



Coastal Academy High School 2018-2019 Handbook

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Welcome from our Executive Director



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 Executive Director. 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 and includes Mark Reardon, Patty Huerta, Paul Donovan and Mark Donar.

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" or my personal page to obtain information and updates on charter schools, school news, and school events. I look forward to sharing ideas and information with you.

Very Sincerely,

Cameron Curry
Executive Director

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CAH Events Calendar for 2018-2019

For Parent Volunteer info, visit
helpcounter.net/volunteer
 Questions about School Events?
 Email smitchell@classicalacademy.com

All Events take
 place at Coastal
 Academy High School,
 unless otherwise stated.

All dates are subject to
 change. Changes and
 added events will be updated on The
 Beacon and posted in Schoology.

	Mon	Tues	Wed	Thurs	Fri	Aug 16	Jumpstart Conference (8am-3pm) @ CCAE & CAHS
Aug	13	14	15	16	17	Aug 20 & 21	Gear Up 8/20 (8-12) / 8/21 (8-12)
	20	21	22	23	24	Aug 23 & 27	Student Success Days: 8:00-3:00
	27	28	29	30	31	Aug 24	Home Day
Sept	3	4	5	6	7	Sept 3	Labor Day – No School
	10	11	12	13	14	Oct 3	Picture Makeup Day
	17	18	19	20	21	Sept 13	Hot Lunch
	24	25	26	27	28	Sept 20	Spirit Day
Oct	1	2	3	4	5	Oct 4	Hot Lunch
	8	9	10	11	12	Oct 1-4	Spirit Week
	15	16	17	18	19	Oct 18 October 6	Hot Lunch Homecoming Dance
	22	23	24	25	26	9/28 & 10/1	Conference Days
Nov	29	30	31	1	2	Oct 31	Lunch Time Activity / Spirit Day
	5	6	7	8	9	Nov 9	Hot Lunch
	12	13	14	15	16	Nov 12 Nov 16	Veterans Day – No School Turkey Bowl
	19	20	21	22	23	Nov 19-23	Thanksgiving Break – No School
	26	27	28	29	30	Nov 30	Hot Lunch
Dec	3	4	5	6	7	Dec 3-19	Toys for Tots Drive
	10	11	12	13	14	Dec 4-19	Holiday Happenings
	17	18	19	20	21	Dec 14	Hot Lunch
	24	25	26	27	28	Dec 18-19	Semester 1 Finals
Jan	31	1	2	3	4	Dec 20–Jan 4	Christmas Break – No School
	7	8	9	10	11	Jan 21	MLK Jr. Day – No School
	14	15	16	17	18	Jan 18	Hot Lunch
	21	22	23	24	25	Feb 1	Hot Lunch & Soup-er Bowl Celebration
	28	29	30	31	1	Feb 2	Semi Formal Dance
Feb	4	5	6	7	8	Feb 15	Hot Lunch
	11	12	13	14	15	Feb 18	President's Day – No School
	18	19	20	21	22	Feb 22	Spirit Day / Feb 23 - Community Service
	25	26	27	28	1	Mar 8 /Mar 9	Hot Lunch / Super STEM Saturday @ CSUSM
Mar	4	5	6	7	8	Mar 15	Spirit Day - Literary Character
	11	12	13	14	15	Mar 22	Hot Lunch
	18	19	20	21	22	Apr 5	Hot Lunch
	25	26	27	28	29	Apr 12	Spirit Day
Apr	1	2	3	4	5	Apr 15-Apr 19	Spring Break - No School
	8	9	10	11	12	Apr 26	Hot Lunch
	15	16	17	18	19	Apr 27	Prom TBD
	22	23	24	25	26	May 6 – 10	Teacher Appreciation Week // May 10 - 9th grade PFT
May	29	30	1	2	3	May 14-15	CAASPP State Testing
	6	7	8	9	10	May 17	Hot Lunch // Art Show at Coastal K8

	13	14	15	16	17	May 27	Memorial Day- No School
	20	21	22	23	24	May 29	Year End Awards
	27	28	29	30	31	May 31	Hot Lunch & Year End School Wide Celebration
June	3	4	5	6	7	June 4 or 5	Grad Night TBD
						JUNE 8	Graduation (@Coastal Academy K-8)



CAH Academic Calendar for 2018-2019

All Classical Academy schools have the same school breaks and holidays during the 2018-2019 academic year.
All dates are subject to change.

School Hours: Tuesday-Friday 7:30 a.m. – 4:00 p.m.

	Mon	Tues	Wed	Thurs	Fri		
			1	2	3	Aug 16	Jumpstart Conference (8-3) @ CCAE & CAH
Aug	6	7	8	9	10	Aug 20-21	Gear Up 8/20 9th: (8-12)/ 10th-12th 8/21 (8-12)
	13	14	15	16	17	Aug 23 & 27	REQUIRED: Student Success Days (8 am-3 pm)
	20	21	22	23	24	Aug 23–Oct 26	QUARTER 1 (46 days) Aug 23-Oct 26
	27	28	29	30	31	Aug 24	1st Home Day
Sept	3	4	5	6	7	Sept 3	Labor Day – No School
	10	11	12	13	14	Sept 7	Last day to drop/add classes
	17	18	19	20	21	Sept 19	Junior / Senior College Planning Night (4 pm-5 pm)
	24	25	26	27	28	9/24-10/1	ALL STUDENT HOME DAYS
Oct	1	2	3	4	5	9/28 & 10/1	1st Conference ALL students @ Coastal K-8
	8	9	10	11	12	Oct 10	PSAT –10 th /11 th (7:45am-11:45am) (sign up required)
	15	16	17	18	19		
	22	23	24	25	26	Oct 26	LP 1 Logs Due*
Nov	29	30	31	1	2	Oct 29 – Jan 19	QUARTER 2 (42 days) Oct 29-Jan 19
	5	6	7	8	9	Nov 12	Veterans Day – No School
	12	13	14	15	16	Nov 16	LP2 Logs Due
	19	20	21	22	23	Nov 19-23	Thanksgiving Break – No School
	26	27	28	29	30		
Dec	3	4	5	6	7	Dec 6 - 7	Online Student Conferences/ 4-day classes in session
	10	11	12	13	14		
	17	18	19	20	21	Dec 18-19	Finals (modified schedule)
	24	25	26	27	28	Dec 20 – Jan 4	Christmas Break – No School
Jan	31	1	2	3	4		
	7	8	9	10	11	Jan 7-18	Expeditions
	14	15	16	17	18	Jan 17-18	ALL Student Conferences & Logs Due* (Study Hall Closed)
	21	22	23	24	25	Jan 21 – Mar 22	QUARTER 3 (43 days) Jan 22-Mar 22
	28	29	30	31	1	Jan 21	MLK Day- No School
Feb	4	5	6	7	8	Feb 1	Last Day to drop/add classes
	11	12	13	14	15	Feb 7-8	Online Student Conferences/ 4-day classes in session
	18	19	20	21	22	Feb 18	President's Day – No School
	25	26	27	28	1	TBD	Online Course Selection for 2019-20 TBD
Mar	4	5	6	7	8	Mar 9	Super Stem Saturday TBD
	11	12	13	14	15		
	18	19	20	21	22	Mar 21-22	ALL Student Conferences & Logs Due* (Study Hall Closed)
	25	26	27	28	29	Mar 25 - June 7	QUARTER 4 (49 days) Mar 25-June 7
Apr	1	2	3	4	5		
	8	9	10	11	12	Apr 15-19	Spring Break - No School
	15	16	17	18	19	Apr 25-26	Online Student Conferences/ 4-day classes in session
	22	23	24	25	26	May 7-9	AP Testing

May	29	30	1	2	3	May 10	9th Grade PFT Assessment
	6	7	8	9	10	May 14-15	CAASPP State Testing
	13	14	15	16	17	May 23-24	Spring Finals (modified scheduled)
	20	21	22	23	24	May 27	Memorial Day-No School
	27	28	29	30	31	May 28-June 7	Expeditions
June	3	4	5	6	7	June 6-7	ALL Student Conferences, Logs Due* & Last Day Q4
						June 8	Graduation

*On the last day of each quarter, all PE & Reading Logs are due. If a student has not submitted their printed logs to their mentor teacher by the last day of the quarter, the parent or student must bring them to school on that last day of the quarter. This is part of the IS Agreement that parents and students sign at Gear Up Day each year and is a vital part of our accountability to the state of California for continued funding.



COASTAL ACADEMY HIGH SCHOOL

STINGRAYS

2018-2019 Daily Bell Schedule

Tuesday- Thursday

Period	Start Time	End Time
Period 1	8:00 am	8:55 am
Passing Period	8:55 am	9:00 am
Period 2	9:00 am	9:55 am
Passing Period	9:55 am	10:00 am
Period 3	10:00 am	10:55 am
Passing Period	10:55 am	11:00 am
Lunch 1 (9th/12th)/ Mentor Advisory (10th/11th)	11:00 am	11:30 am
Lunch 2 (10th/11th)/ Mentor Advisory (9th/12th)	11:30 am	12:00 pm
Passing Period	12:00 pm	12:05 pm
Period 4	12:05 pm	1:00 pm
Passing Period	1:00 pm	1:05 pm
Period 5	1:05 pm	2:00 pm
Passing Period	2:00 pm	2:05 pm
Period 6	2:05 pm	3:00 pm
Dismissal	3:00 pm	

Note: You may drop off your student as early as 7:30am and we have after school academic supports until 4 pm.

Monday

Period	Start Time	End Time
Period 1	8:00 am	8:40 am
Passing Period	8:40 am	8:45 am
Period 2	8:45 am	9:25 am
Passing Period	9:25 am	9:30 am
Period 3	9:30 am	10:10 am
Passing Period	10:10 am	10:15 am
Period 4	10:15 am	10:55 am
Passing Period	10:55 am	11:00 am
Period 5	11:00 am	11:40 am
Passing Period <i>(lunch 2)</i>	11:40 am	11:45 am
Lunch 1	11:40 am	12:10 pm
Period 6 <i>(for lunch 2 students)</i>	11:45 am	12:25 pm
Lunch 2	12:25 am	12:55 pm
Period 6 <i>(for lunch 1 students)</i>	12:10 pm	12:55 pm
Passing Period	12:55 pm	1:00 pm
Self Directed Learning <i>(in Mentor Advisory)</i>	1:00 pm	3:00 pm

Notes on this schedule:

- Friday is a home day for all students and designated SLD and mentor check-in time.
- 1:1 Mentor Check-Ins occur during the designated time for SLD & Student Advisory.
- During “Mentor Advisory”, each mentor participates in structured community-building activities with his/her community of mentees. Student can take content assessments and participate in other activities focused on the Habits of Success. Mentor Advisory is required for all 4 day students.

