

THE GUAJOME WAY

THIS IS
WHO WE
ARE

GUAJOME'S MISSION

Through innovation and excellence, our mission is to inspire and empower all learners to become responsible, critically thinking, compassionate global citizens who approach the future with curiosity, courage, and resolve.

EDUCATIONAL PHILOSOPHY

The educational experience at Guajome will prepare students for success in a rapidly evolving 21st century. Literacy and numeracy are skills that provide a foundation to all learning, but students who attend Guajome will receive instruction that will help them develop their creativity, curiosity, as well as their ability to collaborate and adapt to the environment around them. With these skills, students will grow as critical thinkers, develop their communication skills, take ownership over their learning experience, and evolve into responsible citizens.

The traditional educational experience often times assumes students have the skills necessary to obtain content mastery. At Guajome we focus on using the content to help students develop the necessary skills and core competencies that will lead to success in the future.

While we understand that it is not the choice of all students to attend a four year university, it is our responsibility to work with families to help students have a myriad of options upon their graduation from Guajome.

GUAJOME TRADITIONS

Stakeholder's Day
Back To School Night
Homecoming Parade
GPPA Multicultural Festival
Haunted Hallway Dance
GPPA Fall Festival
GPPA Scholar of the Month
College Shirt Thursdays
Honors Recognition
Graduation in the Amphitheater
Community Service
International Baccalaureate School
Support fellow Frogs and show kindness to all
GPPA students are referred to as "scholars"



GUAJOME STUDENTS

- Reflect a positive attitude towards learning
- Take responsibility for his/her own educational growth and development
- Communicate proactively with classroom instructors, counselors, and administrators
- Show respect for all students, parents, and staff
- Contribute and interact in a positive manner within the community

HOME OF THE FROGS



TEAL BLACK

A REFLECTION OF OUR COMMUNITY

Guajome represents the city of Vista and its surrounding community.

"Diversity really means becoming complete as human beings - all of us.

We learn from each other. If you're missing on that stage, we learn less. We all need to be on that stage."

— Juan Felipe Herrera

SCHOOL SAYINGS

"Building a community of learners."

"Welcome to the Pond"

GPA ALMA MATER

"O hail, you Guajome, in teal and black you shine.

O hail, you Guajome, we sing to unify.
We stand friend with friend, we're frogs
hand in hand

The light in our hearts transcend.
With dreams glowing brightly to the end
Guajome our home, our legacy.

O hail, you Guajome, in knowledge and
strength we rest.

O hail, you Guajome, your wisdom is our
quest.

In excellence and innovation, globally we
serve

Ideas gleam triumphantly and preserve
Guajome our home, our legacy."

SKILLS BASED FOCUS

At Guajome, we value a skills-based focus over a content-based focus in our educational philosophy. We look at subject area content as a vehicle to teach skills that students will need in the 21st century. Those skills include: Creativity, Curiosity, Collaboration, Critical Thinking, Communication, Perseverance, and Adaptability. Within our skills based focus we emphasize depth of knowledge over breadth of coverage of content.

IB LEARNER PROFILE

Invigorating campus life

As a community of lifelong learners at Guajome, we strive to embody the attributes outlined in the IB Learner Profile.



INQUIRERS
KNOWLEDGEABLE
THINKERS
COMMUNICATORS
PRINCIPLED
OPEN-MINDED
CARING
RISK-TAKERS
BALANCED
REFLECTIVE

APPROACHES TO LEARNING (ATL)



ATL are deliberate strategies, skills and attitudes that permeate the teaching and learning environment. ATL supports the IB belief that a large influence on a student's education is not only what you learn but also how you learn. ATL are intrinsically linked with the IB learner profile attributes to enhance student learning and assist student preparation for life after high school.

LITERACY

ACROSS DISCIPLINES

It is important at Guajome that all teachers see themselves as language development teachers and contribute to literacy skills across all disciplines. To that end, common practices that help further literacy skills include:

Foundational Skills

- Phonological awareness
- Phonics and word recognition
- Fluency
- Print concepts
- Group and individual reading
- Reading multiple genres
- Comprehension and collaborative conversation
- Presentation of knowledge and ideas
- Vocabulary acquisition and use
- Writing mechanics/production
- Research to build and present knowledge
- Writing in multiple genres
- Reading literature and informational text
- CLOZE reading strategies
- Annotation skills
- Instill a love of reading

Skills Based Reading

- Key ideas and details
- Central idea, textual evidence, inferences
- Craft and structure
- Figurative language, text structures, point of view
- Integration of knowledge and ideas
- Media, arguments, compare and contrast
- Range of reading and level of text complexity
- Reading independently/choice

