal Device Use

The Classical Academies understands that some students may wish to use their personal laptop or device when at school and on the school campus. Students must understand that personal and school hardware use is a privilege that may be revoked at any time. A student may be asked to relinquish their personal laptop or devices at any time by The Classical Academies personnel and administration. A relinquished device may also be subject to inspection as allowed by law. During this inspection the laptop or device may be searched for activities that violate school policy.

For the safety and security of school technology, parents and students must agree to the following:

- Laptop must be running the most current version of the available operating system.
- Laptop must have up-to-date anti-virus and anti-malware software installed.
- Student is bound by all agreements, policies, and codes of conduct that are set forth here and elsewhere in the Student Handbook.

## Cell Phones and Personal Electronics

Students may have personal cell phones on campus but they must be turned off or silenced while on school grounds (including break, lunch, and after school activities).

**If a student needs to contact a parent or guardian for any reason during the school day, they may use the front office phone or they may use their cell phone in the front office with permission. If a parent needs to contact a student, they should contact the front office, not the student's personal cell phone.**

Students may use their cell phone during dismissal time, once they are off campus, when the school day has concluded.

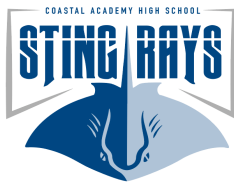
Notwithstanding the above, a student shall not be prohibited from possessing or using a cell phone under any of the following circumstances:

- In the case of an emergency, or in response to a perceived threat of danger.
- When a teacher or administrator grants permission, subject to any reasonable limitation imposed by that teacher or administrator.
- When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the student's health or well-being.
- When the possession or use of a smartphone is required in a student's individualized education program.

Students who have personal laptops, iPads (or other tablets), Smartwatches, or E-readers must have permission from a team member to use those electronics during break time and lunch and they must be used for educational purposes only.

## Consequences

- Improper use of the tech will result in discipline and possible revocation of permission to use.
- Students using cell phones or other devices on campus without teacher or employee approval may be asked to relinquish the cell phone or device. The relinquished item may be held until the end of the day.
- The accounts may be revoked if used inappropriately.
- Access to the network may be blocked, suspended, or terminated at any time.
- Illegal or disallowed activities on the system may be referred to law enforcement authorities for appropriate legal action



# Coastal Academy High School 2023-2024 Course Catalog

Updated 01/12/2023

*The A-G / College Entrance Requirements (designated below with a “P”) are high school courses that are approved by the University of California (UC) and California State University (CSU) systems when seeking admissions directly out of high school. Students must complete these classes with a grade of C or better if planning to be A-G eligible at graduation.*

*Please note that all course offerings are subject to change pending enrollment, teacher availability, etc.*

## English Language Arts Department

Reading Foundations  
English I (P)  
English I Honors (P)\*  
English II (P)  
English II Honors (P)  
English III (P)  
AP English Language & Comp. (P)  
English IV (P)  
AP English Literature & Comp. (P)

## Mathematics Department

Math I Support Lab  
Math I (P)  
Math I Honors (P)\*  
Math II (P)  
Math II Honors (P)\*  
Math III (P)  
Math III Honors (P)  
Math IV/AP Pre-Calculus (P)  
AP Calculus AB (P)

## History/Social Sciences Department

World History (P)  
AP World History (P)  
United States History (P)  
AP United States History (P)  
Economics (P)  
Government (P)  
AP Government and Politics (P)

## Science Department

Biology (P)  
Biology Honors (P)\*  
AP Biology (P)  
Physics (P)  
Conceptual Physics (P)  
Physics Honors (P)  
Chemistry (P)  
AP Chemistry (P)  
Forensic Science (P)  
Biotechnology (P)  
Anatomy & Physiology (P)  
Zoology (P)

## World Languages Department

Spanish 1 (P)  
Spanish 2 (P)  
Spanish 3 (P)  
American Sign Language 1 (P)  
American Sign Language 2 (P)  
American Sign Language 3 (P)

## Visual & Performing Arts Department

Art 1 (P)  
Art 2 (P)  
AP Art (P)  
Digital Art (P)  
Beginner Guitar (P)  
Advanced Guitar (P)  
Stingray Sound Hype Band

Drama 101 (P)  
Photography I (P)  
Photography II (Intermediate) (P)  
Yearbook Design (P)  
Culinary I (P)  
Culinary II (P)  
Culinary III (P)

## Electives

AP Psychology (P)  
Intro. To Sociology  
Associated Student Body (ASB) (P)  
Basic Cooking Skills  
Health & Fitness 1 & 2  
Health & Fitness - Football  
Sports Medicine  
Adulting Life Skills  
Mock Trial / Speech & Debate  
Sailing  
Guided Studies  
Teacher Aide  
Work Experience/Internship

## Other Required Coursework

Physical Education

*\*non-weighted Honors courses*

## English Department

### English I:

Credits: 10 (A-G approved English)

Platform: Summit Learning

Format: Yearlong (36 weeks)

In English I, students will study all of the components of language arts: grammar, usage, mechanics, composition, vocabulary, and literature. The reading will follow a developmental pattern beginning with short stories, extending toward excerpts, and finishing with major works of literature. This class also provides an early platform for students working on time management, focus, organization and high school expectations. Students are expected to use each class period as a time of growth – intellectually and ethically.

Students pursue a balanced literacy program with an emphasis on writing and oral presentation. Writing activities are based on literature and non-fiction to provide a highly motivated curriculum. Students receive instruction in the conventions of standard edited English and research techniques. Students demonstrate the writing process, applying the process to composing texts in various genres including (but not limited to) literary analysis, expository, and persuasive. A variety of activities, including Socratic Seminars and small group activities, will be used to help foster and further student thinking and create a learning environment rich in challenge and growth.

### English I (Honors):

Prerequisite: B or better in 8<sup>th</sup> Grade English AND Teacher Recommendation

Credits: 10

Platform: Summit Learning

Format: Yearlong (36 weeks)

Students enrolled in English I Honors courses intend on moving on to English II Honors, and AP courses in their junior and senior years. Honors English I provides a more challenging curriculum for academically advanced students who are self-directed and reflective learners. Students will study literature, informational texts, vocabulary, composition, grammar, and research. Reading and writing units focus on critical thinking and literary analysis in addition to reading comprehension, literary techniques, and literary elements. Students will improve their composition and research skills with a focus on critical thinking, mechanics, writing style, and documentation (MLA format). This English I Honors course adds additional content and focus areas to prepare students for the rigor of next year's Honors English II course. **This course is NOT weighted.**

### English II:

Prerequisite: English I

Credits: 10 (A-G approved English)

Platform: Summit Learning

Format: Yearlong (36 weeks)

In 10th grade, students study literature from around the world. There are approximately five units of study, each unit allowing for close study of literary works, as well as consideration of historical and cultural context.

Informational texts are incorporated into each literary unit to help students learn to analyze and critique the language of non-fiction pieces. Writing is scaffolded so that students are given the proper background for argument papers, and then able to branch out [organizationally wise] as the year progresses. The rigorous curriculum of English 10 equips students for success in both their concurrent and future high school classes. The course broadens and deepens experiences for students in literature, composition and vocabulary development and prepares them for entrance to the University of California and other comparable four-year institutions. The instructor scaffolds curriculum in such a way to prepare for future Advanced Placement courses for students intent on an AP curriculum.