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 Summit Learning'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.

Because these skills are truly interdisciplinary and also continue to develop over time, Coastal Academy High School defines and assesses cognitive skills based on one common rubric across all grade levels and subject areas. We use this common tool, which we developed with top researchers at Stanford University and elsewhere, so that students can see the connections between their classes and track their growth in these skills across all years at Coastal Academy High .

For more information about cognitive skills, refer to the “[Project Time](#)” section, in which the student classroom experience is described in more detail, and the “[Grading Policy](#)” section, in which assessment and grading are described in more detail.

Content Knowledge

Content knowledge is the set of facts and information that is fundamental to understanding the world around us. Students learn content in different ways and at different speeds. At CAH, students have access to a wide variety of resources to help them learn relevant content. Teachers curate these resources and organize them into online playlists that introduce each topic and link to videos, slideshows, websites, readings, and practice worksheets. Students engage with these resources and choose the best ones to help them learn both at school and at home.

Content is assessed through online, on-demand, multiple-choice content assessments. When a student believes s/he has mastered a topic, s/he can request to take a content assessment as long as s/he is in an appropriate testing environment. The assessment is graded instantly by the computer. Students decide which content they study, whether to try again if they haven’t passed it, and whether to attempt different content assessments.

For more information about content, read the “[Self Directed Learning](#)” section to understand what this looks like in a Summit classroom and “[Grading Policy](#)” section to understand how these assessments count towards a grade.

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 studying 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 daily 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. This course allows students to engage in reflections, discussions, and activities facilitated by the Mentor Teacher, who helps them build their habits.

Given the personal nature of a student’s habits, Habits of Success are assessed by the students themselves and their mentor, who supports students in reaching their goals and building Habits of Success. Throughout the year, students will take self-assessment surveys on their emotional intelligence, as well as as their mindsets and feelings at various stages of their learning process. Mentors, teachers, families, and peers will also provide feedback. Students and mentors meet 1:1 each week, and the student’s mentor will use the student assessments to inform how to best coach the student on building the mindsets, study skills, and emotional intelligence needed

to meet that student's goals.

The Personalized Learning Plan (PLP)

The Personalized Learning Plan (PLP) is a dynamic online dashboard for students to set goals, track their progress, and direct their own learning by accessing the resources that make up our curriculum. It is the platform used at Coastal Academy High School every day by students, teachers and families.

In addition to being a tool for students to direct their own learning, the PLP is the primary way we communicate a student's academic progress with their family. When a parent logs in to the PLP using their own account, they see the same information that students, mentors, and teachers see. Parents can view detailed information about their child's projects and content assessments as well as up-to-date information about their overall grades.

For more information about how parents can use the PLP to support their student's academic success, see the section titled "[Parent Partnership](#)." For more information about grades, see the section titled "[Grading Policy](#)."

Academic Program Options 2018-19

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. Extracurricular activities such as field trips, clubs, music, robotics, and more are available. In both of our programs, all coursework must meet or exceed the Common Core & California State Standards. 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 Cohort Teacher and/or Academic Coach every 5-6 weeks to review and assess student progress towards learning objectives. Students and parents will conference with the Cohort Teacher a minimum of 8 times per year - at the start of the school year and at the end of every quarter.

4 days on campus

The 4 day Program is designed to serve students who would like to attend class 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.

Full Online

As space allows, students may mix and match which classes they prefer to take on campus and which they'd like to take fully online. A rigorous, engaging environment will be maintained in the classroom via intentional student collaboration time, projects/labs and student mentorship. Online students will utilize the same curriculum as classroom-based students, however will have increased flexibility to complete their schoolwork at home.

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. All students will have direct access to subject-area credentialed teachers in the Personalized Learning Time (PLT) Café [Tuesday-Friday](#).

Dual Enrollment at Coastal Academy High School & a Community College

Dual enrollment 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 dual 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**. Students can take up to 2 dual enrollment classes per term. Before enrolling in a college course, students must receive prior written permission from the Coastal Academy High School administration to ensure that the courses to be taken at the college align with the graduation requirements of Coastal Academy High School. The majority of the community college courses taken for high school credit will be weighted on a 4.0 scale. See your Academic Coach for more details.

How to Enroll In Coastal Academy High School

1. Attend a New Family informational meeting. You will then be emailed a link to complete the registration application online in School Pathways. This creates your Household (student and parent portal).
2. After completion of the online application, you will be directed to bring in additional paperwork to the school office to complete enrollment.
3. You will then be called to schedule a meeting with an administrator or Academic Coach to review transcripts and determine course schedules.
4. Prior to August 24th, students and parents attend Gear Up, to pick up schedules, meet your cohort teacher, sign Independent Study Agreements and other required documents, pay for yearbooks and other school merchandise and take an ID picture. Parents will be given training on technology and parent logins. Gear Up for the '17-'18 school year is on August 21 (10-4) or 22nd (8-12).

Student Success Days

As a prerequisite to beginning courses, students will need to attend Student Success Days. This valuable training provides information regarding who to go to for information, introduction to teachers, their procedures and how to communicate with them, an overview of the schedule, an overview of our various learning platforms, an overview of all other technology, and how to complete samples and the conference process. Upon successful completion, the students will be given their login information and can begin their coursework. . Absences from Student Success Days must be pre-approved by the Coastal Academy High School Principal.

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.

Independent Study Agreement

One of the forms each student, parent and cohort teacher signs at the beginning of the year is the Independent Study Agreement ("ISA"). This is a California State required document for any public charter school, that outlines the terms of enrollment.

There are three steps to follow to ensure students are following the ISA:

*Administration will be checking progress of students every Big Deadline to ensure they are completing 80% of work assigned per subject and are meeting all ISA requirements.

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

1. Teacher will monitor their courses and contact parent by email or phone.
2. **Accountability Plan-** At the Big Deadline, if a student isn't at 80% for work completion, has a D or an F or isn't meeting the ISA agreement, then parents will be sent an Accountability Plan. The Plan discusses teacher recommendations and necessary student behavior modifications. Parent, student and teacher sign this document and it is returned to the following conference.
3. **Accountability Alert-** If the student has not met the criteria specified in the Accountability Plan at the next Big Deadline, the Academic Coach will send parents an Accountability Alert to be signed and returned at the next conference.
4. **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.

The Coastal Academy High School Team

Coastal Academy High School has a high quality faculty collaborating to achieve our common mission and build the culture and community that defines our school. Please see the section titled "[Communication](#)" to learn about communicating with us.

Name	Role	Email / Phone No
Samantha Bartrom	Principal	sbartrom@classicalacademy.com
Colleen Wyrick	Academic Coach	cwyrick@classicalacademy.com
Olivia Lee	Registrar	olee@classicalacademy.com
Shonta Jones	Administrative Assistant	sjones@classicalacademy.com
Sarem Cortes	Receptionist	scortes@classicalacademy.com
Tiffany Wilmer	Guidance Technician	twilmer@classicalacademy.com
Nick Brandon	Campus Supervisor	nbrandon@classicalacademy.com
Sarah Soria	Campus Safety Associate	ssoria@classicalacademy.com

Jessica Novello	Counselor	jnovello@classicalacademy.com
Robin Tokin	Mentor, Math 1, Math 1+ & Math Essentials Teacher	rtokin@classicalacademy.com
Keila Elderts	12th Grade Mentor, Math II & Math III Teacher	kelderts@classicalacademy.com
Neveen Megally	10th Grade Mentor, Math 1 & A.P Statistics Teacher	nmegally@classicalacademy.com
Nathan Van Egmond	Online Math Tutor	nvanegmond@classicalacademy.com
Aaron Wertheimer	9th Grade Mentor, English 1 Teacher	awertheimer@classicalacademy.com
Stephanie Flood	10th Grade Mentor, English 1 & 2, Boys & Girls Cross Country Coach	sflood@classicalacademy.com
Christina Harrington	11th Grade Mentor, English 3 & 4 Teacher, Mock Trial	charrington@classicalacademy.com
Drew Boruch	Online Learning Mentor, Lead Online Teacher, Athletic Director	aboruch@classicalacademy.com
Brittany DeValk	10th Grade Mentor, World History Teacher, Sailing Supervising Teacher, Yearbook Teacher, Boys & Girls Swimming Coach	bdevalk@classicalacademy.com
David Ross	11th Grade Mentor, U.S History & Government/ Economics Teacher, Boys Soccer Coach	dross@classicalacademy.com
Alexandra Pop	9th Grade Mentor, Biology & Forensic Science Teacher, LINK Crew Advisor	apop@classicalacademy.com
Christine Arrabit	10th Grade Mentor, Biology and Chemistry Teacher	carrabit@classicalacademy.com
Brandon Perry	11th Grade Mentor, Spanish Teacher	bperry@classicalacademy.com
Chante Amos	9th Grade Mentor, American Sign Language & Guided Studies Teacher, Cheer Coach	camos@classicalacademy.com
Karyn Imel	9th Grade Mentor, Guitar, Musical Theatre, Adulting & Guided Studies Teacher	kimel@classicalacademy.com

Shannon Mitchell	12th Grade Mentor, ASB & Art Teacher, Testing & Data Coordinator	smitchell@classicalacademy.com
Vanessa Olson	9th Grade Mentor, Art Teacher	volson@Classicalacademy.com
Ashley Tarr	10th Grade Mentor, Culinary Arts Teacher	atarr@classicalacademy.com
Lynette James	Independent Study Teacher	ljames@classicalacademy.com

CAH Special Education Team

Name	Role	Email / Phone No
Dana Lenahan	Program Specialist	dlenahan@classicalacademy.com
Kathy Mercado	Specialized Academic Instructor	kmercado@classicalacademy.com
Kelsey White	Specialized Academic Instructor	kwhite@classicalacademy.com
Dondra Mandak	Specialized Academic Instructor	dmandak@classicalacademy.com
Mike Aceves	Specialized Academic Instructor	maceves@classicalacademy.com
Francine Lehmann	School Psychologist	flehmann@classicalacademy.com
Tricia Minty	Speech & Language Therapist	tminty@classicalacademy.com
Trina Woldt	Occupational Therapist	twoldt@classicalacademy.com
Melissa Hilbig	Transition Specialist	mhilbig@classicalacademy.com
Veronica Jimenez	Instructional Aide	vjimenez@classicalacademy.com

Roles and Responsibilities

As a team, the Coastal Academy High School faculty collaborates to build school culture and the supports 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.