Focus on Engaging Readers

- Raise thoughtful questions
- Be a reading role model
- Demonstrate close reading
- Value your own reading habits and processes
- Read aloud to students
- Rely on relevant research
- Do more shared reading
- Aim for self-determined readers

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

International Baccalaureate Organization Mission:

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the IB works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

THE IB AT GUAJOME

The International Baccalaureate Diploma Programme is the most rigorous course of study available for junior and senior students at Guajome Park Academy. Students who embrace this challenging program live up to international standards of academic excellence. In the course of their two-year work within the Diploma Programme, students are expected to take multiple internal and external assessments in six academic areas. In addition, students who seek the Full IB Diploma undertake three additional core elements, including a research project on a subject of their choice, composing a 4,000 word Extended Essay, completing an 18 month Creativity, Activity, and Service Project, and participating in the unique Theory of Knowledge course.

At Guajome Park Academy students can choose to pursue a full IB Diploma or can simply choose to take individual IB courses in any of the IB courses available.

WHY THE DIPLOMA PROGRAMME?

THROUGH THE DIPLOMA PROGRAMME, WE WORK TO DEVELOP STUDENTS WHO:

- Have both an excellent breadth and depth of knowledge
- Flourish physically, intellectually, emotionally, and ethically
- Study at least two languages
- Excel in traditional academic subjects
- Give back to their community in an extensive Creativity, Activity, and Service Project
- Conduct an extensive collegiate level research paper in their Extended Essay
- Explore the nature of knowledge through the programme's unique Theory of Knowledge course

STATISTICALLY IB STUDENTS:

- Are more engaged in high school
- Enter college/university at higher rates than their non-IB peers
- Graduate college/university sooner and in higher rates than their non-IB peers
- Are accepted to premier colleges and universities at higher rates than their non-IB peers

One advantage for students taking IB courses is the potential ability to earn college credit. Each college and university has its own policy regarding how they recognize IB examinations and scores when issuing college credit. Please see the [IB page](#) on Guajome's website for additional information.



IB COURSES OFFERED AT GPA

Students pursuing the full IB Diploma need to complete six IB courses over their Junior and Senior years. At least 3 courses must be Higher Level (HL) and 3 Standard Level (SL). Students should complete one course from each group.

GROUP 1

- English: Language and Literature HL

GROUP 2

- German SL and HL
- Spanish SL and HL

GROUP 3

- History of the Americas HL
- IB Psychology SL

GROUP 4

- Biology SL and HL
- Physics HL
- IB Sports, Exercise, and Health Science SL
- Design Technology SL

GROUP 5

- Applications and Interpretations HL and SL
- Analysis and Approaches HL

GROUP 6

- Theater HL and SL
- Film HL and SL

CORE ELEMENTS

- Theory of Knowledge
- Extended Essay
- Creativity, Activity, Service Project

INTERNATIONAL BACCALAUREATE CAREER-RELATED PROGRAMME

WHAT IS THE IB CAREER-RELATED PROGRAMME?

The IB Career-related Programme (CP) is designed for students interested in pursuing a career-related education in the final two years of secondary school. It provides them with an excellent foundation to support their further studies, as well as ensure their preparedness for success in the workforce.



THE IBCP AT GUAJOME

The International Baccalaureate Career-related Programme is the most recent addition to the IB programme. Born out of a project in 2006 led by the IB in Finland, the project looked to combine the academic rigor of the diploma programme (DP) with career related studies. In 2012, the first incarnation of the CP was made available for IBDP Schools. As of August 2018, a total of 218 schools offer the CP in 23 different countries. In 2019, Guajome Park Academy became an IBCP school and began offering the programme to students.

Students participating in the CP have the opportunity to earn an IB Career Certificate. To earn the Career Certificate students must complete; at least two IBDP courses that are tied to their career study, a Development Portfolio, a 50 hour Service Learning Project, and the unique Personal and Professional Skills course that culminates in a reflective project. The reflective project is centered around an ethical dilemma based in the career of study. Students are encouraged to complete at least the SL level of either Language B German or Language B Spanish. In addition, students will participate in a two year focused career-study, providing hands on experiential learning in the field of focus.

CRITICAL THINKING	NEW PERSPECTIVES	SELF-CONFIDENCE	RESILIENCE	INTERNATIONAL-MINDED
COMMUNICATION	REAL-WORLD KNOWLEDGE	INDIVIDUAL INTERESTS	GLOBAL AWARENESS	
FLEXIBILITY	PROFESSIONAL SKILLS	CREATIVITY	INDEPENDENCE	COLLABORATION

CP CORE COMPONENTS

Students develop personal qualities and professional skills, as well as intellectual habits required for lifelong learning. The CP core components give context to the DP courses and the career-related study and draw all aspects of the framework together.