### **English II (Honors):**

Prerequisite: B or better in English 1 AND Teacher Recommendation

Credits: 10 (A-G approved English)

Platform: Summit Learning

Format: Yearlong (36 weeks)

Students enrolled in English II Honors course intend on moving on to AP English in their junior and senior years. The course differentiates itself from English II mainly in the amount and complexity of writing assignments and critical thinking skills associated with course material. Students will be expected to write more often and with greater complexity as well as control of language. The standards for written work will be higher, with a focus on preparing students for the AP English Language and Literature courses. Students will gain the tools necessary to complete rhetorical analysis essays of college level texts that appear on the AP English Language and Composition Exam. Grammar will be taught as a way to help students improve their writing and analyze the writing of others, necessary skills for success in advanced English courses such as AP English Language and AP English Literature. Students will read literature with a discerning eye, analyzing rhetorical language used in the texts. Informational texts will also be examined with the goal of synthesizing multiple articles into students' arguments. Students will participate in several in-class, AP based writing prompts, Classroom discussion on Literature and Informational Texts will be language based, and grammar/vocabulary will be built into the course to expand the students' skills. Tenth grade Common Core Standards will still be met, in addition to preparing for the rigor of AP English Language or AP English Literature.

### **English III:**

Prerequisite: English II

Credits: 10 (A-G approved English)

Platform: Summit Learning

Format: Yearlong (36 weeks)

Students read and respond to historically and/or culturally significant works of fiction and non-fiction texts tracing the development of American writing from the colonial period to present. Most of the works read will follow a developmental pattern beginning with short excerpts and finishing with major works of literature. Students explore themes found in American literature and the American experience through a balanced, integrated program of literature and language study. Students will examine how the literature reflects the economical, religious (spiritual), political, social (cultural), and global issues of the past; the immediate present; and the near future. Students will engage in a variety of academic and creative writing tasks, which connect both literature and nonfiction to their life experiences. Students will conduct a wide variety of writing assignments, including but not limited to, critical analysis, expository and persuasive essays, creative writing, reflective writing, poetry, timed writing, and mini-research papers. A variety of activities, including Socratic Seminars and small group activities, will be used to help foster and further student thinking and create a learning environment rich in challenge and growth.

## **AP English Language and Composition**

Prerequisite: Min B in English II AND Teacher Recommendation

Credits: 10 (A-G approved English)

Platform: Summit Learning

Format: Year long (36 weeks)

From the College Board website: "The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods."

The AP English Language and Composition course will provide motivated and advanced students with the opportunity to study a rigorous college freshman curriculum in their junior or senior year of high school. Focusing on non-fiction literature, students will study rhetorical analysis with an emphasis on argument. Students will learn to recognize and analyze rhetorical strategies and literary devices. They will learn how to both recognize and evaluate these strategies in their readings and how to use them effectively in their writing. They will also learn to synthesize information from a variety of sources, and to use the information in the formulation of their own written argument.

This course will also focus on the study of American literature where students will not only become aware of the great, controversial, and beautiful ideas contained in America's literary history, but also examine the interactions between the writer's purpose, subjects, and audience expectations. Assignments will consist of expository, personal, and persuasive writing, oral expression, vocabulary development, and research and analysis. Most writing assignments and projects will involve an exploration and analysis of rhetorical and linguistic choices as well as literary, cultural, and historical topics germane to American literature from the Puritan to the Postmodern Era. All students will be encouraged to take the AP exam in May. Those who pass with a 3 or better may be eligible for college credit.

## **English IV:**

Prerequisite: English III or AP English Language

Credits: 10 (A-G approved English)

Platform: Summit Learning

Format: Year long (36 weeks)

The English IV class is designed to cover World Literature by exploring a wide variety of texts with varying origins, genres and themes and introducing students to different literary time periods with a focus on the thematic and philosophical background of texts. Students will develop oral and written analytical skills by comparing themes and synthesizing philosophies across a wide range of texts and media sources. Students will continue to build upon the writing skills from previous courses including: narrative, expository, and research. Mastering a variety of communication skills will be a key component of the class as students will be required to participate in presentations, debates, speeches and Socratic seminar discussions. Assessments will include unit exams, quizzes, in-class writings and group/individual projects.

## **AP English Literature and Composition**

Prerequisite: Min B English III AND Teacher Recommendation

Credits: 10 (A-G approved English)

Platform: Summit Learning  
Format: Yearlong (36 weeks)

An AP English Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone.

Reading in an AP course is both wide and deep. This reading necessarily builds upon the reading done in previous English courses. In their AP course, students read works from several genres and periods—from the sixteenth to the twenty-first century—but, more importantly, they get to know a few works well. They read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form. In addition to considering a work's literary artistry, students reflect on the social and historical values it reflects and embodies. Careful attention to both textual detail and historical context provides a foundation for interpretation, whatever critical perspectives are brought to bear on the literary works studied.

Writing is an integral part of the AP English Literature and Composition course and exam. Writing assignments focus on the critical analysis of literature and include expository, analytical, and argumentative essays. Although critical analysis makes up the bulk of student writing for the course, well constructed creative writing assignments may help students see from the inside how literature is written. Such experiences sharpen their understanding of what writers have accomplished and deepen their appreciation of literary artistry. The goal of both types of writing assignments is to increase students' ability to explain clearly, cogently, even elegantly, what they understand about literary works and why they interpret them as they do. All students will be encouraged to take the AP exam in May. Those who pass with a 3 or better are eligible for college credit.

## **Reading Foundations**

Credits: 10 (Non A-G)  
Platform: Schoology  
Format: Yearlong (36 weeks)

Reading Foundations is an opportunity for students to gain and refine their essential reading skills to be successful in all of their courses here at Coastal Academy High School. This course will be heavily individualized to meet the needs of every student and get them where they need to be. In this course, students will be working on their accuracy, fluency, and decoding capabilities when it comes to reading. Also, they will work on essential skills for reading and writing. We will be using a variety of learning platforms such as Reading Plus, IXL, etc. depending on each child's needs. Conferencing and goal setting with each student will be an essential part of this course.

## **Mathematics Department**

### **Math I**

Prerequisite: Min B in CAH Math Foundations or 8th grade Math &/or pass the Math I Readiness Assessment  
Credits: 10 (A-G approved Math)  
Platform: Summit Learning  
Format: Yearlong (36 weeks)



Math I is the foundation for other high school mathematics courses. Topics covered include; solving and graphing linear equations and inequalities, solving systems of linear equations and inequalities, exponents and exponential functions, radical expressions and functions, rational functions, statistics and probability, parallel and perpendicular lines, congruent triangles, quadrilaterals and circles. Students will develop procedural fluency as well as the ability to apply and extend each of the previously listed topics to a wide variety of appropriate situations.

### **Math I Support Lab**

Prerequisite: Concurrent enrollment in Math I. Placement based on grades from previous math course, test scores and teacher input.

Credits: 10 (non A-G)

Platform: Summit, along with supplemental materials as necessary.

Format: Yearlong (36 weeks)

Students enrolled in Math I Support Lab will (1) have an opportunity to preview upcoming Math I lessons, (2) receive foundational skills support to accelerate learning by filling in/bridging any gaps in math knowledge and (3) receive support on homework and projects for their Math I class.

### **Math II**

Prerequisite: Min C in CAH Math I or pass the Math II Readiness Assessment

Credits: 10 (A-G approved Math)

Platform: Summit Learning

Format: Yearlong (36 weeks)

In Math II students deepen and extend the skills and understandings developed in Math I. Topics covered include: quadratic functions and equations, function families and transformations, complex numbers, triangles, right triangles and trigonometry, and probability. Students will develop procedural fluency as well as the ability to apply and extend each of the previously listed topics to a wide variety of appropriate situations.