Receptionist:

The Receptionist greets students, families, and other campus visitors at the front desk and creates a warm, welcoming, and organized environment. In addition to answering phones and emails and responding to inquiries, the Receptionist is also responsible for sending and receiving mail, distributing school supplies, and providing exceptional customer service.

Administrative Assistant:

The Administrative Assistant provides exceptional customer service to CAH community members while working to support the administration team. In addition to providing office support as necessary, the Administrative Assistant also oversees the parent volunteer program, *The Beacon* Monday newsletter and assists with accepting payments.

Academic Coach: The Academic Coach (AC) will be assigned to each student prior to the beginning of the school year. The Academic Coach will act as the liaison between the family and the school. The AC is your student's coach, mentor, and guide. The AC can help you: assist with graduation planning, administer assessment tests, complete course enrollment forms, and more. The AC is there for help and support.

Mentor Teacher

Each student is assigned a cohort teacher. Mentor teachers conference with students once per quarter or twice per quarter for fully online students. In addition, to collecting PE and Reading logs, mentor teachers will review progress, provide announcements and updates, check interactive notebooks and guide students to meet with Academic Coach as needed.

Course Teacher:

Project Teachers teach students during project time. They develop unit plans and lessons to support students in completing projects and building cognitive skills. During project time, they ensure that all students are engaged as productive members of the class. Project Teachers are also responsible for giving students feedback on their work before a project is due and after the final product is submitted. They report grades on each cognitive skill. During instruction, Project 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. Project Teachers use their knowledge of each student, of the projects they are teaching, and of the content and skills embedded in the projects to choose the right strategy for all students. Course teachers will create an Accountability Plan if a student consistently fails to meet the 80% mastery requirement.

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 weekly basis, typically on Mondays or Fridays. 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 each other and motivates each other to be their best.

Math Tutor:

The Tutor has two primary roles. First, Mr. Van provides academic support during Self Directed Learning (SDL) and supports students in developing important academic habits and mindsets, while also providing support for students in developing study skills and content knowledge. Secondly, the Math Tutor directly supports students in fully online math by providing daily math support (as needed). Fully online math students are required to meet with the Math Tutor a minimum of twice weekly for support. Tutors also work with small groups of students before and/or after school to support students' academic success.

Positive Behavior Intervention & Support Plan

Coastal Academy High School is dedicated to being a place of mutual respect. It is an expectation that all members of the Coastal Academy High School community -be they teachers, administrators, classified personnel, students, parents, or guests - will follow the Coastal Academy High School Stingray behavior expectations and will treat each other as they would wish to be treated themselves. It is expected that everyone on the Coastal Academy High School campus will conduct themselves in such a fashion that everyone will feel safe and free from harassment, both physical and emotional.

Coastal Academy High School implements Positive Behavior Interventions & Supports (PBIS) in our school. The main focus of PBIS is to provide a clear system for all expected behaviors at Coastal Academy High School. While many members of our school community have assumptions of what is expected behavior, we cannot assume that everyone's beliefs are similar. Through PBIS, we will work to create and maintain a productive, safe environment in which ALL school community members have clear expectations and understandings of their roles in the educational process. Teachers will have more specific expectations for their classes that they will share with their students at the beginning of the academic year.

Our School-wide Recognition and Acknowledgement system, known as ***Stingray Shoutouts***, benefits ALL students who follow our school-wide expectations. PBIS focuses on positive behavior. Students are taught and acknowledged for following the Coastal Academy High School Code of Conduct in all areas of the school.

COASTAL ACADEMY HIGH SCHOOL	
STINGRAYS	
I want to shout out:	

Student Name	
for	
<input type="checkbox"/>	being respectful
<input type="checkbox"/>	being responsible
<input type="checkbox"/>	being safe
Comments:	

Staff Signature	Date

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 the 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.**

Stingray Code of Conduct



BE RESPECTFUL
BE RESPONSIBLE
BE SAFE

Behavioral Expectations by Location

1. In the Study Hall

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

2. In the Classroom

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

3. Outside and in break areas

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

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, staff 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. Cyber-bullying is bullying behavior conducted through electronic text or images. Any form of bullying or cyber-bullying 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 faculty member 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.

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. When possible, warnings are issued to give students the opportunity to correct their behavior. In other cases, phone calls home, going home for the day or a meeting with the Principal is required immediately. Parent partners will be communicated with should the behavior infraction involve a significant consequence.

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/Expulsion 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, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall apply to pupils in any of grades 4 to 8, with the maximum consequence being suspension.
- l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 8, 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 8, inclusive and the maximum consequence is suspension.
- 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 8, 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 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/Expulsion 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.

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

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

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an

explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

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. Coastal Academy High School is not the place for "fashion statements". Although we encourage individual expression, students should be well groomed and neat, should wear clothes and shoes that fit properly, and should practice good hygiene. **Modesty and safety should be the guiding principles when selecting school attire.** We appreciate parent cooperation with the dress and hygiene of students. The following code applies to all students when on campus or at a Coastal Academy High School sponsored activity. No code or policy can be all-inclusive. There may be situations or styles that arise that are not addressed in this dress code but will be addressed on an individual basis in an appropriate and professional manner.

Unacceptable Attire: The following are not allowed:

- Suggestive or revealing clothing.
- Exposed midriffs- Tops must be long enough to be tucked in.
- Halters, backless or strapless tops/dresses, tube top, spaghetti strap, or shirts pulled down below the shoulder.
- Tank tops with less than a 2 finger width at the shoulder.
- Any cleavage, low cut blouses, or see-through clothing of any kind.
- Low cut pants that expose stomach or underwear when seated or standing.
- Clothing that is excessively tight, baggy, dirty, ragged, ripped or cut, see-through, skimpy, or sloppy. Pants must be worn at or just below the waist, with a belt if necessary.
- Exposed underwear or underwear worn as outerwear.
- Pajamas, except on specially designated days.
- Shorts with less than a 4" inseam.
- Skirts and dresses that do not come to the end of the fingertips when arms are extended
- Spiked belts, spiked collars, spiked cuffs, spiked earrings, spiked gauges, chains, or wallet chains of any length
- Visible body piercing or tattoos, except for earrings. (No hoop type piercings anywhere on the face. No spike plugs)
- Extreme hairstyles that distract from the learning environment (At the discretion of the Principal)
- Bare feet while at school or school-sponsored activities. Slippers or steel-toed shoes.
- Pictures, symbols, slogans, or words on clothing, school supplies, and/or hats related to the following: drugs, tobacco, alcohol, sex, violence, tagging, gang association, language demeaning to any person or group, or anything which potentially would incite students as to create a clear and present danger of substantial disruption of the orderly operation of the school.
- The school administration may disallow other types of clothing that may jeopardize a safe and orderly environment for the students and school personnel.

Dress Code Consequences

First Incident: Warning, email or phone call to parent, and student may be required to wear a T-Shirt or

Sweatpants to cover up the infraction for the remainder of the school day. (*return the borrowed clothes at the end of the day)
Second Incident: Student will be issued detention and will have to change clothes.
Third Incident: Student will be sent home for the day.

Dress Code-Administration Discretion

While Coastal Academy High School strives for consistency and objective enforcement, dress code compliance will be determined by the reasonable discretion of the administration within the confines of this policy. Students should be advised that our policy is meant to create reasonable guidelines that are easily followed and easily enforced. Coastal Academy High School is committed to creating and maintaining a safe school community and understands that clothing, if not appropriate, can result in behavior that is inconsistent with our learning community.

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 PLT Café 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.

The CAH School Way...

Within Coastal Academy High School, there are several key activities students will be participating in. Many of them are integral components to the Summit Learning Platform. It’s important students & parents are familiar with the below topics. Students will learn all about each topic during mandatory Student Success Days.

Project Time

WHAT	Project Time is when students engage in deep learning experiences in English, Math, Science, History, and Spanish. Project time challenges students to build and apply cognitive skills by participating in collaborative activities and completing projects. Courses that aren’t housed in the Summit Learning platform utilize the cognitive skill rubric and incorporate the same collaborative, deep learning experiences referenced above.
WHEN	Project Time happens during most classes.
WHO	A student has project time with a mix of other students who are mostly in their grade. Project Time classes have an average of 25 students. Project time is led by a course teacher.

WHY	Cognitive skills are one of the four elements of college readiness . Students develop these skills best when they have the time to engage in rich, authentic projects while collaborating with a diverse group of peers and receiving direct support, coaching, and feedback from a project time teacher.
HOW	<p>In addition to meeting our behavioral expectations, while in class, students are expected to do the following:</p> <ul style="list-style-type: none"> • During independent work, students attempt problems, learn difficult material, and build self-reliance skills that will be critical for student success in the future. In Project Time, students are expected to monitor their own progress, set a goal for what they will accomplish by the end of the period, and be able to explain if they are on track with their goals. • During group work, students work in heterogenous groups. In any field, context, or job, people are expected to be able to collaborate, mediate issues, and join together to achieve joint objectives. • During whole-group learning experiences, students find strategies to stay engaged and show their peer they are participating, which is an important part of being part of a community. Students listen attentively by: <ul style="list-style-type: none"> ○ sitting or standing facing the person speaking ○ making eye contact ○ speaking in turn ○ asking questions to probe or push the conversation ○ providing answers when necessary • When absent, students will visit the PLP before returning to school to stay informed of work and expectations within their classes. They will email classmates or their teacher if additional support is needed to understand specific coursework so that they can complete all activities to the highest of their capabilities.