The personal and professional skills course aims to develop responsibility, practical problem-solving, good intellectual habits, ethical understanding, perseverance, resilience, an appreciation of identity and perspective, and an understanding of the complexity of the modern world. Emphasis is placed on the development of skills needed to successfully navigate higher education, the workplace, and society.

Service learning is the practical application of knowledge and skills toward meeting an identified community need. Through service, students develop and apply personal and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility and accountability for their actions.

Language development ensures that all CP students have access and exposure to a second language. The opportunity to learn a second language is a central tenet of an IB education and increases students' understanding of the wider world. Students are encouraged to begin or extend the study of an additional language that suits their needs, backgrounds and contexts. It develops students' oral, visual and written linguistic and communicative abilities.

The reflective project is an in-depth body of work produced over an extended period and submitted toward the end of the programme. Through the reflective project, students identify, analyze, discuss and evaluate an ethical dilemma associated with an issue from their career-related studies. This work encourages students to engage in personal inquiry, intellectual discovery, creativity, action and reflection, and to develop strong thinking, research and communications skills.

CP PATHWAYS AT GUAJOME

The career-related study provide students with practical, real-world approaches to learning designed to prepare them for higher education, an internship or apprenticeship, or a position in a designated field of interest. Currently GPA offers three pathways students can choose from:

INTRODUCTION TO THE MEDICAL FIELD WITH PALOMAR COMMUNITY COLLEGE

- Four courses taught by professors from Palomar, one per semester in the student's junior and senior year, that would expose students to multiple introductory medical experiences that upon completion will be advancing them in a potential medical field ahead of their peers
- Aligned IB Courses: IB Biology HL or SL, IB Sports, Exercise, and Health Science SL, IB Psychology SL, IB Mathematics SL or IB Math Studies SL, or Language A: Literature HL

CYBER SECURITY WITH PALOMAR COMMUNITY COLLEGE

- Four courses taught by professors from Palomar, one per semester in the student's junior and senior year, leading students to a potential certificate of proficiency
- Aligned IB Courses: IB Design Tech SL, IB Mathematics SL or IB Math Studies SL, IB Language A: Literature HL

THEATER INTERNSHIP WITH MOONLIGHT AMPHITHEATER

- A series of internships exposing students to six different blocks over their junior and senior year to get experience in multiple areas of focus from directing to lighting to stage-craft
- Aligned IB Courses: IB Theater SL, IB Film SL, IB Language A: Literature HL

At Guajome, the primary purpose of assessment is to improve student learning. *Understanding by Design*, by Grant Wiggins and Jay McTighe, is a planning model that starts with the end in mind. At Guajome, we focus on beginning with the desired outcome in mind and planning backwards from there so we know exactly how we can get there. Units are designed by first identifying the final summative assessment and working backwards to map out the formative assessments and daily lessons that will lead students to be successful.

At Guajome, formative assessment is defined as assessment for learning, whereas summative assessment is defined as assessment of learning. While both are valuable, we have established a philosophy around the importance of frequent, low-stakes formative assessment to support student learning and differentiate instruction.

Formative assessments are used to gauge ongoing learning, to allow students to practice new knowledge and skills, to inform about necessary adjustments in instruction, and to invite students to evaluate one another and self.

Summative assessments are administered within and at the end of the units to assess the skill and knowledge students have gained, as articulated by the unit's initial goals and objectives.

Assessment tasks frequently require that students apply their knowledge in a real world context in order to practice critical thinking skills. Additionally, assessment tasks create opportunities for self-reflection and peer assessment.

ACADEMIC LANGUAGE | [VIEW GPA COMMAND TERMS](#)

At Guajome we have a common understanding of the academic language we use. These definitions provide meaning and context to what we ask of our students. Understanding and properly using core academic language and content specific vocabulary is at the heart of communicating and learning.

These terms are common academic words that are repeated across classes and disciplines. These are also terms that will appear on tests such as IB, ACT, SAT, and SBAC.