### **Math II Honors**

Prerequisite: Min A in Math II + STAR scores + Teacher approval

Credits: 10 (A-G approved Math)

Platform: Summit Learning

Format: Yearlong (36 weeks)

**The Honors Math II curriculum is designed to prepare students for advanced Mathematics courses.** In Math II students deepen and extend the skills and understandings developed in Math I. Topics covered include: quadratic functions and equations, function families and transformations, complex numbers, triangles, right triangles and trigonometry, and probability. Students will develop procedural fluency as well as the ability to apply and extend each of the previously listed topics to a wide variety of appropriate situations. **Honors level Math II has additional rigor and students will be expected to consistently perform at a higher level than those students enrolled in the regular Math II course. These students are expected to be initiators for their own learning and active participants in scholarly and creative learning processes. This course is NOT weighted.**

## Personal Finance

Prerequisite: Min B in CAH Math Foundations or 8th grade Math &/or pass the Math I Readiness Assessment

Credits: 10 (non A-G)

Platform: Summit Learning

Format: Yearlong (36 weeks)

Personal Finance will enhance students' knowledge of essential financial concepts, along with the core math skills required to use those concepts successfully. In doing so, students gather a more complete understanding of personal finance and are ready to make financial decisions. Personal Finance covers topics related to managing personal bank accounts; understanding and managing credit, including student loans; budgeting basics; taxes; insurance and basic consumer skills.

## Math III

Prerequisite: Min B in CAH Math II or pass the Math III Readiness Assessment

Credits: 10 (A-G approved Math)

Platform: Summit Learning

Format: Yearlong (36 weeks)

Math III emphasizes problem solving, communication, reasoning, and connections. The following topics are explored: analyzing equations and inequalities, graphing linear relations and functions, solving systems of linear equations and inequalities, polynomials and radical expressions, quadratic functions and inequalities, polynomial functions, rational expressions, conic sections, and exponential and logarithmic functions and radian measure and graphs of all trigonometric functions as well as statistics and probability. Students will develop procedural fluency as well as the ability to apply and extend each of the previously listed topics to a wide variety of appropriate situations.

## Math III Honors

Prerequisite: Min B in Math II Honors or A in Math II + Teacher Approval

Credits: 10 (A-G approved Math)

Platform: Summit Learning

Format: Yearlong (36 weeks)

**The Honors Math III curriculum is designed to prepare students for Pre-Calculus, AP Calculus, and AP Statistics.** Math III emphasizes problem solving, communication, reasoning, and connections. The following topics are explored: analyzing equations and inequalities, graphing linear relations and functions, solving systems of linear equations and inequalities, polynomials and radical expressions, quadratic functions and inequalities, polynomial functions, rational expressions, conic sections, and exponential and logarithmic functions and radian measure and graphs of all trigonometric functions as well as statistics and probability. **Honors level Math III students will be expected to consistently perform at a higher level than those students enrolled in the regular Math III course.** Students will develop procedural fluency as well as the ability to apply and extend each of the previously listed topics to a wide variety of appropriate situations. **These students are expected to be initiators for their own learning and active participants in scholarly and creative learning processes.**

## Math 4 / AP Pre-Calculus

Prerequisite: D or better in Math III or Data Science with College Algebra, and pass the Advanced Math Readiness Assessment

Credits: 10 (A-G approved Math)

Platform: Textbook - McGraw Hill Education (2012). *Integrated Math 4*  
Format: Yearlong (36 weeks)

The following topics constitute the core of the MathIV/AP Pre-Calculus course: Functions and their Graphs, Polynomial and Rational Functions, Exponential and Logarithmic Functions, Trigonometric Functions, Parametric and Polar Equations, Vectors, Systems of Equations and Inequalities – including solving using matrices, probability and statistics. Each of the previously listed concepts will be addressed graphically, numerically, analytically, and verbally. Students will apply these concepts to model a variety of real world situations. Technology is also used regularly to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results.

## **AP Calculus AB**

Prerequisite: Min B in CAH Math IV/Pre-Calculus AND Teacher Recommendation  
Credits: 10 (A-G approved Math)  
Platform: Textbook - Stewart and Kokosda. *Calculus for AP - A Complete Course*.  
Format: Yearlong (36 weeks)

AP Calculus AB is a college level course covering college level topics and is designed to provide students with the opportunity to receive college credit. Thus, it will be taught as a college course.

The focus of this course is on understanding the mathematics and the relationships between the different topics and representations utilized in Calculus and not on the memorization of distinct rules and skills.

Topics include: working with functions, understanding the meaning of the derivative, the meaning of and relationship between definite and indefinite integrals, communicating mathematics and explaining solutions to problems verbally and in written responses, modeling a physical situation with a function, a differential equation or an integral, using technology to help solve problems, determining the reasonableness of solutions and developing an appreciation of calculus as a coherent body of knowledge and as a human accomplishment.

## **History/Social Studies Department**

### **World History**

Prerequisite: None  
Credits: 10 (A-G approved Social Science)  
Platform: Summit Learning  
Format: Yearlong (36 weeks)

The world history course examines major turning points that shaped the modern world. Students analyze the principles set forth in the Enlightenment, the impact of revolutions in the eighteenth century, the cause and course of the two world wars, and the lasting effects of the Cold War. Students analyze and interpret primary source documents to broaden their understanding of the cause and effect nature of world history. Students develop an understanding of the historic as well as the contemporary geographic, social, political and economic consequences of the various areas and problems they review. Upon completion of the course, students will have an understanding of the main events, people, and ideologies that have shaped the modern world.

### **AP World History Modern**

Prerequisite: Min B in English I &/or Teacher Recommendation  
Credits: 10 (A-G approved Social Science)  
Platform: Schoology  
Format: Yearlong (36 weeks)

In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

AP World History: Modern is designed to be the equivalent of an introductory college or university survey of modern world history. All students are encouraged to take the AP Exam in May. Those who pass the AP Exam with a 3, 4, or 5 are eligible to receive college credit.

## **United States History**

Prerequisite: World History  
Credits: 10 (A-G approved Social Science)  
Platform: Summit Learning  
Format: Yearlong (36 weeks)

The year begins with a discussion of current world events to provide students with connections to their world. Students then examine the major turning points in American History from the birth of the nation through the twentieth century. Emphasis is placed on the expanding role of the United States on the world stage and the continuing struggle between minority rights and majority power. Importance is placed on students developing the ability to cite evidence, utilize primary sources, evaluate the claims of an author, and form their own arguments. Upon completion of the course, students:

- Discuss current issues on the international stage that involve American concerns
- Trace the rise of America as a superpower beginning in the Cold War era
- Analyze the economic, political, and social changes in America from Depression to WWII
- Evaluate the expansion of US international participation on the global stage through the implementation of an Open Door policy
- Identify the persistent problems of fulfilling the “American Dream” in modern day American society
- Discuss the enduring American ideals as seen through the eyes of the framers and modern day American politics

## **AP United States History**

Prerequisite: Approval of AP Instructor, B or better in English and Social Science classes  
Credits: 10 (A-G approved Social Science)  
Platform: Summit Learning  
Format: Yearlong (36 weeks)

Advanced Placement U.S. History provides an intensive study of American History from pre-colonial to recent times. This course meets the needs of students interested in advanced study and provides preparation for the Advanced Placement test. The course stresses analytical thought, research and study skills, social science

concepts in history, political science, geography and economics, as well as major interpretive trends and basic factual knowledge. Although recall is essential, equally important is the student's ability to employ critical thinking and decision-making as they compose essay responses to the free-response questions (FRQ) and document-based questions (DBQ).

Upon completion of the course, students:

- Read, interpret, and criticize historical works
- Identify assumptions, underlying various historical interpretations
- Analyze and discuss in writing significant themes in United States history

## **United States Government**

Prerequisite: US History

Credits: 5 (A-G approved Social Science)

Platform: Summit Learning

Format: Semester long (18 weeks)

In this course, students apply knowledge gained in previous years of study to pursue a deeper understanding of the institutions of American Government. Students will analyze the history and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of government. An emphasis is placed on analyzing the relationship among federal, state, and local governments. There will be an emphasis on the media and how information is presented to the American public. Students will identify biases in political commentators and politicians. This course is the culmination of the Social Science sequence that prepares students to solve society's problems, understand and participate in the governmental process, and be a responsible citizen of the United States and the world.

