

# GUAJOME PARK ACADEMY

2023-2024

## MIDDLE SCHOOL COURSE CATALOG



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## Welcome to Guajome Park Academy

Vista is located in the northern region of San Diego County in California, approximately eight miles from the Pacific Ocean, and has a population of approximately 97,000. Guajome Park Academy (GPA) is a public, college preparatory charter school of choice with approximately 1,400 students in Grades 6-12. Guajome Park Academy offers a Grade 6-8 Middle School and a Grade 9-12 High School program and is a designated International Baccalaureate World School offering both the **International Baccalaureate Diploma Programme (IBDP) and International Baccalaureate Career Programme (IBCP)**. As an IB school, we strive to educate all members to achieve the qualities of the IB Learner Profile: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective.

Since its inception in 1994, the school has endeavored to establish and maintain a student body that is diverse in nature and generally reflective of the state of California and the sponsoring Vista Unified School District (“VUSD”) in terms of race, ethnicity, and socioeconomic status. GPA opened its brand-new, state of the art campus in 2004, and is located in proximity to both MiraCosta and Palomar Community Colleges, as well as California State University San Marcos.

GPA is a school designed to meet the needs of a variety of learners, with standards-based curriculum that includes three pathways for high school students: an IBDP, IBCP, and college-prep program for Grades 9-12. GPA’s mission is “through innovation and excellence our mission is to inspire and empower all learners to become responsible, critical thinking, compassionate global citizens who approach the world with curiosity, courage and resolve”.

GPA also has a partnership with Guajome Learning Centers (GLC). GLC is a blended-learning Independent Study (IS) program designed to accommodate K-12 students who would benefit from a non-classroom based program due to academic or personal needs. The IS program is an individualized program and is only available to students who voluntarily enroll. Grade K-8 parents are offered the opportunity to homeschool their students through a rich array of enrichment courses and standards-based curriculum. The high school IS curriculum is composed of a core curriculum provided online with APEX Learning Systems. GLC students are required to attend on-campus meetings with their IS teacher, who will provide support, guidance, and instruction with a non-classroom based environment. Parents are encouraged to attend these weekly meetings as well. For more information about GLC, please visit the Counseling Department or refer to the GLC Student Handbook and/or Course Catalog.

## ACADEMICS

GPA provides opportunities for students to participate in challenging learning experiences inside and outside of the classroom. GPA’s multi-tiered programs for grades 6-12 are based on college preparatory expectations which meet California Content Standards, and/or International Baccalaureate (IB) course standards. Additional value is added through opportunities provided in programs such IBDP, IBCP, college courses, admissions requirements (A-G) of the University of California and California State University, career counseling and preparation, college preparation counseling, and community service. Every student who gives evidence of a sincere desire to remain in school, to be diligent in his/her studies, and to profit by the educational facilities provided will be given every opportunity to do so.

The goal of GPA is to educate all members to strive to achieve the qualities of the GPA Schoolwide Learning Outcomes (SLOs): self-directed learners, critical thinkers, effective communicators, and responsible citizens. GPA is a school designed to meet the needs of a variety of learners, with curriculum that provides personal achievement and is challenging for students. GPA also encourages upper divisional high school students to participate in the concurrent enrollment program with the local community colleges. GPA strives to offer students an educational program which is flexible, demanding, and appropriate.

## **International Baccalaureate – Please see Sample IB Course Sequences to be sure your student is on track to be eligible for the IB Diploma or Career Certificate.**

The International Baccalaureate Organization (IBO) is a recognized leader in the field of international education, encouraging students to be active learners, well-rounded individuals, and engaged world citizens. GPA has been an approved IB World School since 1995.

## **Common Core Standards Mission Statement**

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

## **Common Standards**

Building on the excellent foundation of standards states have laid, the California Common Core State Standards are the first step in providing our young people with a high-quality education. It should be clear to every student, parent, and teacher what the standards of success are in every school.

## **General Academic Policies and Protocols**

- For registration, enrollment, and re-enrollment policies, please refer to the GPA Student Handbook.
- The GPA Course Catalog lists all *possible* course offerings for the school year. The actual courses offered may vary dependent upon staffing, course enrollment, fiscal impact, and facilities.
- All courses offered at GPA are year-long unless otherwise noted. Students are expected to remain enrolled in the scheduled courses for the entire school year. **Schedule changes will only be considered during the first two weeks of the start of the school year.**
- Each class is worth five credits per semester. Students are expected to earn 30 credits each semester
- Specific grading criteria for classes differ. Classroom grading policies are distributed during the first week of class.
- Students will be placed in grade-level designated courses.
- Students must attend school regularly, behave appropriately, and participate actively.
- Students enrolling into GPA after a semester has begun may be required to make up missed work.
- School enrollment and course enrollment can determine courses offered. Class sizes vary.
- Guajome Park Academy will hold the parents liable for damages up to \$17,593 (Civil Code 1714.1) for any equipment, materials, and/or school property.