Self Directed Learning (SDL)

WHAT	Self Directed Learning (SDL) is a time for students to work towards their own individual goals by following the self-directed learning cycle of setting goals, planning their process, learning new information, showing their learning and reflecting on the process. The primary purpose of SDL is for students to practice strategies that support this cycle. Students in SDL engage with online playlists, selecting and processing resources to help them learn the objectives of each focus area. When they are doing SDL in school, students use this time to request content assessments and demonstrate their content mastery in a testing environment supervised by a faculty member.
WHEN	Students have SDL every Monday and Friday. Students may have time in classes throughout the week as time allows or during Student Advisory. <i>If necessary, students are required to work at home after school hours so they keep up with the “big blue line” and their respective content assessments.</i>
WHO	Students work independently on SDL while at home on Mondays. Teachers and parent partners support students through regular goal setting, check ins & accountability.
WHY	Content knowledge is one of the four elements of college readiness. SDL is the opportunity for students to develop their content knowledge. Because the time is personalized, students are able to

	<p>accelerate or take more time and focus on learning the content that is most appropriate for them in a way that best fits their learning style.</p> <p>SDL also provides students with an authentic opportunity to practice self-directed learning and prepares them for success in a best-fit college and a future in which they design a personalized path toward their goals.</p>
HOW	<p>Students in SDL are expected to do each of the following:</p> <ul style="list-style-type: none"> • Students work toward the week-long goals they set with their mentor during their check-in. • Students use specific learning strategies and produce evidence of learning (notes, etc). • Students follow the appropriate procedure to request and take content assessments (CAs). <ul style="list-style-type: none"> → Students taking CAs are silent. → Students taking CAs do not communicate with anyone. → Students taking CAs do not use resources beyond what is allowed.

Mentor Advisory

WHAT	In Student Advisory, students engage in projects, discussions, and activities to develop their habits of success, build a positive school culture, and strengthen the Stingray community.
WHEN	Every 4 day student has Student Advisory once per day for 30 minutes, before or after lunch.
WHO	A student has Student Advisory with their mentor group. Student Advisory class is led by a Student Advisory Teacher.
WHY	<p>Habits of Success are one of the four elements of college readiness. Student Advisory is a consistent place for students to reflect on and practice their habits in a way that will ensure that they are consistently growing and becoming the strongest students than can be before they transition to college.</p> <p>We also believe that to create a culture where all students feel safe and are actively engaged, we must intentionally create experiences where students understand each other and learn to respect differences. Student Advisory is a time to strengthen those community bonds and build a culture in which every student feels welcomed and known.</p>
HOW	In Student Advisory students are expected to meet our behavioral expectations and individual teacher guidelines;

One-to-one Mentor Check-ins

WHAT	Every student has a regular, one-to-one check-in with his/her mentor. During this check-in, the mentor engages with the student by strengthening their relationship and coaching him/her through the self-directed learning cycle. The student reflects on the previous week, sets goals for the following week, discusses how these short-term goals align with his/her long-term goals, and makes a specific plan for how s/he will achieve the short-term goal.
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WHEN	One-to-one check-ins happen on Mondays, during Mentor Advisory and throughout the week. For the most part, each student will have 10 minutes with their mentor on this day. Each mentor will schedule the student's check-in over the course of the day as appropriate, and may adjust the frequency or duration of the check-in if needed.
WHO	The check-in is between the student and his/her mentor.
WHY	One of the most important values that we have at CAH is that every student has the chance to build and practice maintaining secure attachments with other students and teachers.
HOW	<p>In addition to being respectful, responsible and safe, students in mentor check-ins are expected to do each of the following:</p> <ul style="list-style-type: none"> • Students prepare for 1:1 check-ins by reflecting on their goals from the previous week and how their progress toward them. • Students and mentors create a meeting plan and common format for their check-ins. • Students communicate what successes and struggles they faced and articulate the support they need. • Students keep track of their action steps and goals from mentor conversations. • Students articulate anything standing in the way of their being their best selves.

Expeditions

WHAT	Expeditions describes the immersive, elective experiences Coastal Academy High students participate in. Expeditions courses allow students to explore their passions and discover ways in which they can apply knowledge, skills and habits of success to real-world problems.
WHEN	Expeditions courses happen each year in two intervals of two-weeks each. The School Calendar reflects when Expeditions takes place.
WHO	A student takes Expeditions courses with peers at their school who have chosen the same course. Expeditions classes are led by Expeditions teachers. <i>Students who have not completed assigned coursework by the start of Expeditions are required to finish incomplete work in lieu of participating in an Expedition.</i>
WHY	Real-life experiences are one of the four elements of college readiness . According to research done at Carnegie Mellon University , students who are connected to a personal passion graduate with clarity about the direction for their future. This clarity facilitates students making informed choices about their "best fit" colleges based on an understanding of the course of study for possible careers and lifelong interests. Students who have had these Expeditions experiences begin college with career goals in mind connected to their passion.
HOW	In Expeditions classes, students are expected to be respectful, responsible & safe.

Athletics and Extracurricular Activities

WHAT	Athletics and Extracurricular Activities are opportunities for students to pursue additional passions, engage in real-world experiences, and deepen relationships.
WHEN	Athletics and Extracurricular Activities happen before, during and after the typical school day. Each club and team has its own schedule, and these schedules are usually published at the beginning of the academic year or the beginning of the sport season.
WHO	Athletics and Extracurricular Activities are open to all students who are in good academic standing. At CAH, participation in Athletics and Extra-curricular Activities requires staying on track in all classes
WHY	We promote opportunities for students to deepen their community connections by engaging with their peers in various activities including clubs and athletic teams. At Coastal Academy High School we offer various clubs and athletic opportunities and a clear process for students to start clubs based on their interests if they do not already exist.
HOW	<ul style="list-style-type: none"> Students connect with other students and build relationships. <ul style="list-style-type: none"> → Student clubs have the opportunity to meet, are open to all students who are interested, and are purposeful and planned. Student sports have the opportunity to meet or practice. <ul style="list-style-type: none"> → Fields, space, etc. have been arranged prior to practice or meetings through the Athletics Director. → Students come prepared with the appropriate materials as explained by their coaches. → Students bring their own food to school if they need it before class begins. All students have all appropriate paperwork filled out, including medical documentation for athletics. All student expectations are in place at practice and on trips as they are during courses on campus.

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 communications. 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.

Learning Period (Quarterly) Mentor Conferences

All enrolled students will be assigned a mentor teacher. Students and parents are required to conference with their cohort teacher 4 times a year to check work samples and discuss progress. Conferences will be held on Thursday and Friday according to the schedule below. These conferences are between 20 and 25 minutes in length. *Please note, students participating in fully online courses are required to conference twice per quarter.*

Who Families Should Contact and How

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 7:30-4:00. 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).

If you have a question, concern, or feedback about...	You should contact...	By...
<ul style="list-style-type: none"> General inquiries Student attendance Parent communications 	Sarem Cortes, Receptionist	Call: 760-317-9147 Email: scortes@classicalacademy.com Visit school between the hours of 7:30am - 3:30pm
<ul style="list-style-type: none"> Volunteering and/or donations Parking permits Permission to walk off campus Textbook questions Request a meeting with the Principal 	Shonta Jones, Administrative Assistant	Call: 760-317-9147 Email: sjones@classicalacademy.com
<ul style="list-style-type: none"> Student enrollment Transcripts and registration Updating Parent / Guardian Contact Information Vaccination records 	Olivia Lee Registrar	Call: 760-317-9147 Email: olee@classicalacademy.com
<ul style="list-style-type: none"> Performance in academic classes Questions about PSAT/SAT Course selection Add/drop course inquiry College application process 	Colleen Wyrick Academic Coach	Calling 760-317-9147 Email: cwyrick@classicalacademy.com
<ul style="list-style-type: none"> Questions about course content 	Your student's course	Email. See the section above for

	teacher	email addresses.
<ul style="list-style-type: none"> Individual Education Plan (IEP) 	Your student's SAI teacher	Email. See the section above for email addresses.
<ul style="list-style-type: none"> 504 Accommodation Plan (existing or referral) Social emotional concerns Request for counseling/support 	School Counselor	Calling 760-317-9147, Email: jnovello@classicalacademy.com
<ul style="list-style-type: none"> What sports teams do we offer? Online registration (Rank One) questions Sports games and practices 	Drew Boruch, Athletic Director	Calling 760-317-9147 Email: aboruch@classicalacademy.com
<ul style="list-style-type: none"> Homecoming, Prom, school dance questions Spirit event inquiries MAP or CAASSP testing questions Schoology Platform questions 	Shannon Mitchell, ASB Teacher & Testing/Data Coordinator	Calling 760-317-9147 Email: smitchell@classicalacademy.com
<ul style="list-style-type: none"> Overall student or parent experience School culture and community Academic model Disciplinary situations Feedback specific to faculty members 	Samantha Bartrom, Principal	Calling 760-317-9144 Email: sbartrom@classicalacademy.com

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"> Classroom announcements & teacher messaging CAH Student Support Page College & career support 	All students and guardians will receive a parent login at the beginning of the year.
Pathways	<ul style="list-style-type: none"> Access Reading Log & P.E Log Parents receives Master Agreement to sign electronically in August 	All guardians will receive a parent login at the beginning of the year.
Summit Learning Parent PLP	<ul style="list-style-type: none"> Student courses and course materials Student grades & progress Student goals and tasks 	All guardians will receive a parent login at the beginning of the year.

	<ul style="list-style-type: none"> • Student reflection 	
<i>The Beacon: Our Monday E-Newsletter</i> (parent/student communication)	<ul style="list-style-type: none"> • School events & activities • Updates on student schedule and school experience • School, student, faculty, and parent news and celebrations • Student, faculty, and parent spotlights • Parent volunteering & donations • Parent resources 	<p>All guardian email addresses are automatically subscribed and receive this newsletter at least every other week.</p> <p><i>If you or your student are not receiving these weekly e-mails, please contact the office. Please notify us if your e-mail changes. You can also find the weekly Beacon posted in Schoology.</i></p>
All school emails	<ul style="list-style-type: none"> • Important news & celebrations • Education on the Summit academic model and student experience • Tips and resources for parents and students 	All guardian email addresses are automatically subscribed.
Daily automated phone calls (and text messages), if applicable	<ul style="list-style-type: none"> • Unexcused absences and/or tardies 	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 PLP and Supporting Academic Success at Home

To help parents support their child's academic success and college readiness at home, we equip them with knowledge about their child's academic courses and progress through the Parent PLP. The Parent PLP provides the same view as the student PLP, allowing parents real-time access to what their child is working on at school and how they are performing. With this information, we expect parents will help hold students accountable, help them reflect on their successes and challenges, and reinforce self-directed learning skills.