## **AP United States Government/Econ**

Prerequisite: US History

Credits: 10 (A-G approved Social Science)

Platform: Summit Learning

Format: Semester long (36 weeks)

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project.

## **Economics**

Prerequisite: US History

Credits: 5 (A-G approved Elective)

Platform:

Format: Semester long (18 weeks)

In addition to studying government in grade twelve, students will also master fundamental economic concepts, applying the tools (graphs, statistics, equations) from other subject areas to the understanding of operations and institutions of economic systems. Students will be taught about personal fiscal responsibility in regards to making

a budget, credit cards, interest rates, taxes, buying a car, savings, investing, and being a smart consumer. The ultimate goal is for students to be conscious of their economic decisions now so that they can avoid the consequences later in life.

## Science Department

### **Biology (Laboratory)**

Credits: 10 (A-G approved Science)

Platform: Summit Learning

Format: Yearlong (36 weeks)

Students are introduced to the process of science through scientific inquiry through engineering practice of laboratories, and scientific literacy through scientific journals and current events. Students will engage in Science and Engineering Practices (SEPs) and Crosscutting Concepts (CCCs) to build their understanding of how living earth systems interact and influence living organisms and populations, and how these populations in turn influence earth systems. This course focuses on the process of scientific investigation through the study of living things and the world in which we live. Students will gain mastery in the following content areas: Scientific Investigation, Ecology, Cell Biology, Genetics, Evolution, and Earth and Space Science. Above the content level, students will be efficient in the Next Generation Science Standards along with the Common Core Literacy and Writing Standards. The performance expectations outlined in this course of study and through the Next Generation Science Standards (NGSS) may be addressed in multiple units of study.

### **Biology - Honors (Laboratory)**

Credits: 10 (A-G approved Science)

Platform: Summit Learning

Format: Yearlong (36 weeks)

**Honors level Biology students will be expected to consistently perform at a higher level than those students enrolled in the regular Biology course.** Students are introduced to the process of science through scientific inquiry through engineering practice of laboratories, and scientific literacy through scientific journals and current events. Students will engage in Science and Engineering Practices (SEPs) and Crosscutting Concepts (CCCs) to build their understanding of how living earth systems interact and influence living organisms and populations, and how these populations in turn influence earth systems. This course focuses on the process of scientific investigation through the study of living things and the world in which we live. Students will gain mastery in the following content areas: Scientific Investigation, Ecology, Cell Biology, Genetics, Evolution, and Earth and Space Science. Above the content level, students will be efficient in the Next Generation Science Standards along with the Common Core Literacy and Writing Standards. The performance expectations outlined in this course of study and through the Next Generation Science Standards (NGSS) may be addressed in multiple units of study. **These students are expected to be initiators for their own learning and active participants in scholarly and creative learning processes. This course is NOT weighted.**

### **AP Biology (Laboratory)**

Prerequisite: Completion of Biology and Chemistry or physics

Credits: 10 (A-G approved Science)

Platform:

Format: Yearlong (36 weeks)

AP Biology is designed to be the equivalent of a two-semester college introductory biology course usually taken by biology majors during their first year. This course will prepare students for the college level Advanced Placement Biology Examination and is based on the curriculum established by the College Board. Students will be given the opportunity to develop a conceptual framework for modern biology, emphasizing applications of biological knowledge and critical thinking to environmental and social concerns. This class requires learning at an accelerated pace due to the amount and complexity of the required material. Material will be covered through online and physical lectures, class activities, laboratories, discussions, and independent projects. AP Biology will require students to devote time and effort to ensure success.

### **Anatomy and Physiology (Laboratory)**

Prerequisite: Completion of Biology and Chemistry or physics

Credits: 10 (A-G approved Science - 3rd year only)

Platform:

Format: Yearlong (36 weeks)

The course offers a study of anatomy and physiology. It is designed to give students an understanding of the structure and functions of the systems of the body and their relationships, and provide information on careers in the field of nursing, medicine, and public health. Topics include structural and functional organization of the human body, cell physiology, integration of skeletal and muscular systems, senses, circulatory, respiratory and digestive systems, excretory system, endocrine and reproductive systems.

### **Physics (Laboratory- Algebra-based)**

Prerequisite: Completion of Biology & Math I

Credits: 10 (A-G approved Science)

Platform: Summit Learning

Format: Yearlong (36 weeks)

Physics is an algebra based college preparatory class, emphasizing scientific inquiry through engineering lab practices. This course explores such physical phenomena as motion, forces, and energy transformations, as well as the essential theories to explain these occurrences. Students explore, through inquiry-based laboratory research coupled with basic mathematical analysis, the principles and laws underpinning physical events. The curriculum aligns with the Next Generation Science Standards for High School Physical Science, together with California Science and Engineering Practices and High School Common Core Standards. In accordance with these standards, the labs completed aim to develop skills and techniques common to scientific reasoning, laboratory work, critical thinking and reading, communication, and collaboration. These proficiencies grow through exploration of physical phenomena and in-depth investigation of physical principles, following a systematic scientific inquiry approach.

### **Conceptual Physics (Laboratory)**

Prerequisite: Completion of Biology

Credits: 10 (A-G approved Science)

Platform: Summit Learning

Format: Yearlong (36 weeks)

**Conceptual Physics students will be expected to come to basic mathematical conclusions, but not perform algebraic computations.** Conceptual Physics is a college preparatory class, emphasizing scientific



inquiry through engineering lab practices. This course explores such physical phenomena as motion, forces, and energy transformations, as well as the essential theories to explain these occurrences. Students explore, through inquiry-based laboratory research and data analysis, the principles and laws underpinning physical events. The curriculum aligns with the Next Generation Science Standards for High School Physical Science, together with California Science and Engineering Practices and High School Common Core Standards. In accordance with these standards, the labs completed aim to develop skills and techniques common to scientific reasoning, laboratory work, critical thinking and reading, communication, and collaboration. These proficiencies grow through exploration of physical phenomena and in-depth investigation of physical principles, following a systematic scientific inquiry approach.

### **Physics - Honors (Laboratory – Algebra-based)**

Prerequisite: Min B in Biology & Math II) and Teacher Recommendation

Credits: 10 (A-G approved Science)

Platform: Summit Learning

Format: Yearlong (36 weeks)

**Honors level Physics students will be expected to consistently perform at a higher level than those students enrolled in the regular Physics course.** Honors Physics is an algebra-based physics course and a college preparatory class meeting the University of California High School Laboratory Science Requirement, emphasizing scientific inquiry through engineering lab practices. This course explores such physical phenomena as motion, forces, and energy transformations, as well as the essential theories to explain these occurrences. Students investigate, through inquiry-based laboratory research coupled with mathematical analysis, the principles and laws underpinning physical events. The curriculum aligns with the Next Generation Science Standards for High School Physical Science, together with California Science and Engineering Practices and High School Common Core Standards. In accordance with these standards, the labs completed aim to develop skills and techniques common to scientific reasoning, laboratory work, critical thinking and reading, communication, and collaboration. **These students are expected to be initiators for their own learning and active participants in scholarly and creative learning processes.**

### **Chemistry (Laboratory)**

Prerequisite: Biology & Math I

Credits: 10 (A-G approved Science)

Format: Yearlong (36 weeks)

Chemistry is a college preparatory class meeting the UC laboratory science requirement. This course is in accordance with Next Generation Science Standards (High School-Physical Science), California Environmental Principles and Concepts, the Science and Engineering Practices and High School Common Core Standards. Chemistry conceptual understanding per the Next Generation Science Standards includes the structure and properties of matter including elements and trends of the periodic table, nuclear chemistry, chemical bonding and interactions, chemical reactions including rates of reactions, stoichiometry, reaching equilibrium and changes, energy conservation and transference in chemical reactions (thermodynamics). California Environmental Principles and Concepts will be studied throughout the course especially with regards to plastics, ocean acidification and carbon dioxide levels. In accordance with the Science and Engineering Practices, the laboratory work will develop scientific reasoning skills, critical thinking skills, laboratory techniques, communication skills, and collaboration skills while applying in-depth demonstration of chemical principles. Students will collect data and analyze using appropriate algebraic skills. Per Common Core Standards, students will be expected to write, research, and communicate their findings and content understanding. In addition, students will develop 21st



century skills through cross-curricular understanding and practical application.