## **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 GPA has a philosophy regarding work in and outside of the classroom that:

1. Promotes a love of learning
2. Emphasizes authenticity and value in the work
3. Encourages students to make connections between course content and their experiences
4. Differentiates work to meet student's academic goals, needs, and interests
5. Accurately reflects the work of the **student**
6. Is mindful of the student's time and access to resources

## **Serving Students Performing Below Standards**

A student who falls below a 2.0 grade point average may jeopardize their placement at GPA. The student will be contacted by an administrator or designee, and a meeting arranged to discuss the student's current performance. A possible Action Plan may be initiated to support the student in addressing academic and/or other general concerns.

### **Student Study Team**

A student receiving a progress report showing one or more failing grade(s) may first be contacted by a teacher, counselor, or administrator/designee. A Student Study Team (“SST”) meeting may be arranged with teachers, parent/guardian, counselor, administrator/designee, and the student in attendance. For students who exhibit a consistent pattern of academic challenges, an SST meeting may be arranged. A possible Action Plan may be initiated to support the student in addressing the academic concerns. At the SST meeting, the student’s learning style, strengths, and weaknesses are discussed. A plan is implemented in order to encourage and support student success. During the SST meeting, a follow-up meeting may be arranged so the student’s progress can be re-evaluated.

An SST uses a systematic problem solving approach to assist students with concerns that are interfering with academic success. The SST identifies the student’s strengths, clarifies problems and concerns, develops strategies and offers resources, provides a system for school accountability, and serves to assist the parent, teacher, and student.

Additionally, anyone who has a concern for a student can refer that student to the counselor for SST consideration. Anyone who is connected with that student can be included in the SST in order to provide information to share about the student’s strengths, concerns, and strategies that may have been used in the past. These people may include - but are not limited to - teachers, parents, guardians, counselors, doctors, administrators, social workers, and law enforcement officers.

The GPA Counseling Department works in collaboration with the teachers and administration to develop an SST. The SST meeting may include the following steps:

1. Team members introduce themselves and their roles
2. Purpose and process of the meeting are stated
3. Timekeeper is appointed
4. Strengths are identified
5. Concerns are discussed, clarified, and listed
6. Pertinent information and modifications are listed
7. Concerns are synthesized with one or two chosen for focus
8. Strategies to use are chosen; concerns are brainstormed
9. Team chooses best strategies to carry into actions
10. Individuals make commitments to actions
11. Person responsible and timelines for actions are recorded
12. Follow-up date is set

After implementation of an SST plan and follow up, if the problem continues, revisions to the plan may be discussed, or if necessary, a referral for Special Education or Section 504 assessment might be deemed necessary by the SST.

## **STUDENT COURSE AND CLASS SCHEDULE**

### **Middle School Program**

The middle school program has a six-period schedule that runs for two semesters within the yearly school calendar. The program’s curriculum is based on the California Content Standards and embraces the vision and philosophy of International Baccalaureate Approaches to Teaching and Learning. In addition to the core classes of English-language arts, history-social science, mathematics, and science, middle school students take German or Spanish, physical education, and a variety of other electives. Students who need additional support such as English language learners (EL) and students who qualify for Special Education under IDEA are provided with specific support classes to help ensure academic growth. Additional information regarding the middle school program, including academic, behavior and attendance expectations and policies are included in the GPA Middle School Course Catalog and GPA Student Handbook

### **Student Entering GPA Late**

Students enrolling at GPA are highly encouraged to initiate enrollment at the start of each school year. If enrollment at the start of the school year is not possible, GPA encourages a student to enroll at the beginning of the semester in order for the student's educational needs to be best met. For a student transferring to or from Vista Unified School District, a deadline of two weeks after the beginning of each semester for either the transferring school or GPA, whichever is later, applies. In order for grades and credits to be transferable, the same timeline is preferred, and many times necessary, for students transferring from surrounding school districts. For those who will be transferring from out-of-area, out-of-state, or under special circumstances, every attempt will be made to try to accommodate enrollment, space permitting.

A student entering GPA after the semester has started will be required to submit withdrawal grades from the student's previous school. Counselors will attempt to align courses accordingly, and teachers will make every effort to average correlating withdrawal grades with the grades a student earns while at GPA to assign a semester grade. GPA will only grant a weighted transfer grade to courses that match the curriculum GPA offers. After nine weeks into the semester, courses that were non-transferable will receive a NM (no mark) on the transcript, and the student will not receive credit.

*A student who transfers to GPA after the first six weeks of the semester and who brings NO check-out grades from the previous school will receive grades of NM for that semester at GPA and will receive NO credit for that semester.*

### **Student Voluntary Withdrawal during the Semester**

Students withdrawing from GPA before the semester has ended will receive withdrawal grades from student's teachers to take to the new school. GPA does not grant partial credit for courses and it will be up to the student's new school to decide how to grant credit for these courses. The Counseling Departments at most local and traditional high schools operate on a five or zero credit policy. A student who has voluntarily withdrawn may return during the appropriate GPA scheduling windows, if space is available.

### **Middle School Student Scheduling and Class Change Policy**

#### **Philosophy:**

The underlying considerations when reviewing student schedules and class changes are three-fold: to support students in meeting graduation and A-G requirements (California State University and University of California prerequisites); to provide student/parent choice when possible; and to effectively utilize and be good stewards of GPA's fiscal resources so continued educational choices can be provided for the GPA community.

#### **Background and Process:**

During scheduling, student and parent/guardian have a variety of opportunities to provide input regarding the course selections.