Authentic and Relevant

Differentiated to meet the needs of each student

Aligned to Standards

GUAJOME SCHOOLS HOMEWORK PHILOSOPHY

Guajome values and respects the wholeness of the student and the lives they lead outside of the walls of the classroom. The physical, emotional, and social well-being of the student is equally important to the academic well-being, and all aspects influence each other. It is with this in mind, that we have a philosophy regarding work in and outside of the classroom that:

- ◆ Promotes a love of learning
- ◆ Emphasizes authenticity and value in the work
- ◆ Encourages students to make connections between course content and their experiences
- ◆ Differentiates work to meet student's academic goals, needs, and interests
- ◆ Accurately reflects the work of the student
- ◆ Is mindful of the student's time and access to resources

Athletics at Guajome Park Academy are built around the mission to prepare our student-athletes with the tools necessary to compete at any level, while ensuring their growth and safety physically, mentally and socially, and preparing them to become contributing members in a local and global society. We offer a multitude of sports from middle school through high school varsity level. Our goal is to provide a broad base of opportunity for young men and women to participate in a competitive sports setting, while also:

- Promoting healthy physical activity, athletic competition, communication and interpersonal skills, teamwork, and overall personal growth
- Promoting the principles of ethical conduct, fair play, respect and understanding of others
- Promoting the academic advancement and graduation of student-athletes and preparing student-athletes for life-long learning, future educational and career endeavors, and positive citizenship
- Fostering the development of student-athletes' abilities to live successfully in a diverse and global society
- Enhancing student life at GPA and fostering campus pride and community support

Our commitment to excellence is the foundation upon which our teams build, to produce success in a solid, cohesive, well coordinated manner. We welcome all students to become a part of this tradition.

HIGH SCHOOL SPORTS

CROSS COUNTRY	BOYS SOCCER
GIRLS VOLLEYBALL	GIRLS SOCCER
BOYS BASKETBALL	GIRLS SOFTBALL
GIRLS BASKETBALL	BASEBALL
WRESTLING	TRACK & FIELD

MIDDLE SCHOOL SPORTS

CROSS COUNTRY	GIRLS SOFTBALL
GIRLS VOLLEYBALL	TRACK & FIELD
BOYS BASKETBALL	
GIRLS BASKETBALL	
BOYS SOCCER	

GPPA offers variety of enrichment opportunities for K-5 students. Visual Arts, performing arts, physical education and second language are offered during the school day. After school clubs are also offered to students.

Daily, each GPPA teacher greets all scholars, giving them an opportunity to greet them back. In some classes, scholars chart their emotions and go straight to a morning meeting. The morning meeting is an opportunity to build class culture and ensure that a student is being heard. It is designed to be a safe space where scholars can speak openly about how they are feeling or any struggles or celebrations they may have.

GPPA realizes the importance of formative assessment used as a tool to assess readiness for any given task. Through formative assessment, GPPA teachers can better design daily lessons that are differentiated for each scholar. GPPA understands that readiness grouping is temporary and that consistent formative assessment is needed to provide feedback, scaffolds or provide opportunities to deepen critical thinking for some scholars.

GPPA also understands the importance of planning with the end in mind. The end goal for a unit should help pave the path for the learning activities and formative assessments. GPPA teachers present and continuously refer to scholar success criteria. Success criteria gives scholars a measure of what it looks like to be achieving the goal for the lesson and unit.

Scholars in grades 3-5 conduct their own parent teacher conferences one time per year. Scholars take ownership over their learning and explain to their families the growth they've made and the plan they have for the rest of the year, including goals for themselves.

AFTER SCHOOL ENRICHMENT

- CODING CLUB
- ART CLASS
- COOKING
- DANCE
- RUNNING CLUB
- YEARBOOK
- FILM PRODUCTION
- ASB

Here at Guajome Park Academy, we offer a variety of extracurricular opportunities for students to get involved and support our school culture and climate. Being involved in the Guajome community means you are a member of our Frog Family. Students participate in a variety of clubs, sports, extra-curricular classes, and activities that develop skills and promote school spirit and pride.

ASB LEADERSHIP

ASB Leadership is comprised of the middle school and high school Student Council. Executive officers and class officers are elected by the student body, and general commissioners are selected by the ASB Advisor. ASB Leadership is a credit/no-credit Period 7 class and all students may apply for membership. Students must meet grade average, citizenship, and attendance requirements in order to be eligible and must maintain a required level of participation in order to remain involved.

ASB Leadership has multiple roles. First and foremost, they plan community-building activities for the Guajome High School and Guajome Middle School Associated Student Body. These activities include pep rallies, spirit weeks, lunch activities, dances, and student and staff recognition. ASB Leadership is also responsible for developing and supporting school culture through extracurricular clubs, student orientation, service projects, and positively themed weeks, such as Kindness Week and Red Ribbon week. Lastly, ASB Leadership approves and monitors ASB clubs.