### **AP Chemistry (Laboratory; Math Requirement)**

**Prerequisite:** Min B Math 1 & Math 2 (or concurrent enrollment) and Teacher Recommendation

**Credits:** 10

**Platform:** Pearson Education

**Format:** Yearlong (36 week)

AP chemistry is a weighted college preparatory class meeting the UC laboratory science requirement and required AP-level workload. AP chemistry will also require independent research and supervised laboratory work in the form of extension assignments during each quarter. **AP level Chemistry students will be expected to consistently perform at a higher level than those students enrolled in the regular Chemistry course.** This course is in accordance with Next Generation Science Standards (High School-Physical Science), California Environmental Principles and Concepts, the Science and Engineering Practices and High School Common Core Standards. AP Chemistry will include in depth understanding of the Next Generation Science Standards including the structure and properties of matter including elements and trends of the periodic table, chemical bonding, polarity and molecular interactions, Gas laws, chemical reactions including rates of reactions, redox reactions, stoichiometry, reaching equilibrium, acid-base reactions, energy conservation and transference in chemical reactions (thermodynamics). In accordance with the Science and Engineering Practices, the laboratory work will develop scientific reasoning skills, critical thinking skills, laboratory techniques, communication skills, and collaboration skills while applying in-depth demonstration of chemical principles. Students will collect data and analyze using appropriate algebraic skills. Per Common Core Standards, students will be expected to write, research, and communicate their findings and content understanding. **These students are expected to be initiators for their own learning and active participants in scholarly and creative learning processes.**

### **Forensic Science (laboratory elective)- Spring Semester**

**Prerequisite:** Biology

**Credits:** 5 (A-G approved Science)

**Platform:** Schoology Course

**Format:** Yearlong (36 weeks)

Forensics is the study of scientific tests or techniques used in connection with the detection of crime. It is a comprehensive subject that involves all aspects of all other sciences, including Biology, Psychology, Chemistry, Entomology, Earth Science and Anatomy among others. Major topics in forensics include fingerprinting, crime scene processing, toxicology, hair, fiber, textile, pollen and spore examination, as well as observational skills and criminal and psychological profiling. The main focus of this course will be to provide an introduction to the main areas of forensics and to emphasize the importance of crime scene analysis and related evidence. Each unit will include a case study that will develop research skills, as well as a project, activity, or lab experiment. This course will combine basic theory with laboratory and experimental experience to give the students an understanding of how a criminal investigation and crime lab collaborate to solve crimes. The experiments can be used as an introduction or a scaffold onto previous knowledge learned in Chemistry, Physics, and Earth Science. Biology is suggested as a prerequisite to this course. Each unit has its own experiments that can be modified depending on class size and exterior conditions. Collaboration with local police departments for materials and guest speakers is also recommended, but not mandatory.

### **Biotechnology (Laboratory elective)- Fall Semester**

**Prerequisite:** Biology

Credits: 5 (A-G approved Science)  
Platform: Schoology course  
Format: Semester (18 weeks)

Biotechnology is a semester-long course based on the [Amgen Biotech Experience](#) and the [Biotechnology: Science for the New Millennium](#) curriculum. It follows the Next Generation Science Standards related to the central dogma of biology. Through a complete genetic engineering sequence, students learn about the applications of biotechnology, the genetic engineering process, and use basic biotechnology tools. After being introduced to the basic lab techniques of mass and volume measurements and safety foundations, students will model the process of producing a pharmaceutical such as insulin. They will conduct a series of experiments to manipulate genetic material (DNA), insert it in bacteria, and isolate and purify the protein encoded by the DNA (sea anemone red fluorescent protein or jellyfish green fluorescent protein). During the course, students will use authentic biotechnology lab tools and techniques such as micropipetting, and gel electrophoresis. The PCR (Polymerase Chain Reaction) technique will also be used in a forensics lab investigating the source of food contamination by bacteria aboard the International Space Station (ISS). Within the framework of the Genes in Space contest, students will develop research questions that could be investigated aboard the ISS.

### **Zoology (Laboratory Elective)**

Prerequisite: Completion of Biology  
Credits: 10 (A-G approved)  
Platform: Summit Learning  
Format: Yearlong (36 weeks)

Zoology is a college-preparatory science elective that explores the scientific study of the animal kingdom. The course will gradually progress through the animal kingdom phylum-by-phylum according to evolutionary relationships from the most ancient animals (e.g. protozoa and sea sponges) to the most recently-evolved animals (e.g. birds and mammals). Within each phylum, students will study what makes them unique in regard to their evolution, classification, anatomy, physiology, behavior, development, and ecology. Throughout the course students will also enhance their learning by performing dissections and going on nature walks.

## **World Languages**

### **Spanish 1**

Prerequisite: None  
Credits: 10 (A-G approved Language)  
Platform: Auténtico Textbook, Level 1  
Format: Yearlong (36 weeks)

This course meets graduation requirements for world language credit. It is recommended that 9th graders have a 3.0 GPA in order to enroll. This course is designed for students who are taking Spanish as a second language. Students will develop basic communicative and literacy skills in the present tense. Students will learn how to recognize and produce vocabulary and grammatical structures in context, engage in reading, writing, and listening activities, application of material to authentic Spanish language texts and documents, and gain knowledge in cultural aspects of several Spanish speaking countries.

### **Spanish 2**

Prerequisite: Grade C or better in Spanish 1

Credits: 10 (A-G approved Language)  
Platform: Auténtico Textbook, level 2  
Format: Yearlong (36 weeks)

This course meets requirements for world language credit. This course is designed for students who are taking Spanish as a second language. Students will continue developing their communicative and literacy skills. Students will learn: compound grammatical structures, using authentic resources from the Spanish-speaking world, writing compositions, learning about culture from various Spanish speaking countries and doing oral presentations in the past tense.

### **Spanish 3**

Prerequisite: Grade C or better in Spanish 2  
Credits: 10 (A-G approved Language)  
Platform: Auténtico Textbook, level 3  
Format: Yearlong (36 weeks)

This course meets graduation requirements for World Language credit. This course is designed for students who are taking Spanish as a second language. Spanish 3 is a continuation course for students who have successfully completed Spanish 2 at C level or who have demonstrated equivalent life experience. Students will continue developing their communicative and literacy skills. Students will learn: compound grammatical structures, reading traditional short stories from Latin America and Spain, writing compositions and doing oral presentations in a variety of tenses. Emphasis will be placed on oral communication in the target language on a regular basis in order to enhance students' linguistic abilities. Reading and writing is more extensive compared to Spanish 2, and the emphasis is on activities that encourage creative use of the language orally and in writing.

### **American Sign Language I**

Prerequisite: None  
Credits: 10 (A-G approved Language)  
Platform: Schoology  
Format: Yearlong (36 weeks)

American Sign Language 1 is an introductory course designed to provide students with the basic manual and technical skills needed to use simple and basic ASL when communicating using ASL. This course incorporates basic ASL vocabulary, ASL grammar, Deaf Culture and introduces the D/deaf community. Historical events and figures within the Deaf community will be introduced. Daily interactive activities allow students to rehearse what they've learned in class and expand on their knowledge and understanding of ASL as a whole. By the end of the year, students will be able to deliver brief introductory personal narratives using first-level vocabulary and grammar structure. They will demonstrate their ability to comprehend beginning-level ASL through responding to basic questions and commands. They will be able to produce and comprehend non-manual markers appropriate to first-level ASL. They will demonstrate comprehensive mastery of content-specific commands, questions, statements, and conversational norms in ASL.