To help hold students accountable to their goals, parents monitor:

- Whether their child is completing Projects on time.
- Whether their child's Cognitive Skill performance is on-track.
- Whether their child's pace of passing Content Assessments is on track.

If a student would like to improve his/her grade, parents can:

- Encourage the student to complete Additional Focus Areas which are focus areas that can increase a student's grade.
- Look at the student's Cognitive Skill Average for the course in the Grades tab in the PLP. Encourage the student to revise or set higher goals for skills measured in future Projects.

If a student has an Incomplete in a course, parents can:

- Encourage the student to reach out to the teacher for that course and set up a meeting during Office Hours.
- Ensure the student studies for Content Assessments for at least two hours per day outside of normal school hours, so that they can stay on track in their Focus Areas.
- Help the student create a plan to finish any overdue Projects.

To help students reflect and reinforce learning skills, we recommend that parents:

- Ask to view their student's work products on their Projects and explain what they are, what the Project asked them to do, and what they learned in the process.
- Review the list of Cognitive Skills being measured for a project and have a conversation with their student about what they are, how they have demonstrated that skill, and how they can improve in that skill.
- Ask their student to explain their decision-making process, how they could improve / challenge themselves more, and what else could they try next time.

Parents can log in to the Parent PLP anytime at <http://app.mysummitps.org> with a username and password provided at the beginning of the year. Mentors and Office Assistants and Manager can support parents with the PLP.

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. 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, by calling 760-317-9147. 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 2018-2019 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.

Expeditions Courses

Expeditions courses are offered across six thematic clusters: Health & Wellness, Media Studies, Business, Technology, the Arts, and Leadership & Social Change. The specific courses offered within each cluster can be found in the Expeditions Master Catalogue, which is included as an [appendix](#) below. There are two requirements for Expeditions courses:

- All high school students fulfill their Visual or Performing Art credit through an Expeditions course. Students typically fulfill this credit during 9th or 10th grade to ensure they are on track for graduation.
- All 11th grade students take the half day College Readiness Expeditions course. During this course, students explore and learn about numerous colleges to determine best-fit schools, create a college list, understand financial Aid and what it means to be financially fit, research and apply to scholarships, prepare for the SAT or ACT, and begin to write college essays. This course culminates in a portfolio that is later used during the college application process in 12th grade.

In addition to elective courses, students can also propose internships and independent study courses. The internship and independent study pathway is a key part of our Expeditions program, by which students can explore passions they've identified beyond the purview of our offered courses. Internships and independent studies can also be an important character and skill-building experience for many students as well as a chance to strengthen a student's college application.

Students have an opportunity to learn about the Expeditions courses at their school site through the course catalogue and a course fair. Together with their mentor, students reflect on and express their preferences for Expeditions courses through a course survey. Survey results are used to schedule students with an attempt to match students to their preferences in as many cases as possible, though students may not always be scheduled into their top choice courses due to course popularity.

Honors Courses

AP Courses and Exams

Advanced Placement (AP) courses are college-level courses that are audited and supported by 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

Content Area	Graduation		College Bound	
	Credits	Required Coursework	Credits	Required Coursework
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 II//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
Total Credits	220	Total Credits	220	

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	
A - History/Social Science – 2 years required	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 - English – 4 years required	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.
C - Mathematics – 3 years required, 4 years recommended	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.
D - Laboratory Science – 2 years required, 3 years recommended	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.
E - Language Other than English – 2 years required, 3 years recommended	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.
F - Visual and Performing Arts (VPA) – 1 year required	A single yearlong approved arts course from a single VPA discipline: dance, drama/theater, music or visual art.
G - College-Preparatory Electives – 1 year required	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).

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 the 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 course and exam requirements, but the privilege of participating in the ceremonies may be withdrawn at the discretion of the Principal. Graduation for the 2018 Senior class will be on **Saturday, June 9th, 2018**. More details to come on the location, time, etc.

Testing and Assessment

All students enrolled at Coastal Academy High School participate in all testing and assessments administered by Coastal Academy High School. With the Charter School's Act of 1992, testing is mentioned as one component that the state considers when allowing a charter school greater autonomy. **If parents do not have their student participate in state testing, parents jeopardize the ability of Coastal Academy High School to operate as a public school of choice.**

CAASPP Testing

11th graders will take the ELA, Math, and Science tests. The CAASPP test helps us identify achievement trends in our school programs, identify each student's academic strengths and weaknesses, and (perhaps most importantly) it increases public confidence in charter schools. This test provides school-wide aggregated student test data, and individual student scores are not assessed by the State. Practice tests and study materials are available to help your family feel comfortable with the process. Please discuss any questions or concerns that you may have with your teacher, Academic Coach, or Principal.

Physical Fitness Testing (PFT)

All students in 9th grade participate in the Physical Fitness Test (PFT). This is given annually during the same week as the CAASPP.

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.

Cognitive Skills Grading

As described in the [College Readiness section](#), cognitive skills are the higher order thinking skills that students will need to solve complex problems in and beyond college. We believe they are the most important element of academic college readiness. As a result, cognitive skills are worth 70% of a student's grade in a core academic class. **Students demonstrate cognitive skills by completing projects.** Projects are graded by the teacher of that course.

Cognitive skills are assessed on the same rubric in all classes and in all grade levels. The cognitive skills are relevant to all disciplines. When students practice the same skill in multiple contexts, they are supported to get better at the skill over time. Using the same rubric for all grade levels allows students to see their growth over time, and allows teachers to increase expectations each year as the student works towards college readiness. The PLP indicates which cognitive skills are assessed in each project and also shows the cognitive skill scores that students were assigned in that project.

- Students receive a score for each skill between 1 and 8, where 4 indicates high-school-ready and 6 indicates college-ready.
- Students' scores are translated into a percentage. The table below describes the cognitive skill score that translates into a 70% (C-), an 85% (B), and a 100% (A+) for each grade level.
- Note: Regardless of a student's grade level, Spanish 1 is considered a 9th grade course, Spanish 2 is considered a 10th grade course, Spanish 3 is considered an 11th grade course, and AP Spanish is considered a 12th grade course.

	Cognitive skill scores corresponding to a grade of...		
Grade Level	70%	85%	100%
9	3.5	4.5	5.5
10	4	5	6
11	4.5	5.5	6.5
12	5	6	7

A student's final cognitive skill average combines information from all the skills assessed through all the projects in the course. This is calculated through a weighted average of the best score for each skill.

- We know that students will improve over the course of the year. We want their final grade to reflect all the growth they have made. Therefore, for each skill, only the best score in that course will be counted towards the overall grade. For example, if a student earns a low score in "Word Choice" in their first project and a higher score in "Word Choice" in their second project, then only the higher score will count.
- Some skills are more important than others in a class. The more important a skill is, the more projects it is a part of. Therefore, each cognitive skill is weighted by how many times it is assessed in that course. For example, if "Argumentative Claim" is assessed in 4 different projects, then it will count in a student's grade 4 times.
- **A student must have a cognitive skill grade of at least 70% in order to pass a course.** If a student's cognitive skill average for a course is below 70%, then the student will have an Incomplete grade.
- **Students must complete all projects in order to earn a passing grade in an academic class.** If a student has a missing project, then the student will have an Incomplete grade.

Late or incomplete projects

We value the timely submission of completed projects as a college or career ready skill. Students who are responsibly using class time, doing work at home, and taking advantage of extra supports should be able to turn in completed projects on time. We expect that students are asking for feedback and seeking help appropriately if they feel they are falling behind on a project.

If a student fails to submit a project by the due date or turns in a project that is missing at least one essential component, that project is considered incomplete and overdue. Because each project provides a valuable opportunity for students to practice and develop their cognitive skills, we want to support students to complete all

projects. Having an overdue project initiates a series of interventions with the goal of providing accountability and supporting the student to turn in a complete project.

Within two business days of the project due date, all teachers will indicate whether a project is complete or incomplete in the PLP. If a project is incomplete, it becomes overdue. The teacher will provide feedback on the project to indicate why it is incomplete. If the student does not turn in a completed project, then the teacher will inform the parents of the overdue project. If the student still does not turn in a complete project, they will be put on an Accountability Plan. Failure to turn in projects can result in the opportunity to access even more support during Expeditions.

Content Grading

As described in the [College Readiness section](#), content knowledge is the set of facts and information that is fundamental to understanding the world around us. Content is worth 30% of a student's grade in a core academic class. Students demonstrate content mastery by passing content assessments. Content assessments are graded automatically on the PLP.

In contrast to cognitive skills, content is not something that continually develops across a spectrum of understanding. Instead, content is something you know or you don't know. For the most part, a student either knows the content or does not know it and must learn it. Therefore, content can be assessed through quizzes in which students answer multiple choice questions to show if they have learned the content. Because content learning is directed by the student, the student decides when they have learned the content and are ready to take the assessment. **When they are ready, they must request to take the content assessment at an appropriate time, usually during PLT, where a faculty member can supervise and ensure an appropriate testing environment.**

Every content assessment has ten questions. Because we value content mastery, the only thing that affects a student's grade is whether or not they have passed an assessment. The specific score does not affect a student's grade.

- For non-AP courses, students must answer at least 8 questions correctly in order to pass.
- For AP courses, students must answer at least 7 questions correctly in order to pass.
- If students take and fail a content assessment, they are expected to reflect on why they failed and make a plan to better learn the content. When they are ready, they are expected to take the content assessment again. The number of times students attempt a content assessment has no effect on their grade.

Power Focus Areas represent the content knowledge that is most essential to the course. Therefore, a student must pass all Power Content Assessments in order to pass the course.