1. Students are placed in core courses to meet graduation requirements and A-G eligibility.
2. Electives are determined by student preference, class size, class availability, and grade-level placement with seniors receiving priority.
3. **Once the school year begins, class changes will only be considered during the first two weeks of school.**
4. **Failure to submit course selections forms by stated due date can result in students not being placed in their primary selected courses and/or UC/CSU approved courses.**

#### **Criteria for Course Changes:**

- Student has failed prerequisites
- Student has taken the course in question over the summer and no longer needs the class
- Student needs a schedule change due to graduation requirements
- Student has been placed in an incorrect skill level class
- Occurrence of over-enrollment in a class where numbers must be reduced or under-enrollment where numbers must be increased

**Further Understandings:**

- Elective changes will be considered *only if* it is for a class that is offered during the same period and is an appropriate grade-level placement.
- Once a course change is accommodated per request, additional class changes will not be made for the remainder of the school year.
- Schedule change request forms *must be returned within 24 hours* to the Counseling Department with parent and Administrator or designee signatures or the change request will be voided.
- Submitting a schedule change request form does not guarantee a spot in a class. All classes are subject to availability and the aforementioned criteria.

**Math Course Acceleration**

With the recent revisions in testing implemented by the State of California, Guajome Park Academy offers the opportunity to meet the educational needs of middle and high school students by offering the opportunity to accelerate in math courses as outlined below. **Parents may request for their student to take a placement test within the first two weeks of the new school year.**

**Requirements to Accelerate by One Year:**

For placement into **Math 7 Accelerated** as a 7th grader (both new and returning students):

CAASPP	STAR
Standard Exceeded	AND 7.5 Grade Level Equivalency

For placement into **Integrated Math 1** as an 8th grader (returning students only):

CAASPP	STAR
Standard Exceeded	AND 9.0 Grade Level Equivalency

\*Students who do not meet these criteria would take Math 8 as 8th graders.

For placement into **Integrated Math 1** as an 8th grader (new students only):

CAASPP	STAR
Standard Exceeded	AND 9.0 Grade Level Equivalency

For placement into **Geometry** as a 9th grader (both new and returning students):

CAASPP	Integrated Math 1 Grade
Standard Exceeded	AND A or B

\*Students who do not meet these criteria would retake Algebra 1 as 9th graders.

### Sequence starting with 9th grade Geometry

9th grade	10th grade	11th grade	12th grade
Geometry	IB-Prep Algebra II or College-Prep Algebra II	<b>Mathematics: applications and interpretations HL1</b> , or <b>Mathematics: analysis and approaches HL 1</b> <i>Prerequisite:</i> “B” or above in Algebra 2; “A” is strongly encouraged.	<b>Mathematics: applications and interpretations HL2</b> , or <b>Mathematics: analysis and approaches HL 2</b> <i>Prerequisite:</i> “B” or above in IB Year 1
		<b>Mathematics: applications and interpretations SL</b> <i>Prerequisite:</i> “C” or above in Algebra 2; “B” is encouraged. <i>Note:</i> Students may take this one-year course during 11th or 12th grade.	<b>Mathematics: applications and interpretations HL1</b> , or <b>Mathematics: analysis and approaches HL 1</b> <i>Prerequisite:</i> “C” or above in IB Math Studies SL

### Sequence starting with 9th grade Integrated Math 1

9th grade	10th grade	11th grade	12th grade
Integrated Math 1	Geometry	IB-Prep Algebra II or College-Prep Algebra II	<b>Mathematics: applications and interpretations SL</b> <i>Prerequisite:</i> “C” or above in Algebra 2; “B” is encouraged.

## GRADES AND CREDITS

### Standards Based Grading (SBG)

Guajome’s grading philosophy is founded in the belief that grades should accurately reflect the students’ knowledge and student growth, utilizing core competencies in each department.

### Grade Point Average

A student receives five semester credits or units for each class during a semester in which a passing grade (A, B, C, D) is earned. The cumulative grade point average is computed by awarding grade points (A=4, B=3, C=2, D=1, F=0) for the classes. Plusses and minuses are not factored into grade point average calculations.

### Incomplete Grades

A student may receive an incomplete (“I”) upon Administrator or designee approval if a situation would warrant such action. Students will be required to complete all necessary coursework prior to the end of the ensuing semester. Students will have two weeks to complete any work for an incomplete grade. If course requirements are not completed within the stated timeline, a “zero” will be given for the incomplete work and a final grade will be determined and recorded.

### Course Grade Change



A student will receive a grade for any given course of instruction determined by the teacher who taught that course. All grades are considered final when assigned by the teacher at the end of a semester. The teacher may request a change of grade when an error of technology or procedural nature occurred in the original assignment of the grade. A grade may not be changed as a result of a reassessment of student work. Also, a grade may not be changed as a result of submission of additional work after the end of the ensuing semester unless there was medical or health related issue which inhibited the student to complete the work by the stated due dates.

**Honors Recognition**

Students with the following grade point average will be recognized towards the end of the school year: 3.5 – 3.84 = Honors; 3.85+ = High Honors. Honors recognition is based off of total GPA from first semester grades of that academic year.