### **American Sign Language II**

Prerequisite: C or better in ASL1

Credits: 10 (A-G approved Language)  
Platform: Schoology  
Format: Yearlong (36 weeks)

American Sign Language 2 is a secondary course designed to provide students with intermediate manual and technical skills needed to build on American Sign Language when communicating in ASL. This course incorporates intermediate ASL vocabulary, ASL grammar, and Deaf Culture. Historical events and figures within the Deaf community will be expanded on. Daily interactive activities allow students to rehearse what they've learned in class and expand on their knowledge and understanding of ASL as a whole. By the completion of this class, students will be able to deliver a comprehensible, brief narrative about everyday contexts, people, and/or activities using second-level ASL vocabulary, and grammatical structures. Students will be able to demonstrate appropriate ASL communication norms and participate in basic conversation about likes, dislikes, and opinions with the ASL instructor and peers. Appropriate ASL non-manual markers for second-level students will be demonstrated and comprehended.

### **American Sign Language III**

Prerequisite: C or better in ASLII  
Credits: 10 (A-G approved Language)  
Platform: Schoology  
Format: Yearlong (36 weeks)

American Sign Language 3 expands upon the knowledge acquired in levels 1 and 2. Students are taught in their target language (ASL). By the completion of this course, students will have learned intermediate-level vocabulary, grammar, non-manual markers, and syntax. Emphasis on translation from English to ASL will be practiced. Higher-level vocabulary will be utilized. By the completion of the course, students will be able to deliver a comprehensible, brief, temporal narrative about life experiences. They will be able to deliver an ASL narrative using appropriate level 3 grammatical structures learned throughout ASL 1, 2, and 3. These narratives will include constructed dialogue, constructed action, and spatial agreement through pronominalization and eye-gaze. Students will be able to comprehend level 3 ASL and respond accordingly.

## **Visual and Performing Arts/ Culinary**

### **Art 1**

Prerequisite: None  
Credits: 10 (A-G approved VAPA)  
Platform: Schoology  
Format: Yearlong (36 weeks)  
There is a materials fee of \$25 for this class

Art 1 is a beginning college prep fine arts course. The course is designed to build on students' foundational knowledge and skills for the creation of art. Using a variety of drawing, painting, and sculpting media, students will explore techniques for creating expressive artworks. They will expand their arts vocabulary and develop perceptual skills for analyzing and responding to works of art. They will develop an understanding of the visual art's role throughout history. Students will also develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills.

## **Art 2**

### **Prerequisite: C or better in Art 1**

Credits: 10 (A-G approved VAPA)

Platform: Schoology

Format: Yearlong (36 weeks)

There is a materials fee of \$25 for this class

Art 2 is an intermediate to advanced college prep fine arts course. This course is designed to support and strengthen students' creative expression and artistic intelligence beyond an introductory level. Using numerous drawing, painting, and sculpting media, students will explore techniques for creating expressive artworks. They will generate personal vision and artistic intent for transforming and communicating their ideas into visual forms. Students will use the language of art for articulating informed responses to historic artworks, as well as their peers' and their own. Furthermore, they will develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills.

## **AP Art**

### **Prerequisite: C or better in Art 1 OR Digital Art**

Credits: 10 (pending A-G approval)

Platform: Schoology

Format: Yearlong (36 weeks)

There is a materials fee of \$25 for this class

The AP Studio Art course is intended for highly motivated students who are seriously interested in the study of art. AP course requirements are significantly more rigorous and students should demonstrate commitment and accomplishment while enrolled. It is recommended for the AP student to have previous training in art or be able to demonstrate through a portfolio an ability to create fine art. The AP studio art course strives for quality of production and experience in the investigation of art styles, techniques, and reflection of historical influences in studio art. The course is designed as an intensive one-year program. The course is the infusion of new ideas and constructed around meaning and an enduring idea.

## **Digital Art**

Prerequisite: None

Credits: 10 (A-G approved VAPA)

Platform: Schoology

Format: Yearlong (36 weeks)

There is a materials fee for this class of \$25

Digital Art is a college prep course that meets the UC "F" requirement for VAPA. This introductory visual arts course explores computer applications (Photopea and Procreate) for preparing students to create expressive two-dimensional digital artworks in graphic design. Students develop creative thinking skills by perceiving, critiquing, and applying design strategies through projects that emphasize solving visual art problems. No prior art

experience is required, just a desire to create visually stunning graphic designs.

## **Beginner Guitar**

Prerequisite: None

Credits: 10 (A-G approved VAPA)

Platform: Schoology

Format: Yearlong (36 weeks)

Materials Fee: \$20

Beginner Guitar is a curriculum-based course that meets the minimum graduation requirement for VAPA. This course will start from the very beginner basics to familiarize students with basic music theory, tablature reading, basic chord strumming patterns, rhythm and lead playing, along with the mechanics of the guitar for new players. Students will learn to play individually as well as part of groups to perform songs. This class will provide an overview of guitar-based musical genres, and notable guitar players throughout history. Performance opportunities are optional for Beginning Guitar students.

## **Advanced Guitar**

Prerequisite: C or better in Beginner Guitar (or audition)

Credits: 10 (A-G approved VAPA)

Platform: Schoology

Format: Yearlong (36 weeks)

Materials Fee: \$20

Advanced Guitar expands on principles learned in Beginner Guitar. Students will expand chord vocabulary, learn to play lead figures over the entire guitar neck, compose and improvise solos, and learn basic principles of guitar maintenance and repair. The class will also provide a more detailed overview of guitar-based musical genres, and how they have affected guitar performance techniques over time. Performance opportunities are optional for Advanced Guitar students.

## **Stingray Sound Hype Band**

Prerequisite: Audition Required (to determine instrument placement)

Credits: 10 (A-G approved VAPA)

Platform: Schoology

Format: Yearlong (36 weeks)

Stingray Sound is a brand new performance ensemble, focused on building hype at Stingray Sports home games. Stingray Sound members will get free admission to every game they perform at. The ensemble will consist of drumline battery, drum set, electric guitar and bass, keyboard, and various wind instruments. All experience levels are welcome to audition.

## **Drama 101**

Prerequisite: none

Credits: 10 (A-G approved VAPA)

Platform: Schoology

Format: Yearlong (36 weeks)

Materials Fee: \$40

Calling all actors and theater lovers! Improve your acting skills, improvisation and performance abilities with this

fun, dynamic class that will include learning detailed theater production skills along the way! This class will Produce, Direct, Act in and Perform their own class mini shows over the course of both semesters.

## **Photography I**

Prerequisite: None

Credits: 10 (A-G approved VAPA)

Platform: Schoology

Format: Yearlong (36 weeks)

Photography is a college prep VAPA course. This introductory visual arts course teaches students how to properly hold and operate a DSLR Camera. The course will also teach students about essential compositional rules and techniques. In addition, students will discover how the elements of art and principles of design fit into the world of photography. Students will also become proficient with Adobe Lightroom Classic, and create their own online gallery. The course will build understanding through photography projects and exercises in critiquing photos. Students learn to develop their creativity through photo making, while creating a beginning body of work. Students will show several pieces and submit to local shows and competitions. Outside or class or “home day” work is expected and a necessary component of this course. There is a materials fee for this class of \$25.