- If a student passes all power content assessments, 21% is added to their final grade.
- On the PLP, grades are continuously calculated based on what a student is "on track" to complete.
 - Students have 21% added to their final grade if they are "on track" to pass all power content assessments by the end of the year. This means that they have passed all content assessment behind the blue pacing line on the PLP. The vertical pacing line indicates where students should

- be today in order to be on pace to complete the course by the end of the school year. Everything to the left of the line should be complete (green) to be "on track" with their work.
- As the year progresses, the line will continue moving to the right until the end of the year.
 - If students are "off track" to pass all power content assessments (Focus Areas to the left of the pacing line has red text), then the 21% is not added to their final grade and their grade in the course will be an "Incomplete."

Additional Focus Areas represent important content knowledge that contributes to a student's overall understanding but is not absolutely essential to the course.

- If a student passes all additional content assessments, 9% is added to their final grade.
- Unlike Power Focus Areas, for which students must pass all to receive full credit, students can get incremental grade increases with each Additional Focus Area they pass.
- Each additional content assessment is equally weighted. So, for example, if a course has 10 additional focus areas, each one is worth $9/10 = 0.9\%$ so 0.9% will be added students' final grades for each additional content assessment they pass.
- Students may pass a course without passing additional focus areas, however the maximum grade they could get would be 91%.
- During the year, additional content assessments are calculated incrementally towards the grade.

Challenge Focus Areas provide additional content for students who want further their mastery in an area. Not all courses have Challenge Focus Areas, and they do not count toward students' grades.

Math Grading Policy

Math courses at CAH are assessed and graded differently than other academic classes. This difference is based on internal and external research and is designed to best prepare students for college level math and align to the Common Core State Standards in Mathematics. Math courses assess content the same way as other classes. Content is worth 30% of the final grade in math classes. Math courses have fewer projects than other courses. These projects are assessed on the cognitive skills rubric in the same way as other classes. Cognitive skills are worth 30% of the final grade in math classes. Concepts are worth 40% of a student's grade in a math class.

Concept Units

In math courses, students work on project and concept units, which are individual performance tasks where students demonstrate their understanding of a complex math concept. These tasks could be solving a complex math word problem, writing a short essay, or completing a mini-project. Concepts are worth 40% of a student's grade in a math class.

Each concept is assessed by the math teacher on a 4-point rubric that corresponds to the framework in our state-wide SBAC exams and Common Core State Standards.

Level 1: Student demonstrates minimal understanding of and ability to apply the mathematics knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.	Level 2: Student demonstrates partial understanding of and ability to apply the mathematics knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.	Level 3: Student demonstrates adequate understanding of and ability to apply the mathematics knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.	Level 4: Student demonstrates thorough understanding of and ability to apply the mathematics knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.
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- A student's score is translated into a percentage. The table below describes the concept score that translates into a 70%, an 85%, and a 100%.
- A score of "2" corresponds to a passing grade.
- A student must have a concept grade of at least 70% in order to pass a math course. If a student's concept average for a course is below 70%, then the student will have an Incomplete grade.

Concept scores corresponding to a grade of...		
70%	85%	100%
2	3	4

The overall concept unit grade in a class is the average of all concepts assessed in that course.

- Only the best score for each concept in a course will be counted towards the overall grade. For example, if a student earns a low score in "Ratio Reasoning" in their first unit and a higher score in "Ratio Reasoning" in a later unit, only the higher score will count.

- Each concept is weighted equally.

Expeditions Grading

Many expeditions courses are electives that fall outside of the UC approval categories of Visual and Performing Art or College Preparatory Elective and provide students with similarly meaningful experiences in the pursuit of passion exploration. These non-UC electives are graded on a pass/fail basis where passing means a student has achieved a 70% or higher through successful demonstration of subject-specific skills. The pass/fail grade for the course will appear on the student's transcript but will not result in a credit or be calculated into the student's UC GPA.

Letter Grades and GPA

Students' final grades are translated into letter grades for transcripts and Grade Point Averages (GPAs) for colleges. Note that different colleges may calculate GPAs differently based on college-specific policies. Advanced Placement (AP) courses are rigorous, college-level classes. Therefore, GPAs in AP classes are "weighted," meaning that students receive an extra point on their GPA in these classes.

Final percentage grade	Letter grade	Unweighted GPA	Weighted GPA
97 - 100	A+	4.000	5.000
93 - 96	A	4.000	5.000
90 - 92	A-	3.667	4.667
87 - 89	B+	3.333	4.333
83 - 86	B	3.000	4.000
80 - 82	B-	2.667	3.667
77 - 79	C+	2.333	3.333
73 - 76	C	2.000	3.000
70 - 72	C-	1.667	2.667
0 - 69	F	0.000	0.000

During the school year, an "I" is used in place of a letter grade when the student has an "incomplete" and is failing the course because s/he is missing projects, has a low cognitive skills average, and/or is not on track to complete all power focus areas. **An "I" is not a final grade, and instead means that the student is working in the course and currently not meeting the expectations to pass.** In the absence of a written plan, an "I" is converted to an "F" if a student transfers out of the school or ends the year without completing all course requirements.

Occasionally a student's grade will appear as "N/A." This means that the student does not yet have a graded project in the class, and there is therefore not enough information to compute a grade. This grade usually only shows up at the very beginning of the school 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.

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 is 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 or Mrs. Jones. Mrs. Cortes or Mrs. Jones will issue the student a pass to class and note the tardy in School Pathways.
- Tardies can be given in any class period and are cumulative. Students will receive three “free” tardies per semester before being issued a detention.
- The fourth time that a student is tardy, they will be issued a lunch time detention.
- The fifth time that a student is tardy, they will be issued a 1-hour detention and be required to have a meeting with our Principal, Samantha Bartrom.
- The sixth time that a student is tardy, they will be suspended for one day and have a parent meeting with our Principal.
- Students start over with no tardies at the beginning of each semester.
- Parents, if your child arrives late to school and there is a valid reason, please notify Mrs. Cortes or Mrs. Jones, 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

Class time is extremely valuable, and unnecessary absences interfere with both teaching and learning. Unexcused absences are considered trancies and each period missed will result in a detention.

- Parents are asked to notify the school of all absences right away and in advance of the absence.
- To report an absence contact Olivia Lee at olee@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 Olivia Lee 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 Olivia Lee.
- Absences that have not been excused within 24 hours are considered trancies and will result in detentions.
- Students will be issued a 2-hour detention for each period for which there was an unexcused absence or truancy.
- 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 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.***

Out of On Site Classroom Placement:

Out of On Site Classroom Placement is exclusion from the optional 4 Day Program for a specified time or indefinitely, as determined by the administrative team. Out of On Site Classroom Placement is determined by the administrative team and may or may not result in the opportunity to be placed back in the optional 4 Day Program. The student, while in Out of On Site Classroom Placement, may not participate in or attend any CAH functions. The student will not be allowed on the school campus while on Out of On Site Classroom Placement unless otherwise stated by the administrative team. The student will be placed in the Independent Study or Online Program while on Out of On Site Classroom Placement.

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 Coach 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

Visitor Policy

Coastal Academy High School welcomes visitors to our schools. We are also committed to the security of our sites. To help ensure the well-being of our students and team members, visitors must comply with the following requirements and procedures. Visitors include any person who is not a Coastal Academy High School student, employee, or registered volunteer.* They include families, non-registered volunteers, community members, vendors and service providers, and other partners.

- School sites will post at every entrance to the school and school grounds a notice setting forth visitor registration location and requirements.
- Immediately upon entering any school building or grounds, visitors will report their presence and reason for visiting the school to the front office.
- Visitors will provide proof of identification, e.g., driver's license, and sign in using a log that is kept at the front desk. Logs shall be kept on file for full school year.

- An office team member will provide identification, e.g., visitor badge, to be used by all visitors at all times while on school premises. The visitor will make this identification visible at all times during the visit.
- Visitors will engage with students and faculty respectfully in ways that maintain community and do not interrupt teaching and learning.
- At time of departure, visitors will sign out on the log at the front desk.
- 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.
- Employees should at all times watch for strangers on school premises. Employees who encounter a visitor not displaying the appropriate identification should ask the visitor whether he or she has registered. Employees and volunteers should immediately inform school leaders of any visitor who refuses to comply with registration requirements.

* Registered volunteers are volunteers who are on site regularly and have LiveScan and TB clearance.

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.

Health

All prescription and over-the-counter medications must be checked in at the front office, along with a Medication form signed by a parent stating what the medication is, why it is necessary, and the prescription dosage. Medication may not be kept in a student's backpack or in the classroom, unless the student has written instruction/permission from the doctor prescribing the medicine. The school Principal must approve exceptions to this policy. If a student becomes ill at school, only the persons listed on the Emergency Card in School Pathways will be approved to pick up the student.

Students should not be sent to school if they have been vomiting or have had a fever in the previous 24 hours. Viruses spread very quickly, and parental cooperation is greatly appreciated. Communicable diseases should be reported to the Front Office as soon as possible so that information can be distributed appropriately. The presence of head lice is another condition that needs to be reported as soon as possible so precautions can be made to prevent the spread of infestation to classmates and faculty.

Distribution of Medicine

All employees who work closely with students are required to maintain a CPR/AED certification.

Coastal Academy High School does not employ a nurse or trained medical personnel to oversee the distribution of student prescriptions. School office personnel will oversee students taking medication but will not measure or

administer medication to students. Parents may be requested to come to school to administer their student's medication. Coastal Academy High School treats any prescription medication—as well as "over the counter" medication/drugs as controlled substances.

Emergency 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 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, faculty, and team members 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*, held on October 19th. During this time, students will review earthquake protocol and evacuation procedures.

Critical Incident

The Executive Director, Director of 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.

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.

Student Safety

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.

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*.

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.

Search and Seizure

It is the intention of the Classical Academies' Board to respect the rights of our students to privacy. When search and/or seizure are considered necessary by the 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 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 Director 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 will include 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, and when compliance with the requirements of the board's policy on interrogations by law enforcement officers has been accomplished.

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 pre-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.

Annual Notices

[Family Educational Rights and Privacy Act \(FERPA\)](#)

[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.