GUAJOME VOICE

Our Guajome Park Academy Middle School and High School choir features a variety of talented singers. Conducted by Ms. Jolene Riley, the goal of our choir is to give students the experience of performing in an ensemble that requires self-discipline and group discipline that will be beneficial in academic life and in the workforce after formal education is completed. Students travel around the state competing at local and state competitions as well as performing at local community events. Choir is offered as a class to both Middle and High School students.

ORCHESTRA

Guajome Park Academy Orchestra is open to both Middle School and High School students. The Middle School program focuses on the fundamentals of string instructional basics. Our High School program is an extension of our Middle School program and gives students the opportunity to hone in on their performance skills through performing locally throughout the year. Students in our High School orchestra program have been accepted to music programs at four year universities. Both Middle School and High School orchestra are offered as a class.

DRUM LINE

Our state champion drum line is a prestigious after school program offered to all students. Guajome drum line competes at local and state competitions. In 2019, Guajome's Drumline placed first in every competition they competed in. They were named 2019 Drum Across California State Champions. Drumline is open to all students who want to participate.

DRAMATIC ARTS

Guajome has a stellar dramatic arts program in both the Middle and High School. Led by Director Paul Canaletti, this dynamic group produces plays throughout the year including dramas, one acts and musicals. The goal of this program is to provide Guajome students from various backgrounds the opportunity to be inspired, be creative, think critically and strengthen their interpersonal communication skills. In addition to the high school program, there are a variety of drama courses and an after school drama program for GPPA and Middle School students as well.

KEY CLUB

Key Club is an international non-profit student-led organization sponsored by Kiwanis International. Key Club is the oldest and largest community service organization for high school students in the world. Its core values of caring, character-building, inclusiveness, and leadership are taught and spread through community service.

Guajome Park Academy Key Club was chartered in 1994 and is the oldest club on our campus. Key Club meets each week on Tuesday during high school lunch and service projects are planned each month throughout the calendar year.

YEARBOOK

This after school program is offered to High School students only. Students work throughout the year to capture the memories of the school year through photography. Students work hard to complete the yearbook for both Middle and High School. The yearbook is entered into the San Diego County Fair and has won several awards.

In addition to our fine arts and performing arts programs, Guajome has many clubs that students can participate in during lunch and after school. Every fall ASB hosts a Club Rush, where students can obtain information about and sign up for various clubs, or take steps to develop a club around their own interests.

SURF CLUB **ACADEMIC TEAM** **BALLET FOLKLÓRICO** **DEBATE CLUB** **CLUB H.O.P.E**

PRIDE CLUB **ART CLUB** **GERMAN CLUB** **CSF** **GOOD NEWS CLUB** **HL IB BIO CLUB**

IB CONSERVATION CLUB **INTERNATIONAL THESPIAN SOCIETY** **MUSIC CLUB** **SPANISH CLUB**

STUDENT INTERVENTION

MULTI-TIERED SYSTEM OF SUPPORT

Guajome aims to address concerns with students in a way that helps develop appropriate behaviors long-term and address the root of the issue. We have developed a number of interventions and are always working to create new methods for working with our students. Each intervention is part of our Multi-Tiered System of Support.

STUDENT ACHIEVEMENT COLLABORATION

As we monitor student progress both academically and behaviorally, we work within grade level teams as a part of our Student Achievement Collaboration (SAC). The SAC process allows for all teachers to get together frequently to discuss supports and interventions that they are finding successful with individual students and share best practices to support everyone. Through this process we are able to identify students in need of greater supports.

COUNSELING RESOURCES

In cases where greater support is needed, we have several resources available. Our counseling department facilitates a number of conversations with parents to help make connections between a student's experience at school and at home. We also work with a team of certificated school psychologists on our campus who are able to provide supports to students on campus as well as help get families connected with resources within the community.

ACADEMIC SUPPORT

Academically, when students are struggling we work to provide opportunities to get back on track. For students who do not have an effective work environment at home, Homework Club is offered every Monday through Thursday for students to have a place to complete assignments before heading home for the evening. Similarly, we have created a free tutoring schedule that students may attend with their teachers throughout each week to ask additional questions and get caught up. For those in need of more intensive supports, we offer Academic Support classes in the areas of Language Arts and Mathematics. The classes are scheduled and keep attendance to meet regularly multiple times per week to address the area of need and are led by a credentialed teacher in that subject matter.