**Middle School Student Schedule**

6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
English 6	English 7	English 8
Social Science 6	Social Science 7	Social Science 8
Science 6	Science 7	Science 8
Math 6	Math 7/Accelerated Math 7/Algebra 1	Math 8/Algebra I/Geometry
Computer Tech/Coding	Intro to Spanish / Intro to German (one semester each) Culture / Choir / Orchestra / MS Design Tech	Art/ Choir/ Orchestra/ Drama/ GPA T.V./MS Design Tech/ Tech Application
6 <sup>th</sup> Grade Elective Wheel	Physical Education	German I/ Spanish I/ Spanish for Spanish Speakers I

**ASSESSMENT POLICY**

**Guajome Park Academy Charter (2010). Excerpt**

*Governing Law: The measurable pupil outcomes identified for use by the Charter School. “Pupil outcomes,” for purpose of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. -- California Education Code Section 47605(b)(5)(B)*

*Governing Law: The method by which pupil progress in meeting those pupil outcomes is measured. -- California Education Code Section 47605(b) (5) (C)*

Guajome Park Academy’s (GPA) commitment to student programs is demonstrated through extensive assessment and philosophical commitment to the educational programs. The *Guajome Park Academy Assessment Policy* pertains to the area of assessment that is integral to the GPA educational program and its commitment to student learning. The primary purpose of assessment and evaluation is to improve student learning. Assessment at Guajome Park Academy is an ongoing process meant to provide feedback for the student, parent, and teacher in order to improve learning for all students.

## **Assessment Core Values**

Core values within GPA are that assessments

- are criterion based and integral to unit design,
- are products of ongoing staff collaboration and calibration,
- engender a systematic and consistent framework for interpretation of student performance,
- articulate both internal and external expectations for student mastery,
- measure students' growth over time,
- portray a benchmark of students' learning,
- offer students multiple and varied opportunities to illustrate knowledge and mastery of skills,
- address all types of student diversity,
- constitute opportunities to extend learning, deepen understanding, develop skills and attitudes,
- develop students' critical thinking skills,
- generate opportunities for self-reflection and peer assessment by students,
- provide students timely and relevant feedback concerning their performance,
- inform subsequent instruction,
- supply parents with ongoing and relevant feedback about students' learning,
- align common core standards with the aims and objectives the approaches to teaching and learning
- enhance teaching and learning.

## **Formative and Summative Assessment**

At GPA, 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.

Both formative and summative assessments are utilized and evaluated, using student, department, or collaborative all-staff articulated rubrics. 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.

## **Schoolwide Learning Outcomes (SLOs)**

Defining GPA's SLOs is an on-going process, reviewed annually. During the 2010 WASC accreditation self-study, the GPA community articulated that GPA students are expected to be self-directed learners, effective communicators, critical thinkers, and responsible citizens. In all levels of GPA grades—elementary, middle school, and upper secondary grades – the goal of instruction is to promote student mastery of these SLOs. The four SLOs are incorporated into instruction in all subjects and are integral to school-wide assessments on an ongoing basis. This focus is evident in the individual subject area content rubrics. SLOs are infused into subject area benchmarks woven into the school's unit design, in the performance tasks designed for the instructional units, and in the school's Senior Exit Outcomes which require student's reflection about the ways they have met graduation requirements.

## **Assignment of Grades**

Teachers have the primary responsibility in assessing student performance within a consistent and systemic K-12 framework for assignment of grades to evaluate student work. This collaborative task of assessing and defining student performance was begun through publication of a standards based grading scale and common departmental rubrics that define levels of achievement in the areas of knowledge, understanding, communication, and technology. The school's work to further define student achievement based on alignment with learning objectives and assessment criteria is ongoing and evident in staff collaboration on instructional unit design and benchmarks (see next page).

**Standards Based Grading (SBG)**

Guajome’s grading philosophy is founded in the belief that grades should accurately reflect the students’ knowledge and student growth. Utilizing core competencies in each department, and using SBG with those competencies provides more specific feedback for students in their academics and provides specific guidance on how they can continue to improve. Scores are marked on a 4-1 range with 4 being advancing, 3 accomplishing, 2 approaching, and 1 developing.

<b>My Range of Learning</b>	<b>My Range of Learning</b>	<b>Gradebook Points</b>	<b>Letter Grade</b>
4 Advancing	4+	3.9 - 4	A+
	4	3.5 - 3.8	A
	4-	3.3 - 3.4	A-
3 Accomplishing	3+	3.1 - 3.2	B+
	3	2.7 - 3	B
	3-	2.5 - 2.6	B-
2 Approaching	2+	2.3 - 2.4	C+
	2	1.9 - 2.2	C
	2-	1.7 - 1.8	C-
1 Developing	1+	1.5 - 1.6	D+
	1	1.1 - 1.4	D
	1-	0.9 - 1	D-
	I don’t know where to start.	0.1 - 0.8	F
		0 - Missing	

### **Instructional Unit Design**

GPA assessments are integral to an instructional unit design template that has been adopted across the campus. Following the principles of backward design and California Content Standards, the template requires formation of a global essential question as well as clarity about what students should know and be able to do. Students levels of knowledge and skills are assessed against defined assessment criteria. The assessment criteria include the IB criteria articulated for each subject area as well as additional criteria created by each department. The specific assessment tools for a given task are determined based on the desired outcomes. Both formative and summative assessments are utilized and evaluated, using student, department, or collaborative all-staff articulated rubrics. 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.