Acceptable Technology Use Policy

Coastal Academy High School has integrated technology into the curriculum wherever possible to create accelerated and enhanced learning opportunities for students. Students learn to apply technology as a tool to access, process, and distribute information. Before students are allowed access to school technology, each must sign, along with their parent(s), the Internet Usage and Laptop Policy. It is understood that in signing the Student Laptop Policy, the student agrees to follow all of the school rules and regulations regarding the use of technology or suffer disciplinary consequences. 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 'OCC Guest' network while on campus.

Students are as responsible for appropriate behavior on the school's computer network as they are in the classroom. The network is to be used for educational purposes, those related to a Coastal Academy High School assignment, project or function 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 Coastal Academy High School. Students wishing to use their own computers on campus are responsible for following the same technology and Internet guidelines as students using school issued computers. Computer and network use is a privilege and may be revoked if abused.

Coastal Academy High School Guest Network: Terms of Use

By accessing the wireless network you agree that you have read and agree to the following:

- My access to the network may be blocked, suspended, or terminated at any time for any reason.
- I agree not to use the wireless network for any unlawful purpose and I take full responsibility for my actions.
- This wireless network is provided "as is" without warranties of any kind, express or implied.
- If I am a minor, I agree that my parents will be contacted for any violation of these terms.
- Any device connected to a password protected network without permission from the Classical Academies Technology Department will be banned permanently.
- Unauthorized use of this network is strictly prohibited and subject to criminal prosecution.
- The data you send and receive over this network is not encrypted and may be viewed or intercepted by others.
- Use this network at your own risk. Privacy and security safeguards are the user's responsibility; this network does not provide any.
- Coastal Academy High School does not warrant or represent that this service will be uninterrupted, error-free, or secure.
- Users should be aware that there are security, privacy, and confidentiality risks inherent in wireless communications and technology.
- Coastal Academy High School may monitor any activity or retrieve any information transmitted through this network, to ensure compliance with our policy, and with federal, state and local law.
- By accessing and using this network, you are consenting to such monitoring and information retrieval by Coastal Academy High School. Users should have no general expectation of privacy or confidentiality when using this network.

Social Networking Sites

The school's web filter blocks social networking sites such as Instagram, Facebook, Twitter, and YouTube. However, the school realizes many students have access to these sites outside of school, on handheld devices, or by accessing a network not provided by the school. Students are reminded that regardless of where their posting originates, any posting of photographs or videos to such sites which would be derogatory to the school or the school community, threaten, demean, or bully faculty or other students, is strictly prohibited and may result in disciplinary action being taken by the school. Students must sign an Acceptable Use Policy in order to utilize school technology.

Student Rules for Computer & Internet Use at School

- School computers will be used for educational activities only.
- Do not share passwords for any school programs with anyone, including friends.
- Do not use another password other than your own.
- Do not give out personal information about other people or yourself online.
- Do not attempt to gain unauthorized access to any Coastal Academy High School computer systems or attempt to bypass the school's safety and security system.
- Do not respond to any messages that are mean or in any way make you feel uncomfortable.
- Respect privileges of Internet usage and not engage in any use that is harmful or hurtful to others.
- Do not use the Internet outside of school to harass or harm other students, teachers, or school personnel.
- Do not intentionally damage the computers or other technology at school.

Student(s) Right to Privacy

- Do not publish pictures of other students.
- Do not post the full name of other students.
- 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 the rules on this agreement.

Plagiarism and Copyright

Students will model professionalism by using correct language, grammar, spelling, and punctuation.

Avoiding plagiarism and following copyright laws (cite sources, only use copyright-free pictures & music, etc.) All students will be held accountable to the Coastal Academy High School Academic Integrity Policy.

Student Rules for The Classical Academies Student Email Accounts

All student Electronic Mail (email) accounts are property of the The Classical Academies. The user accepts all responsibility to understand the policy.

- The student will be removed from the system after graduation, leaving the school district, or infractions outlined below.
- The primary purpose of the student electronic mail system is for students to communicate with school personnel, outside resources related school assignments, and fellow students to collaborate on school activities. Account usernames and passwords will be provided to parents so those parents can monitor the account and communicate with teachers. Use of the district's email system is a privilege.
- Use of the email system will align with the school's code of conduct and the code will be used for discipline purposes. Communication through the district's email system will exhibit common sense and civility. It will abide by the community's mode of acceptable behavior. Students are responsible for messages sent from their accounts. Students should not share their passwords.
- Messages posted on the district's email system cannot cause disruption to the school environment or

normal and acceptable school operations. Occasional and reasonable personal use of the district's email is permitted, providing that this does not interfere with the performance of the electronic mail system or disrupt the operation of the schools. The electronic mail system can be checked from home or from school computers, as long as it does not disrupt the operation of the classroom or school.

- The email system cannot be used to operate a personal business. The account may not be sold or otherwise reassigned without written consent of either the Director of Technology. The account may be revoked if used inappropriately.
- Students will report any unusual activities such as "spam" communications, obscene email, attempts by adults to lure them into dangerous behaviors, and the like to the school's technology contact for action. Students should not forward chain letters, jokes, or graphics files.
- Students will not identify their home telephone numbers, or home addresses in any email correspondence.
- Electronic mail sent or received by the system is not confidential. Although the Board does not make a practice of monitoring electronic mail, 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.
- System administrators may create filters to scan for and eliminate viruses and large graphic files that are unrelated to the school district's operation.
- When issues arise, the department will deal directly with the student, school administration and/or parents/guardians. Improper use of the system will result in discipline and possible revocation of the student email account. Illegal activities on the system will be referred to law enforcement authorities for appropriate legal action.
- As it deems necessary, the Board may contract with outside agencies to operate the student electronic mail system. If this arrangement is made, all parts of this statement remain in force.
- The Technology Department is responsible to ensure the efficient use of the electronic mail system. The interpretation of appropriate use and future revisions of this guideline are the responsibility of the Director of Technology.
- If necessary, the Board, at its discretion, may close the accounts at any time. Any updates or changes to this electronic mail agreement by the Board of Education or administration will be in effect.

Repair of Laptops and Accessories

In case a laptop is damaged during student use, accidentally or intentionally, the technology team at Coastal Academy High School 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. 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 will be sent to collections and transcripts and or diploma will not be released.

Saving Digital Content

Students should carry a USB flash drive with them in order to save any classwork completed on the laptops during class or study hall. While the flash drive remains the property of the parent and student, Coastal Academy High School reserves the right to confiscate the drive at any time without warrant or cause to be inspected and searched digitally. Coastal Academy High School is not responsible for data loss or damages caused by the use of USB flash drive. Students will also be encouraged to save their digital content to a cloud based storage solution such as Google Docs, DropBox, or Box.

Data Recovery

Coastal Academy High School has implemented a guest user account on each laptop that is reset to system defaults as soon as the laptop is rebooted. Once rebooted, all data saved to the laptop is flashed and will be lost and non-recoverable. It is responsibility of the student to save their work on a regular basis on their USB or a cloud based storage solution such as Google Docs, DropBox, or Box. In the event of a USB drive failure, Coastal Academy High School will not make any attempt at data recovery.

Personal Device Use

Coastal Academy High School 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. Personal laptops or devices can be confiscated at any time for inspection by Coastal Academy High School personnel and administration. During this inspection the laptop or device may be searched for activities that violate the Coastal Academy High School Acceptable Technology Use Policy. Any findings will be reported to the technician on site, who will then report the findings to administration and law enforcement if necessary.

For the safety and security of school technology including Coastal Academy High School laptops, servers, and network, parents and students must agree to the following:

- Laptop must be running the most current version of the available operating system.
- Laptop must have the up to date antivirus and anti-spyware software installed.
- Laptop must be inspected by school technology team before it can be attached to the 'OCC Guest' network.
- No torrent, P2P, files sharing clients, etc., can be installed on personal laptops.
- Only software that is owned may be installed on personal laptops.
- Game playing, loaded on the computer or web based, is prohibited.
- Student is bound by all agreements and policies that are set forth in the Coastal Academy High School Acceptable Technology Use Policy

Information for Parents/Guardians

The Coastal Academy High School strives to provide a powerful educational program for your student. Because technology is such an integral part of today's society, using technology during school is a critical component of your student's learning experiences. We take every precaution possible to ensure your student's safety while using these educational tools. Please help us teach your student appropriate use of technology by discussing the information in this document and encouraging them to adhere to the rules at all times. Parent involvement and supervision are critical to ensuring student safety on the Internet. If you or your student has any questions or concerns, please contact his/her teacher.

If a student is found violating or having violated any of the terms above or terms in the Student Acceptable Use Policy for Computer & Internet Use, personal laptop use will be revoked for the remainder of the current school year. Coastal Academy High School may contact local and federal law enforcement agencies if copyright and or other laws are being broken. Student and parent may be held accountable to charges both civilly and criminally.

Course Catalog

English Department

English I:

Prerequisite: English 8; Reading Foundations (if placed)

Credits: 10

Platform: Summit Learning

Format: Year long (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 story, extending toward excerpts, and finishing with major works of literature. This class also provides an early platform for students working on time management, focus, 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. 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. Expository Writing: Effective exposition states a clear purpose and supports it with relevant and accurate information. The writing follows an organizational pattern appropriate to the task. Persuasive Writing: Effective persuasion clearly states the issue and the writer's position using relevant, convincing evidence. The reader's concerns and counter-arguments are addressed. Response to Literature: Writing demonstrates a thoughtful interpretation of a literary work. Successful responses show literary understanding and insight and justify the interpretation through textual references and connections to other texts, to self, and to the world. 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 Plus

Prerequisite: Must be concurrently enrolled in English 1

Credits: 10 (Elective)

Format: Can be semester or year long depending on the need.

English Plus is an additional period of English support, to be paired with English 1. Students who are below grade level in English or who would benefit from additional support or intervention should consider English Plus. See the Academic Coach with additional questions or interest in this class.

English II:

Prerequisite: English I

Credits: 10

Platform: Summit Learning

Format: Year long (36 weeks)

In 10th grade, students study literature from around the world. There are approximately three 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 are 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 III:

Prerequisite: English II

Credits: 10

Platform: Summit Learning

Format: Year long (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.