OUTSIDE ASSISTANCE

When events occur that require outside assistance, we maintain a partnership with the Vista Sheriff's Department to work directly with a School Resource Officer on our campus. Through this partnership we are able to access staff training on key topics, receive immediate response for non-emergency matters requiring police assistance, and further ensure the safety of our campus.

PATHWAYS TO SUCCESS

Guajome provides multiple opportunities for our students when it comes to the exploration of multiple career pathways.

The process begins in GPPA with an emphasis on establishing the foundational skills necessary for future achievement. At the middle school level we continue to build upon foundational skills, while providing a broad exposure to as many pathways as possible. This sets our students up in high school for not only academic success, but also the ability to focus on a pathway that is aligned to their skills and passions.

GUAJOME PARK PRIMARY ACADEMY

Our focus is on the development of the whole child as an inquirer both in school and in the larger world around them. Students develop a life-long love of learning. Interdisciplinary units are taught throughout the subject areas (languages, social studies, mathematics, science and technology, the arts, and personal, social, and physical education). Thematic, inquiry based units of instruction, focus on structured questioning methods that promote higher-level questioning and international mindedness that encourage and enhance the child's natural curiosity. GPPA has initiated a number of after school STEAM enrichment opportunities for students:

- Coding
- Tadpole TV
- Art
- Yearbook
- Cooking
- Running
- Ballet Folklórico

STEAM

Science, Technology, Engineering, Arts/Design, and Mathematics, or STEAM are important disciplines for the rapidly evolving 21st Century. STEAM experiences are important in helping to develop skills like critical thinking, creativity, problem solving, and collaboration necessary for students to be successful in life beyond high school.

SCIENCE

Guajome offers a range of Science courses, including multiple IB options. These courses are centered in the use of the design cycle as a tool, which provides the methodology used to structure the inquiry and analysis of problems, the development of feasible solutions, and the testing and evaluation of the solution. Our course catalog, guidance counselors, or any of our science teachers can assist with course options, including our career study, Introduction to Medical Fields.

TECHNOLOGY

Guajome has a computer program that gives multiple experiences in programming and design beginning in 6th grade. Classes include: Computer Tech and Coding, Intro to Tech Design and Application, Tech Design and Application, and Graphic Design. As well as a career study in Cyber Security.

PATHWAYS TO SUCCESS

ART/DESIGN

The STEAM experience realizes the need to include Art/Design to complement the technical skill set in the other disciplines. At Guajome, students have multiple opportunities to participate in a wide variety of visual and performing arts. Within these programs, students have multiple ways to perform, publish, and exhibit their work for public viewing. Courses include:

- Theater: Drama, Stage Production, and Stage Craft
- Music: Orchestra, Choir, Music Production, Rhythm Appreciation, and Drumline
- Visual Art: Middle and High School Art
- Production: GPATV, and IB Film

MATHEMATICS

Mathematics is a key cornerstone to advance in the science and engineering fields. Guajome offers a range of Math courses to support students pursuits, including the highest level IB Math courses:

IB Mathematics: Applications and Interpretation HL covers elements of beginning calculus concepts, extensive exposure to statistics and probability, advanced algebra concepts, and advanced geometry and trigonometry concepts.

IB Mathematics: Analysis and Approaches HL focuses on intermediate to advanced calculus concepts, statistics and probability, advanced algebra concepts, and advanced geometry and trigonometry concepts.

International Baccalaureate Diploma Programme

The International Baccalaureate Diploma Programme is the most rigorous course of study available for junior and senior students at Guajome Park Academy. Students can choose to take individual courses across all six subject areas, or choose to pursue the full IB Diploma. These courses have an exam that students can take, and potentially earn college credit.

International Baccalaureate Career-related Programme

The International Baccalaureate Career-related Programme helps to provide career studies and exploration for students that can help to prepare students to be successful for further study in college or to be more prepared for the work place.

- Cyber Security
- Introduction to Medical Fields
- Theater Internship

Student Government/Leadership

Guajome runs an Associated Student Body governing group with class officers and club leadership opportunities. Students interested in student government and leadership may run for elected office or apply for appointed positions. Students selected for elected or appointed positions take the ASB leadership course.

COLLEGE & CAREER SUCCESS

After graduating from Guajome, students will have a myriad of options when it comes to fulfilling their career goals and aspirations. Many students will choose to attend a two or four year college, enter the military, or they will enter directly into the workforce. Our goal is for them to be prepared for success in whichever direction they choose to take.