## **Photography II (Intermediate)**

Prerequisite: Min B in Photography

Credits: 10 (A-G approved Elective “G”)

Platform: Schoology

Format: Yearlong (36 weeks)

Photography 2 is an intermediate high school VAPA course (A-G elective). This intermediate visual arts course further explores the camera, proper photo making skills, and composition. The course also touches on the history of photography and influential photographers and their impact on our society. Students will explore various photographic genres, gain a clear understanding of the qualities and characteristics of light, and develop beginning studio lighting techniques. A fall and spring semester field trip allows students to develop skills in the field and try new methods. Students will show several pieces and submit to local shows and competitions. Outside or class or “home day” work is expected and a necessary component of this course. There is a materials fee for this class of \$25.

## **Yearbook Design**

Prerequisite: None

Credits: 10 (A-G approved VAPA)

Platform: Schoology

Format: Yearlong (36 weeks)

Students gain marketable experience in print media publishing. This course solely works toward the completion and selling of a finished yearbook. Yearbook class is different from every course taught at this school in that it is a real business maintaining an account that must balance-out at the end of term. In class, students compose, construct, and edit all elements of computerized text layout, graphic art, and digital photography. Students work on clerical operations, make announcements, maintain signs, conduct student polls, take photos, and write articles. The course in turn covers many of the content standards and objectives encountered in English courses, as does it also for objectives of art, business, and computer technology courses. Because Yearbook is a



monetary business, students must cooperatively work with others. Out of class and after school, students will shoot digital photos, sell and design advertising, and distribute yearbook order forms. Students are responsible for the proper care and handling of digital cameras. Pairs or groups of students should expect to spend some of their time before and after school working on computerized yearbook pages. This course also examines legal and ethical issues of media law and copyright.

## **Culinary Arts I**

Credits: 10 (A-G approved Elective)

Platform: Schoology

Format: Year-long (36 weeks)

Prerequisite: No prior cooking experience required

Materials Fee: \$25

Culinary Arts 1 is an introductory course designed for students who are interested in understanding the principles of food and nutrition, maintaining a healthy life, and food preparation and planning. The goal of this class is to help students become more capable, confident, curious, creative, knowledgeable, and efficient in the kitchen. Maintaining a safe kitchen environment is an integral part of our class. If you have not taken Culinary at CAH, you will choose Culinary 1 (or our non-AG course 'Basic Cooking Skills') for your first year.

**During Class:** This course will include in-class cooking, nutrition and other food related research projects and presentations. Students will experience new ingredients, equipment, cooking skills and techniques that can improve their kitchen experience at home or as a work opportunity.

**At Home:** A weekly, recurring cooking at home assignment, includes creating a Culinary Portfolio. Parent support and guidance will be needed for recipe choices, grocery shopping, and guidance while in the home kitchen.

·Some food allergies can be accommodated. Please inquire before registering.

**Topics covered will include:** Culinary vocabulary; Kitchen safety and sanitation; Nutrition and Food Choices; Reading, understanding, and following directions in a recipe; Leadership and teamwork; Menu planning and food cost; Career awareness, and employability skills; Visual Portfolio of semester's work.

## **Culinary Arts II**

Credits: 10 (A-G approved VAPA)

Platform: Schoology

Format: Year-long (36 weeks)

Prerequisite: C (or higher) in Culinary 1 and Instructor approval

Materials Fee: \$25

Culinary Arts 2 is designed for students who have already taken CAH Culinary 1 and are interested in continuing to expand their culinary knowledge. The goal of this class is to continue the growth of students to become more capable, confident, curious, creative, knowledgeable, and efficient in the kitchen. Maintaining a safe kitchen environment is an integral part of our class.

**During Class:** This course will include in-class cooking, nutrition and other food related research projects



and presentations. Students will experience new ingredients, equipment, cooking skills and techniques that can improve their kitchen experience at home or as a work opportunity.

**At Home:** A weekly, recurring cooking at home assignment, includes creating a Culinary Portfolio. Parent support and guidance will be needed for recipe choices, grocery shopping, and guidance while in the home kitchen.

·Some food allergies can be accommodated. Please inquire before registering.

Topics covered will include: Culinary vocabulary; Nutrition and Food Choices; Food safety and sanitation; Knives and other kitchen equipment; Leadership and teamwork; Food service and customer service; Event planning; Menu planning and food cost; Career awareness, and employability skills; Visual Portfolio of semester's work.

## **Culinary Arts III**

Credits: 10 (A-G approved VAPA)

Platform: Schoology

Format: Year-long (36 weeks)

Prerequisite: C (or higher) in Culinary I & II, and Instructor approval

Materials Fee: \$25

Culinary Arts 3 is designed for students who have grown in their culinary skills and knowledge and would like to explore food as Art. We will delve deeper and explore food styling, food photography, recipe creation, plate presentation and culinary careers. The goal of this class is to help students to become more capable, confident, curious, creative, knowledgeable, and efficient in the kitchen. Maintaining a safe kitchen environment is an integral part of our class.

**During Class:** This course will be meeting at the same time as Culinary 2. Culinary 3 students will be providing support with Culinary 2 students, and will work more independently on advanced projects. This course will include in-class cooking, nutrition and other food related research projects and presentations.

·**At Home:** A weekly, recurring cooking at home assignment, includes creating a Culinary Portfolio of what they cooked at home. The Culinary 3 portfolio will focus on Food photography and stylist work. Parent support and guidance will be needed for recipe choices, grocery shopping, and guidance while in the home kitchen.

·Some food allergies can be accommodated. Please inquire before registering.

Topics covered will include: Culinary vocabulary; Food as Art; Food production and presentation; Event planning; Recipe creation; Leadership and teamwork; Food service and customer service; Menu planning and food cost; Career awareness, and employability skills; Visual Portfolio of semester's work.

## **Electives**

### **AP Psych**

Prerequisite: B or Better in English 10 or English 11 AND teacher approval

Credits: 10 (A-G approved Elective)

Platform: Schoology

Description:

AP Psychology will be an intense and fascinating course designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings. This will be equivalent to a college level, introductory General Psychology course, where students master the content to pass the College Board Exam and earn College credit for Introductory Psychology. . Students will learn psychological facts, principles and phenomena within the various fields of Psychology. They will also think critically about the world of Psychology and their relationship to it. Students will learn about Psychologists, their experiments and theories, over the past century. Students will be exposed to different theories of Psychologists such as Psychoanalytic, Behavioral, Cognitive, Humanistic, Biological, and will explore socio-cultural perspectives. In studying how Psychologists analyze, they will understand the scope and sequence of Psychological research, understanding and performing ethical research. As students work through the 14 major units in their texts, students will be engaged in discussion surrounding intriguing psychological findings. Since there are a large number of terms that students need to be familiar with, quizzes and tests will come fairly often, but there will be plenty of preparation offered before these tests take place.

### **Intro to Sociology**

Prerequisite: B or Better in English 10

Credits: 10 (A-G approved Elective)

Platform: Schoology

Description:

Sociology is the systematic and scientific study of social behavior, groups and society. Intro to Sociology is a course that aims to introduce you to the field of sociology and to develop your sociological imagination and analytical abilities. To do this, we will explore many different sociological topics, perspectives, concepts and analytical tools and apply them to the contemporary world. Sociology is about people and the patterns amongst us – what we do, say, and believe, and what impact this has on our world. This is an entry level course for any and all students who are interested in human behavior and societal interaction.

### **Associated Student Body (ASB) – Student Leadership**

Prerequisite: Application, interview, and offer of acceptance

Credits: 10 (A-G approved Elective)

Platform: Schoology

Format: Yearlong (36 weeks)

This course is designed to provide emerging and existing leaders the opportunity to explore the concept of leadership and to develop and improve their leadership skills. Leadership functions as a class wherein the instruction will consist of: Introduction to and Development of Leadership Skills, Team Building, and Improvement of Writing, Speaking, Social, and Organizational Skills. Also, this class will be responsible for the planning and execution of the majority of the school's functions and activities.