Advanced Placement English Language and Composition

Prerequisite: B or higher in English II Pre-AP & teacher recommendation A in English II and teacher recommendation; AP English Literature & Composition (if taken junior year)

Credits: 10

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 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 are usually eligible for college credit.

English IV:

Prerequisite: English III or AP English Language

Credits: 10

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.

Advanced Placement English Literature and Composition

Prerequisite: B or higher in English III or AP English Language and Teacher Recommendation

Credits: 10

Platform: Summit Learning

Format: Year long (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.

Mathematics Department

Math 1

Prerequisite: B or better in Math Foundations or 8th grade Math and/or pass the Math I Readiness Assessment

Credits: 10

Platform: Summit Learning

Format: Year long (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 Plus

Prerequisite: Must be concurrently enrolled in Math 1

Credits: 10 (Elective)

Format: Can be semester or year long depending on the need.

Math Plus is an additional period of Math support, to be paired with Math 1. This course allows students who aren't quite ready for Math 1 to take the Math 1 course with an additional period of math support. This additional period allows the teacher to provide targeted intervention and support to aid students in gaining the prerequisite knowledge necessary to be successful in Math 1. See the Academic Coach with additional questions or interest in this class.

Math II

Prerequisite: B or better in Math I and/or pass the Math II Readiness Assessment

Credits: 10

Platform: Summit Learning

Format: Year long (36 weeks)

In Math II students deepen and extend the skills and understandings developed in Math I. Topics covered include; quadratic functions and equations, exponential and logarithmic functions and equations, triangles, quadrilaterals, right triangles and trigonometry, surface area and volume, 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

Prerequisite: B or better in Math II and/or pass the Math III Readiness Assessment

Credits: 10

Platform: Summit Learning

Format: Year long (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.

Statistics

Prerequisite: C or better in Math III

Credits: 10

Platform: Summit Learning

Format: Year long (36 weeks)

This course focuses on collecting, displaying, and interpreting data from many real-world contexts, such as business, sports, and the sciences. The course emphasizes analysis, communication, and the use of technology for computation, rather than algebraic manipulation.

Advanced Placement Statistics

Prerequisite: B or better in Math III, Teacher Recommendation, Math IV Recommended

Credits: 10

Platform: Summit Learning

Format: Year long (36 weeks)

This course focuses on four overarching topics in statistics: data analysis, sampling and experimentation, probability and simulation, and statistical inference. Students will collect, analyze, display, and draw conclusions from real-world data from a variety of disciplines (medicine, business, and the natural and social sciences). The course emphasizes analysis, communication, and the use of technology for computation, rather than algebraic manipulation.

History/Social Studies Department

World History

Prerequisite: None

Credits: 10

Platform: Summit Learning

Format: Year long (36 weeks)

The world history course examines major turning points that shaped the modern world. Students analyze the principles set forth in ancient Greece and Rome, 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.

United States History

Prerequisite: World History

Credits: 10

Platform: Summit Learning

Format: Year long (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

Advanced Placement United States History

Prerequisite: Approval of AP Instructor, B or better in English and Social Science classes

Credits: 10

Platform: Summit Learning

Format: Year long (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

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.

Economics

Prerequisite: US History
Credits: 5
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
Platform: Summit Learning
Format: Year long (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.

Physics (Laboratory; non-Algebra based)

Prerequisite: Completion of Biology
Credits: 10

Platform: Summit Learning
Format: Year long (36 weeks)

Physics is a non-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 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.

Forensic Science

Prerequisite: Biology
Credits: 10
Platform: Schoology Course
Format: Year long (36 weeks)

Forensics is the study of scientific tests or techniques used in connection with the detection of crime. It is a comprehensive subject which involved 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 which 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. This course is aligned to NGSS science and cross-cutting standards, as well as to Common Core Standards.

World Languages

Spanish 1

Prerequisite: None
Credits: 10
Platform: Summit Learning
Format: Year long (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. Instructions will consist of

learning grammatical structures, reading short stories, writing short compositions with simple and compound sentences, and doing verbal presentations.

Spanish 2

Prerequisite: Grade C or better in Spanish 1

Credits: 10

Platform: Summit Learning

Format: Year long (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. Instruction will consist of learning compound grammatical structures, using authentic resources from the Spanish-speaking world, writing compositions with simple, compound and complex sentences, and doing oral presentations in the past tense.

Spanish 3

Prerequisite: Grade C or better in Spanish 2

Credits: 10

Platform: Middlebury ONLINE

Format: Year long (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. Instruction will consist of learning compound grammatical structures, reading traditional short stories from Latin America and Spain, writing compositions with compound and complex sentences, 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

Platform: Schoology

Format: Year long (36 weeks)

Students will utilize Signing Naturally 1 curriculum, assignments, quizzes and exams. This class is designed to introduce students to American Sign Language. Students will begin developing skills needed to communicate with deaf persons – such as finger spelling, signed words, mime, and gestures. Focuses on communicative competence. Evaluation will be based on class participation, attendance, homework, quizzes, and exams.

American Sign Language II

Prerequisite: ASL1

Credits: 10

Platform: Schoology

Format: Year long (36 weeks)

Students will utilize Signing Naturally 2 curriculum, assignments, quizzes and exams. This class is designed to expand students knowledge of American Sign Language. Students will continue developing skills needed to communicate with deaf persons – such as finger spelling, signed words, mime, and gestures. Focuses on communicative competence. Evaluation will be based on class participation, attendance, homework, quizzes, and exams.

Visual and Performing Arts

Art 1

Prerequisite: None

Credits: 10

Platform: Schoology

Format: Year long (36 weeks)

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

Art 2

Prerequisite: C or better in Art 1

Credits: 10

Platform: Schoology

Format: Year long (36 weeks)

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

Digital Art

Prerequisite: None

Credits: 10

Platform: Schoology

Format: Year long (36 weeks)

Digital Art is a college prep course that meets the UC "F" requirement for VAPA. This introductory visual arts course explores computer applications (Adobe Illustrator) 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. Students will develop mastery of Adobe Illustrator through a series of directed lessons followed by numerous design-oriented projects. No prior art experience is required, just a desire to create visually stunning graphic designs. There is a materials fee for this class of \$25.

Guitar / Ukulele

Prerequisite: None

Credits: 10

Platform: Schoology

Format: Year long (36 weeks)

Guitar is a curriculum-based course that meets the minimum graduation requirement for VAPA. This course will familiarize students with the basic chords, scales, theory, and mechanics of the guitar. Students will learn to play individually as well as part of a performing group. This class will provide an overview of most guitar-based musical genres, and notable guitar players throughout history. Performance opportunities are optional for Beginning Guitar students

Musical Theatre

Prerequisite: Audition

Credits: 10

Platform: Schoology

Format: Year long (36 weeks)

Improve your performance ability with this new fun, dynamic class where singing, acting and dancing skills are the focus! Students will help choose their own material and will perform it on stage cabaret style. Students will also learn how to cut their songs to one-two minutes and put together an audition book for college/professional theater. In addition, students will learn the history of musical theater and study a variety of shows.

Photography

Prerequisite: None

Credits: 10

Platform: Schoology

Format: Year long (36 weeks)

Photography is a college prep VAPA course. This introductory visual arts course explores the camera, proper photo making skills, and thinking like a photographer. The course builds understanding through projects, presentations, and exercises in critiquing photos. The class emphasizes handling digital SLR cameras, using proper terminology, and developing images for print and web using Adobe Lightroom. Students learn to develop their creativity through photo making, while developing an understanding of art criticism and the history of photography. There is a materials fee for this class of \$25.

Yearbook

Prerequisite: None

Credits: 10

Platform: Schoology

Format: Year long (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.

Electives

Associated Student Body (ASB)

Prerequisite: Application, interview and offer of acceptance

Credits: 10

Platform: Schoology

Format: Year long (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.

Culinary Arts I

Credits: 10

Platform: Schoology

Format: Year long (36 weeks)

This yearlong course will meet 2 days per week to focus on practical cooking skills and techniques. This class will include in-class cooking, food related research projects and presentations. No prior cooking experience required, only a willingness to learn. We will prepare homemade and healthy versions of everyday foods, learn the importance of a varied and well-balanced diet, and explore new foods and cooking techniques for use at home, in a dorm or as a work option.

Culinary Arts II

Prerequisite: Cooking 1

Credits: 10

Platform: Schoology

Format: Year long (36 weeks)

This laboratory course continues to build on basic food preparation with emphasis on advanced techniques and table etiquette. Topics include food presentation, creative and advanced cooking skills, and foreign foods.

Financial Literacy

Credits: 5

Platform: Schoology

Format: Semester Course (18 weeks)

In this one-term course, students will complete 18 modules of real-world information on establishing credit, maintaining credit, what causes credit disasters, as well as how to manage finances as an adult entering the world without the aid of parents. The course walks students through finding a place to live, obtaining transportation, paying taxes, and making smart financial decisions.

Mock Trial / Speech & Debate

Credits: 10

Platform: Schoology

Format: Year long (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.

Coding/Robotics

Credits: 10

Platform: Schoology

Format: Year long (36 weeks)

Students will use Code.org's Computer Science Principles to introduces them to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. The course works for beginners and students with experience in our other courses. Arduino robotics will be used to explore the fundamentals of engineering and electronics.

SAT Prep

Credits: 5

Platform: Schoology

Format: Semester (18 weeks) -- may be taken 2 semesters

This Pass/Fail elective class is designed to help prepare Students for the SAT Test by offering them dynamic and engaging lessons in Mathematics (Pre-Algebra, Algebra, and Geometry), Reading Comprehension (Vocabulary, Sentence Completion, Usage), and Writing (Mechanics). In addition to content knowledge, students will learn effective strategies and methods for tackling the specific types of questions found on the SAT Test. A large portion of class time will be spent helping students increase their familiarity with the SAT test through the completion of a variety of practice exams and review sessions. (Many of these skills are also transferable to the ACT exam) As a result of this course, students will be prepared to successfully take the SAT Test and increase their overall scores.

Work Experience

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

Credits: 10
Platform: Schoology
Format: Year long (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 instructor once each week.

Physical Education (I, II & Elective)

Credits: 10
Platform: Schoology / Pathways Logs
Format: Year long (36 weeks)

These Independent Study courses introduces 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.