8th

- PSAT available
- Create four year plan for high school with the counseling team
- Attend 8th-grade college visit
- Parent information night preparing for high school
- IB Diploma and Career Programme information nights
- Fall counseling visits highlighting key dates for college and career readiness

9th

- Take rigorous A-G courses
- Bi-yearly counselor meetings revisiting four year plan
- Naviance orientation and training
- Parent Naviance workshop
- IB Diploma and Career Programme information nights
- PSAT available
- Fall counseling visits highlighting key dates for college and career readiness
- College and financial planning nights for grades 9-12
- Lunch time college visits on campus in the Counseling Department

10th

- Take rigorous A-G courses
- Bi-yearly counselor meetings revisiting four year plan
- Naviance refresher workshop
- Parent Naviance workshop
- IB Diploma and Career Programme information nights

11th

- Take rigorous A-G courses
- Bi-yearly counselor meetings revisiting four year plan
- Naviance refresher workshop
- Naviance parent workshop
- IB Diploma and Career Programme information nights
- IB registration information night
- SBAC testing
- PSAT available
- SAT and or ACT testing
- Take ASVAB for students pursuing military options
- Fall counseling visits highlighting key dates for college and career readiness
- College and financial planning nights for grades 9-12
- Lunch time college visits on campus in the Counseling Department

12th

- Take rigorous A-G courses
- Bi-yearly counselor meetings revisiting four year plan
- Naviance refresher workshop
- Naviance parent workshop
- IB registration information night
- SAT and or ACT testing
- Review Naviance for scholarship opportunities
- IB exams
- Palomar College campus visit
- Fall counseling visits highlighting key dates for college and career Readiness
- Complete college applications and essays
- Complete FAFSA
- Take ASVAB for students pursuing military options
- College and financial planning nights for grades 9-12
- Lunch time visits on campus in the Counseling Department
- Senior Honor Recognition Night



Naviance is a comprehensive college, career and life readiness solution that helps districts and schools align student strengths and interests to postsecondary goals, improving student outcomes and connecting learning to life.

Grade	Activity	The Why
9 th	<ul style="list-style-type: none"> • Begin resume • Game plan • Complete Strengths Explorer • Begin Journal • Attend college visits 	9 th grade students take the first step in post-secondary planning, which is, getting to know themselves. The results from these projects, lessons and tasks give students in-depth explanations of their strengths (found in the Strengths Explorer Survey) and their potential blind spots. These activities also provide students with possible career choices. 9 th grade students also begin building a resume to log their school and co-curricular activities.
10 th	<ul style="list-style-type: none"> • Update resume • Complete Career Cluster Finder • Complete career interest profiler • Explore Road Trip Nation • Attend college visits 	Students begin exploring their potential careers, including the tasks, skills, education requirements and salary. Students are able to retake the interest inventories at any time and as their interests change over the course of their high school careers.
11 th	<ul style="list-style-type: none"> • Update resume • Complete a Super Match College Search • Begin making a list of "Colleges I'm thinking about" • Review different college's acceptance rates • Explore Road Trip Nation • Search for scholarships • Enter test scores • Attend college visits 	Students begin the college search process. Using information, such as GPA, SAT/ACT scores, and even majors of interest, students can create a viable list of potential colleges.
12 th	<ul style="list-style-type: none"> • Update resume • "Colleges I'm applying to" • Search for scholarships • Enter test scores • Indicate the college you will attend • Explore Road Trip Nation • Attend college visits 	Students will use Naviance to finalize which college(s) they choose to apply to, input final SAT/ACT scores and explore any additional personality assessments they wish to work on.

HIGH SCHOOL GRADUATION REQUIREMENTS

	Guajome Park Academy Graduation Requirements	California State University Admission Requirement	University of California Admission Requirement
Social Science	Three years of approved courses including World History, US History or IB History of Americas HL1, American Government/Economics or IB History of Americas HL2 <i>30 credits</i>	Two years, including one year of US History or one semester of US History and one semester of Civics or American Government AND one year of other approved social science	Two years of history/social science including one year of World History, Cultures or Geography; and one year of US History or one-half year of US History and one-half year of American Government/Civics
English	Four years of approved courses <i>40 credits</i>	Four years of college preparatory English	Four years of college preparatory English
Math	Three years of UC approved mathematics including Algebra 1, Geometry, Algebra 2, or higher. <i>30 credits</i> Four years recommended	Three years of college preparatory mathematics including Algebra 1, Geometry, Algebra 2, or higher mathematics Four years recommended	Three years of college preparatory mathematics including Algebra 1, Geometry, and Algebra 2 Four years recommended
Science	Three years of UC approved laboratory science, including one biological science, one chemical, and one physical science. <i>30 credits</i>	Two years of approved laboratory science, including one biological science and one physical science	Two years of approved laboratory science, including two of the three fundamental disciplines of Biology, Chemistry and Physics. Three years recommended
Language (other than English)	Two years of the same language <i>20 credits</i> Three years recommended	Two years of the same language	Two years of the same language other than English Three years recommended
Visual/ Performing Art	One year of visual and performing arts chosen from UC approved courses <i>10 credits</i>	One year of visual and performing arts chosen from UC approved courses	One year of visual and performing arts chosen from UC approved courses
College Prep Elective	One year* <i>10 credits</i>	One year*	One year*
Physical Education	One year <i>10 credits</i>		
Electives	<i>50 credits</i>		
Total Credits	220	* Must be chosen from approved academic courses	