### **Basic Cooking Skills**

Credits: 10 (Non A-G)

Platform: Schoology

Format: Year-long (36 weeks)

Prerequisite: No prior cooking experience needed  
Materials fee: \$25

This course is designed to provide students with the competencies needed to become proficient in planning, preparing, and serving nutritious meals, while exploring new skills and tastes. This course will include in-class cooking, nutrition and other food related research projects and presentations.

The goal of this class is to help students to become more capable, confident, curious, creative, knowledgeable, and efficient in the kitchen. Maintaining a safe kitchen environment is an integral part of our class.

**During Class:** This course will include in-class cooking, nutrition and other food related research projects and presentations. Students will experience new ingredients, equipment, cooking skills and techniques that can improve their kitchen experience at home or as a work opportunity.

**At Home:** A weekly, recurring cooking at home assignment, includes creating a Culinary Portfolio of what they cooked at home. Parent support and guidance will be needed for recipe choices, grocery shopping, and guidance while in the home kitchen.

·Some food allergies can be accommodated. Please inquire before registering.

**Topics covered will include:** Culinary vocabulary; Nutrition and Food Choices; Food safety and sanitation; Knives and other kitchen equipment; Reading, understanding, and following directions in a recipe; Career awareness, and employability skills.

## **Health & Fitness (includes weight training)**

Credits: 5 or 10 (Non A-G)

Platform: Schoology

Format: 1 semester or Year long

Health and Fitness is an elective workout class designed to give students a basic understanding of the human body and all of its functional systems. Students will understand how to make healthy and informed dietary decisions while also learning safety and competence in any gym or weight room environment. Students will practice a broad and general assortment of all key functional movements or “universal motor recruitment patterns”. These include aspects of strength, balance, coordination, flexibility, mobility, sport, gymnastics, and metabolic conditioning. Students will participate in both a classroom and weight room setting as they will be regularly putting their knowledge into practice. Students will use inquiry based learning to determine the muscle groups required and affected in varying workout modalities. At semester’s end, students will understand basic exercise and nutrition principles involved in achieving optimal energy levels, longevity and disease prevention.

## **Health and Fitness 2**

Credits: 5 or 10 (non-A-G)

Learning Platform: Schoology

Prerequisite: Health & Fitness 1 (C or higher)

Course: 1 Semester or Year Long

Health and Fitness 2 provides students with the opportunity to improve on the foundational knowledge and skills they developed in Health & Fitness 1. Students will continue to learn about healthy habits and skills that promote lifelong physical fitness and mental well-being; stress relief, self-care, strength-building,

customizing workouts, and boosting overall health. Beyond weekly weight training sessions, students are exposed to a range of training modalities that emphasize the mind-body connection with disciplines like yoga, breathwork, and attention training. Health and Fitness 2 helps students grow beyond their physical and personal barriers in fun and fresh ways, in a positive and inspiring environment.

### **Optimal Performance Course (Health & Fitness FB-5th period)**

Credits: 10 (non-A-G)

Learning Platform: Schoology

Prerequisite: Participation on the CAH Football team

Course: Yearlong

Optimal Performance (Health and Fitness -FB) is an in-depth functional training program specifically designed for students participating on the CAH Football Team to continue to improve strength, speed, flexibility/mobility, agility, and overall health and well-being. CAH Athletics takes a holistic approach to developing our student-athletes, aiming to develop the whole person - physically, socially, and emotionally. This course teaches proper movement patterns and exercise techniques, proper rest and sleep habits, stress management and mindfulness, nutrition and hydration, time management, leadership skills, and character development. The goal of this course is to ensure our student-athletes have the best opportunity to reach their maximum potential in the classroom and on the field of play. Teacher recommendation is required for this class.

### **Sports Medicine**

Credits: 10 (Non A-G)

Platform: Schoology

Format: Yearlong

This course provides high school students with a general overview of athletic training, sports medicine and its history. It includes introductory information about the AT's scope of practice: injury prevention, treatment, rehabilitation, emergency injury management and administrative functions. This course is intended to help students gain an understanding of sports medicine, various associated disciplines and the role they play in the physically active community. Students enrolled in this class will not provide patient care.

### **Adulting Life Skills**

Credits: 10 (Non A-G)

Platform: Schoology

Format: Yearlong (36 week) course

Materials Fee: \$35

Adulting Life Skills is designed to increase student knowledge and understanding more about themselves and their path in everyday living. The course is focused on relevant activities and thought provoking exercises to develop positive tools to improve your self-esteem, build relationships, resist peer pressure, achieve goals, get along better with friends/family. This class will help each student individually explore what they want to do and find different paths to make it a reality. They will do this through fun vision boarding, resume writing, job interviewing, goal setting, decision making, problem solving, trying new things, communication, healthy lifestyles, nutrition, personal safety, citizenship and consumerism. There will be hands-on lessons through the Junior Achievement Program of San Diego, along with banking, budgeting, saving, credit cards, basic taxes, grants vs. loan

understanding and more. This class focuses on the whole student's mental and physical balance in life in a fun way.

### **Mock Trial / Speech & Debate**

Credits: 10 (A-G approved elective)

Platform: Schoology

Format: Yearlong (36 weeks)

Mock Trial teaches students to 'think like a lawyer' while also exposing them to the wide range of law-related careers. Students will read and analyze a specific court case, perform mock trials, take direction from actual attorneys from our community, and try a case before judges and attorneys. To prepare for trial, students will work to make regular speeches and oral arguments in front of classmates. Students will learn criminal law, legal process, rights and responsibilities and the justice process.

### **Creative Writing**

Credits: 10 (Non A-G)

Platform: Schoology

Format: Year long (36 weeks)

Creative Writing is an elective course that will be focused around studying and deeply diving into a wide range of creative writing styles and formats, including: narrative short fiction stories, creative non-fiction stories, poems, plays, and screenplays. Students will then apply what they have learned into their own writing by engaging in the writing cycle of drafting, revising, sharing, and publishing, while working towards building a portfolio of their own original works. This course will ask students to stretch their imagination and take risks in their writing like never before. By experimenting with the various creative writing forms and styles, students will find their unique voice and artistic expression through the creative use of language.

### **Sailing**

Credits: 2.5 (Non A-G)

Platform: Schoology

Format: 8 week course

This is a Pass/Fail course. Students will have written assignments and a final along with on water sailing. Students must commit to meeting ALL 8 weeks and completing assignments and final in order to PASS this course.

### **Guided Studies**

Credits: 10 (Non A-G)

Platform: Schoology

Format: Yearlong (36 week) course

Guided Studies is an elective where students work on study skills, note-taking, goal setting, and organizational practices to help set them up for success in High School.

## **Teachers Aide I, II**

Prerequisite: Application

Credits: 10 (Non A-G)

Platform: Schoology

Format: Yearlong (36 weeks)

This Pass/Fail elective class is designed to help students learn practical skills while assisting a teacher during their free period. Students are required to be up-to-date on all course work, complete application, fill out work samples and weekly attendance signed by the supervising teacher.

## **Work Experience/Internship**

Prerequisite: Work Permit & working at least 10 hours per week

Credits: 10 (Non A-G)

Platform: Schoology

Format: Yearlong (36 weeks)

This Pass/Fail class is designed to give high school students credit for having a job and working at least 10 hours each week while attending school. Students will learn workplace skills, characteristics of good employees, business budgeting, career development, and personal traits that make job applicants attractive to hiring managers. Students should meet with the instructor once each week.

## **Physical Education (I, II & Elective)**

Credits: 10 (Non A-G)

Platform: Schoology / Pathways Logs

Format: Yearlong (36 weeks)

These Independent Study courses introduce concepts for personal development in health-related fitness and physical skills; these include cardiovascular exercise, body composition, strength, endurance, and flexibility, which will be the basis for the two-year physical education program. Students will develop physical and health-related fitness skills through participation in individual and field activities. All students need two years of PE for graduation requirements.