### **Staff Collaboration**

GPA Staff collaborates on the design of formative and summative assessments during staff collaboration sessions dedicated to that purpose during pre-assigned Friday afternoons. This subject area articulation occurs both across and within grade levels. It follows the Understanding by Design backward unit design model that is implemented across the campus, ensuring that what students should know and be able to do is articulated first and is aligned with state content standards. Assessments are only then designed by staff to gauge what students know and are able to do. Upon execution of the instructional unit, staff analyze students' products to evaluate students' mastery and to implement required revisions. The assessments imbedded within the units include, but are not limited to, tests, projects, compositions, performances, and presentations.

### **Communication with Students and Parents**

Expectations for student performance are articulated to students and their parents within web published course outlines, teacher web sites, and within the classroom, at the start of each unit. Parents have access to an electronic Parent Portal that provides data about a student's ongoing academic performance on all marked assignments. In courses that constitute the two years of the International Baccalaureate Diploma Programme (DP), students participate in internal and external assessments that are aligned with course and assessment design mandated by the DP. In addition to final semester grades generated in December and May, parents receive progress report grades twice each semester. To support student learning, feedback about student performance is informative and timely. Select formative assessments are not integrated into a student's semester mark but are planned, designed, and executed only to inform teachers and students about student's mastery and required consequent instruction. A student's final grade is expressive of the ultimate learning that takes place and is not, therefore, an average of all marked assignments. Teachers exercise discretion in determining what assessments—formative and summative-- are reflective of the ultimate proficiency exhibited by the student.

### **External Assessments**

GPA students participate in various external assessments, some mandatory and others voluntary.

#### **Mandatory Assessments:**

- California Assessment of Student Performance and Progress (CAASPP) – see description on next page
- The English Language Proficiency Assessment (ELPAC) for students whose home language is a language other than English and who have not yet been re-designated (grade K-11)
- The California Physical Fitness test, grades 5, 7 and 9
- Guajome exit assessments

### **California Assessment of Student Performance and Progress (CAASPP)**

CAASPP has replaced the Standardized Testing and Reporting (“STAR”) Program. This system is administered annually, and was authorized October 2, 2013 by state law (AB 484). The purpose of the CAASPP is to assist teachers, administrators, and pupils and their parents by promoting high-quality teaching and learning through the use of a variety of assessment approaches and item types. *The results from CAASPP may be used as one measure for placement in academic classes.* All GPA students in Grades 6-11 participate in the CAASPP System.

The CAASPP includes:

- The Smarter Balanced system of assessments for mathematics and English-language arts in grades 3- 8 and 11
- California Science Test in grades 5, 8, and 10.
- The California Alternative Assessment (“CAA”) is a grade-level test for students who have an IEP, are receiving grade-level instruction, and, even with interventions, will not achieve grade-level proficiency within the year covered by the student’s IEP. The purpose of the CAA test is to allow a student with disabilities a greater opportunity to demonstrate achievement of the California content standards in science.
- The California Alternate Performance Assessment (“CAPA”) is administered in Science to students in grades 5, 8, 10.
- Optional for local educational agencies in (LEAs) to administer, the standards based test in Spanish.

Questions about the AB 484 should be directed to the CDE CAASPP office by phone at (919) 445-8765 or by email at [caaspp@cde.ca.gov](mailto:caaspp@cde.ca.gov).

### **English Language Proficiency Assessments for California (ELPAC)**

All students who indicate a home language other than English are given the initial English Language Proficiency Assessments for California (ELPAC) within thirty days of initial enrollment. Based on the results of the initial assessment, students will be identified as either Initially Fluent English Proficient (I-FEP) or an English Learner. English Learners will receive English Language Development (ELD) support and take the summative ELPAC annually thereafter between February 1 and May 31 until Redesignated as Fluent English Proficient (R-FEP). GPA provides notification to all parents of GPA’s responsibility for ELPAC administration and of ELPAC results within 30 days of receiving results from the test publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act (ESSA) for annual English proficiency testing.

### **California Physical Fitness Test**

The state mandated Physical Fitness Test, required for Grades 4, 7, and 9, and is administered annually to GPA students. Students are made aware of the state standards for gender and age group – beginning in Grade 6. Class time is spent preparing students by benchmark testing, goal setting, and providing strategies for improvement.

### **PSAT/NMSQT**

The Preliminary SAT/National Merit Scholarship Qualifying Test is a program co-sponsored by the College Board and National Merit Scholarship Corporation. It is a standardized test that provides firsthand practice for the SAT, as it measures critical reading skills, math problem-solving skills, and writing skills. The PSAT is an optional assessment (yet highly encouraged) for students in Grades 8 - 11, and is offered in October. All 10th Grade students complete the PSAT while attending GPA, with GPA covering the registration fees. Any 8<sup>th</sup>, 9<sup>th</sup> or 11<sup>th</sup> grade student must sign up and pay a registration fee for this test. *See the Counseling Department to register for this test, or visit [www.collegeboard.com](http://www.collegeboard.com) for more information about the PSAT.*

### **State Mandated Assessments and Opt Out Procedures**

Annually, most students in California participate in the statewide testing program, the California Assessment of Student Performance and Progress (CAASPP) System. The tests in the CAASPP System provide information to teachers, parents/guardians, and students about students’ progress and readiness for college and career. In addition, students may also participate in the California Healthy Kids Survey (CHKS) to help the school determine how to promote better health

and wellbeing among our youth, improve the school learning environment, and combat problems such as drug abuse and violence. Pursuant to Education Code Section 6061, parents have the right to exempt their child from such assessments. If you have any questions regarding your child's participation, or would like to know more information about the content of the state assessments administered at Guajome Park Academy, please contact the main office and inform the office staff of your desire to learn more about and/or opt out of these assessments.