TECHNOLOGY

As a charter school, Guajome prides itself on introducing innovative learning strategies to support student learning. Technology is an effective tool that we can use to help achieve this goal for all students in an equitable manner. Technology can be used to not only help provide the students with learning opportunities, it can also help prepare them for success outside of school. Our students are learning how to present, communicate, and collaborate through different mediums, which in turn will provide them with skills that are translatable into the world of work.

1:1 CHROMEBOOK RATIO

Examples of technology and concepts that our stakeholders will work with:

- Each student is provided a Chromebook, and students in grades 3-12 bring them home with them
- Projectors and document cameras are provided in every classroom
- We utilize the Google Classroom Suite for learning
- We work with our students to develop digital leadership skills
- Students have the opportunity to take digital field trips
- Technology is being used to connect with professionals in the world of work
- Different forms of technology are used to assess student progress
- Technology allows for teachers to differentiate their lessons
- ParentSquare is a tool that helps to communicate with our families in a timely manner.



PARENTSQUARE SCHOOL-TO-HOME TWO WAY COMMUNICATIONS

ParentSquare allows Guajome parents and guardians to:

- Receive all school and classroom communication via email, text or mobile app.
- Text, email and phone call emergency notifications
- Two-way communication with teachers and staff members in the parent's home language
- Free mobile app
- Parent sign-ups for conferences and volunteer opportunities
- View school and classroom calendar for events
- View and download photos
- Join school groups
- Comment or reply to posts
- Privately message staff and teachers
- Complete forms and surveys

COMMAND TERMS

ACADEMIC LANGUAGE

At Guajome we have a common understanding of the academic language we use. These definitions provide meaning and context to what we ask of our students. Understanding and properly using core academic language and content-specific vocabulary is at the heart of communicating and learning.

The following vocabulary are common academic words that are repeated across classes and disciplines. These are also terms that students will appear on tests such as IB, ACT, SAT, and SBAC.

- **Analyze:** to break down in order to bring out the essential elements or structure; to identify parts and relationships, and to interpret information to reach conclusions.
- **Annotate:** to add notes, questions, and/or commentary to a document.
- **Apply:** to use knowledge and understanding in response to a given situation.
- **Classify:** to arrange/order by class or category.
- **Compare:** to give an account of the similarities and differences between two (or more) items or situations, referring to all throughout.
- **Contrast:** to give an account of the differences between two (or more) items or situations, referring to all throughout.
- **Define:** to give the precise meaning of a word, phrase, or concept.
- **Demonstrate:** to prove or make clear by reasoning or evidence, illustrating with examples or practical application.
- **Describe:** to give a detailed account or picture of a situation, event, pattern, or process.
- **Design:** to produce a plan, simulation or model.
- **Discuss:** to offer a considered and balanced review that includes a range of arguments, factors, or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.
- **Distinguish:** to make clear the differences between two or more concepts or items.
- **Explain:** to give a detailed account including reasons or causes.
- **Infer:** Deduce; reason from premises to a conclusion. Listen or read beyond what has been literally expressed.
- **Interpret:** to use knowledge and understanding to recognize trends/patterns, and draw conclusions from given information.
- **Investigate:** to observe, study, or make a detailed and systemic examination, in order to establish facts and reach new conclusions.
- **Justify:** to give valid reasons or evidence to support an answer or conclusion.
- **Measure:** to find the value of a characteristic.
- **Outline:** to give a brief account or summary.
- **Predict:** to give an expected result of an upcoming action or event.
- **Prove:** to use a sequence of logical steps to obtain the required result in a formal way.
- **Reflect:** to think about deeply, to consider on action already taken.
- **Recognize:** to identify or recall particular features.
- **Solve:** to attempt to answer a problem using any method available.
- **State:** to give a specific name, value, or another brief answer without explanation or calculation.
- **Summarize:** to abstract a general theme or major point(s).