### **Grade Bump: State Assessment Incentive**

- A student who receives **Standard Met** or **Standard Exceeded** on an SBAC assessment will receive a **third of a letter grade bump** for the respective year long course. A student who scores **Proficient** or **Advanced** on a science CST will receive a **third of a letter grade bump** for the respective year long course.
- A student who **increases from Below Standard to Near Standard** will receive a **third of a letter grade bump** for the respective year long course.
- If a student qualifies for a grade bump, his/her parent/guardian will be responsible for initiating the petition with the registrar for a grade change.
- The grade bump will be posted on the student's transcript prior to the Spring Semester of the following school year.

## **ACADEMIC POLICIES**

1. All students are expected to come to school every day (see attendance section).
2. All students must sign an agreement to abide by the policies and expectations stated in the GPA Student Handbook and the Course Catalog.
3. Students must abide by the GPA Acceptable Use Policy (computer contract – see “AUP”).
4. Students are expected to abide by the GPA Master Agreement signed upon enrollment at GPA. The key provisions of the agreement include:
  - If student is currently receiving Special Education Services or 504 Accommodations, a copy of the current 504 or a copy of the current IEP and psycho-educational report must be provided **PRIOR** to orientation. In addition, a transition IEP must be held prior to the beginning of the school year.
  - Prior to enrollment, it is understood that Guajome must be notified of any active or pending expulsion or SARB hearings and/or active expulsion or SARB contracts. Failure to do so may result in immediate disenrollment.
  - Student **will not** be enrolled in another public/private school while he/she is enrolled at Guajome.
  - **California Law permits the charter school to hold the parents liable for damages up to \$25,000 on any equipment, materials, and/or school property (Civil code 1714.1).**

### **Academic Probation**

A student who, at the end of a grading period, earns a grade point average below 2.0 and/or are not on track with graduation requirements will be placed on academic probation. A Student Intervention Plan (“SIP”) will be initiated and a meeting held with the student by either counseling or administration. During this meeting, a written plan of action will be determined to support the student engaging expectations and commitments from school, student, and parent.

A student who fails to implement the action plan and stay academically compliant may be considered for an alternative educational placement and/or will jeopardize their placement at GPA.

## **Academic Integrity Policy**

Honest behavior and integrity is an expectation for all students at Guajome Park Academy (GPA). GPA is committed to creating an ethical academic atmosphere. To that end, students will conduct themselves as principled learners. They will act with integrity and honesty, with a strong sense of fairness and justice. They will take responsibility for their actions and their consequences. Students will follow their teachers' directives and the school-wide practice concerning citation habits and acknowledgement of work published by others.

The school's guidelines with regards to school-wide norms for specific types of academic dishonesty, which will result in disciplinary action, are defined below:

1. Cheating - any intentional giving of or use of external assistance relating to an examination, test or quiz without explicit permission of the teacher. This includes looking on another student's paper, sharing answers, copying another student's paper, or using answers written on a cheat sheet, part of the body, the desk, etc.
2. Fabrication - any intentional falsification or invention of data, data citation, or other authority in an academic exercise.
3. Unauthorized collaboration - while collaboration is often encouraged, unauthorized collaboration is not permitted.
4. Plagiarism - any intentional representation of other's ideas, words, or works as one's own. Plagiarism includes the misuse of published material, electronic material, and/or the work of other students. The original writer who intentionally shares his/her paper for another to copy, without the permission of the teacher, is also engaged in plagiarism.
5. Alteration of materials - any intentional and unauthorized alteration of student, teacher, or library materials.
6. Forgery - any unauthorized signing of another person's name to school related documents.
7. Theft - any theft of materials.
8. Transfer of unauthorized materials - any giving or selling of unauthorized materials.

## **Consequences of Academic Dishonesty**

Consequences are listed in this handbook; Behavior section; Behavior Matrix.

All incidences of academic dishonesty must be reported to the appropriate designated staff member and recorded in the student's cumulative file.

## **Withdrawals from School**

Students planning to transfer to another school must present a written request from a parent/guardian to the Registrar. The Registrar will issue a withdrawal slip for the student to present to teachers (on the last day of attendance) in order to receive grades, return textbooks, and clearing all debts (i.e. library fines). Transcripts will be sent to the student's new school upon request from that school. Withdrawing from school for any reason requires contact or a meeting with a Counselor and/or Administrator prior to withdrawal. California state laws require all students to enroll and attend school until they have received a diploma or are 18 years old.

A student in good standing who voluntarily withdraws from GPA during the first two weeks of a school year is eligible for re-enrollment if space is available.

## **Student Transfers**

High school students may submit transfer requests from GPA to Vista Unified School District High Schools during the first two weeks of each semester. Students must be grade-level credit compliant and have a current transcript available. Students transferring into GPA from any high school must meet GPA graduation requirements in order to receive a diploma. For coursework offered at GPA, work in-progress will be considered. For courses not offered at GPA, credit may not be given to students for these courses.

### **Repeated (Remedial) Classes**

Only a grade of “D” or “F” can be repeated. Students who fail a course required for graduation must repeat the course and earn a passing grade. An “R” will be placed next to the original grade on the transcript, and the new grade with the appropriate credit will be recorded in the year the course is repeated. It is highly recommended that students retake failed courses in the alternative sessions immediately following the corresponding school year. Please note that NOT ALL courses are available through an alternative means. Students may need to go to other accredited institutions in order to retake a course. Students are strongly encouraged to repeat any course in which a "D" or lower grade was earned. (UC and most four year colleges do not accept grades of “D” or lower.) Only the new grade will be used in computing the grade point average. Please refer to the course catalog and contact the Counselor for specific subject area course requirements.

### **Incomplete Grades**

A student may receive an incomplete (“I”) upon Administrator or designee approval if a situation would warrant such action. Students will be required to complete all necessary coursework prior to the end of the ensuing semester. If course requirements are not completed within the stated timeline, a “zero” will be given for the incomplete work and a final grade will be determined and recorded.

### **Course Grade Change**

A student will receive a grade for any given course of instruction determined by the teacher who taught that course. All grades are considered final when assigned by the teacher at the end of a semester. The teacher may request a change of grade when an error of technology or procedural nature occurred in the original assignment of the grade. A grade may not be changed as a result of a reassessment of student work. Also, a grade may not be changed as a result of submission of additional work after the end of the ensuing semester unless there was medical or health related issue which inhibited the student to complete the work by the stated due dates.

If a grade change request takes place outside of the first two weeks of the following semester, administrator or designee approval is necessary before the change will go into effect.

### **Homework/Missed Exams/Late Work Policies**

Each teacher has his/her own policy for homework, missed exams, and acceptance of late work. It is the student’s responsibility to become familiar with the teacher’s policies and adhere to them. Some grade levels or subject areas establish a common grade level policy on late work. Teachers will let students know if there is a common grade level or subject area policy for late work. School policy will provide late work make up based on the number of days of excused absences plus an additional two days to complete the work to avoid any teacher late policies. Upon return from absence, students are responsible to make immediate contact upon return with teachers to collect and submit missing work during this window. Make up work for unexcused absences is at the sole discretion of the teacher.

### **Off-Campus Credit Policy**

GPA encourages students to attend community college and complete credits that will be applied towards either high school credit to meet graduation requirements or college credit after graduation from GPA. GPA has approved off-campus course guidelines and forms for both MiraCosta and Palomar community colleges. GPA students wishing to receive credit at GPA for classes taken from accredited institutions off campus (i.e. other high school programs, college, on-line courses, etc.) must complete a “GPA Off-Campus Credit Approval Form” **PRIOR TO ENROLLING IN AN OFF-CAMPUS CLASS**. Forms may be obtained from their High School Counselor. The Counselor will maintain a copy of the completed and approved form. The official “GPA Off-Campus Course” guidelines are detailed in the GPA Course Catalog.

### **Work Permits**

All students and persons under 18 years of age, including emancipated minors and high school graduates, **MUST** have a work permit to be legally employed. Work permits are issued by the Work Experience Coordinator or designee and are valid for one school year at a time. Students must renew work permit yearly, as well as each time they change jobs. Students must maintain a minimum of a 2.0 grade point average in order to remain eligible for a work permit. A student’s work permit can be revoked if a student falls below a 2.0 grade point average. The 2.0 grade point average requirement may be waved with administrative approval. In addition, if a student has excessive tardies/absences, or engages in



behavior that leads to expulsion, he/she risks having the work permit taken away by school personnel, meaning student may no longer legally remain employed. Additionally, students may NOT be employed during scheduled school hours.

### **Student Representation**

Students who participate in internships, job shadowing, or other opportunities in the community are representing GPA and must adhere to GPA rules, regulations, and appropriate behavior, as outlined in the student handbook under *Expectations*, keeping in mind to represent GPA properly at all times. Students who violate GPA rules and regulations or engage in behavior that reflects negatively on GPA may no longer be allowed to participate in these activities.

### **Student Confidentiality**

Under no circumstances will confidential information be discussed with unauthorized persons. Permission must be granted by Administration before staff can give out student information. Names, addresses, and telephone numbers of children shall not be given unless GPA is obligated by law to release the information. Any meetings or conferences relating to students require careful communication. Staff must be aware of the confidential nature of student records. Staff may not respond to phone inquiries at any time.

### **Transcripts and Records**

College applications, and sometimes a job application, require a copy of school grade record. Transcripts are maintained by the Registrar. A student may request that transcripts be sent to another school by completing a transcript request form in the Registrar's Office. Transcript request forms will require a parent/guardian signature. If the student is 18 years of age, student may sign the transcript request form. Please allow five business days for these requests to be processed. There is no charge for the first transcript. For the second request and beyond, a \$5.00 charge must be paid at the time of the request (cash, credit, check, or money order only).

## **COURSE DESCRIPTIONS**

### **ENGLISH DEPARTMENT**

\*Students must take three years of English.

#### **Language Arts 6**

This course aligns with the Common Core State Standards and focuses on reading, writing, listening and speaking. Students comprehend and analyze a variety of narrative, expository, and informational texts. Students write arguments, informative/explanatory text, and narratives. Capitalization, punctuation, spelling, proper language usage, and grammar instruction to improve student writing and speaking. Vocabulary instruction focuses on development of academic language. Students are guided and encouraged to use written and spoken language as a vehicle for thought, creativity, reflection, learning, and self-expression, and to develop a life-long love for reading.

#### **Language Arts 7**

This course aligns with the Common Core State Standards by building on the curriculum of the previous year. Students learn and enhance their knowledge in the core skills: reading, writing, listening, and speaking. Students write in the genres of argument, narrative, and informative writing. Vocabulary and grammar build on and continue from 6<sup>th</sup> grade using a list of essential academic vocabulary. Students read various forms of literature and informational texts to support their development of comprehension and analysis.

#### **Language Arts 8**

This course aligns with the Common Core State Standards and focuses on the skills of reading, writing, listening and speaking. Students read widely and deeply from among a broad range of challenging texts both in fiction and informational texts. Students write narrative, informative, and argumentative essays. Curriculum is designed to prepare students for the rigors of high school reading and writing.

### **WORLD LANGUAGE DEPARTMENT**

#### **Foreign Language and Culture**

Students will learn about a foreign language and culture to enable the students to find appreciation for them and become more culturally aware. Students should develop a lifelong interest and enjoyment of foreign languages and cultures which will prepare them for a global society.

#### **Spanish I**

Students planning on becoming full IB students and plan on taking the HL test their senior year need to take a foreign language in 8th grade in order to take German/Spanish V as a senior.

This year-long college-preparatory course offered to eighth graders focuses on basic grammar structures such as: subject/verb agreement, adjective/noun agreement, and syntax. Vocabulary units will focus on: school/classes, sports, family, vacation/leisure activities, restaurants, health, and travel. The language skills that will be used to learn Spanish I include listening, speaking, reading, and writing. Aspects of culture will also be taught. *(UC "E" approved. Students will not receive high school credit for this course.)*

#### **German I**

Students planning on becoming full IB students and plan on taking the HL test their senior year need to take a foreign language in 8th grade in order to take German/Spanish V as a senior.

This year-long college-preparatory course offered to eighth graders focuses on the development of the ability to comprehend and produce standard language (memorized words, phrases, and sentence, etc.) through basic vocabulary and grammar that deals with separate elements of daily life in highly predictable common daily settings. Aspects of German culture will also be taught through the development of the four language skills: listening, speaking, reading, and writing. *(UC "E" approved. Students will not receive high school credit for this course.)*

### **Spanish for Spanish Speakers**

Spanish for Spanish Speakers courses are literacy-based language arts classes developed for heritage speakers who, although raised in Spanish-speaking communities or households, are not yet fully proficient in Spanish. Spanish for Spanish Speakers courses take into account the experiences and influences of bilingual and bicultural upbringing.

Spanish for Spanish Speakers builds on students' prior knowledge, experiences, and communicative abilities with Spanish to develop literacy and critical analysis skills entirely in Spanish. In response to students' cultures and communities, this course will explore cultural and historical contexts of Spanish-speaking peoples through the lens of authentic texts of all genres in Spanish. This language course is an opportunity for students to develop their interpretive, interpersonal, and presentational language skills in Spanish in an effort to develop literacy and strengthen critical thinking skills. Placement for Spanish for Spanish Speakers is assessment based using the STAR Spanish Reading Test.

### **Spanish for Spanish Speakers 1**

This 8th/9th grade course is an introduction to literacy development in Spanish designed for students with basic interpersonal communication skills in Spanish with one of the following characteristics: little or no exposure to complex texts and writing tasks in Spanish and challenges with literacy. This course will focus on developing students' skills in the following areas: narrative writing, introducing supporting claims through citing textual evidence, logically constructing paragraphs, and developing an awareness of literary devices. Finally, this course will explore texts and resources around Latin American cultures in the United States and the Caribbean. (*U C"E" approved*)

## **SOCIAL SCIENCE DEPARTMENT**

### **Social Science**

*Students must take three years of social science.*

Students will learn how history and geography affect each other. Students will work on drawing out, identifying and exploring the interconnected nature of the social science disciplines. Students will use critical thinking skills to conceptualize and make relevant to their lives the idea that change, cultural developments and characteristic patterns of humanity occur across time and place.

### **Social Science 6 (World and Geography: Ancient Civilizations)**

The 6<sup>th</sup> grade, middle school social science program emphasizes individual and cooperative learning to develop an understanding of the great empires of the ancient world. Students studying world history and geography during ancient history will uncover the past, and examine the social, cultural, and technological changes that occurred during the stone ages through Ancient Rome.

### **Social Science 7 (Medieval and Early Modern Times)**

The 7<sup>th</sup> grade middle school social science program emphasizes individual and cooperative learning to develop an understanding of the great empires of the ancient world. Students studying world history and geography during medieval and early modern times will uncover the past, and examine the social, cultural, and technological changes that occurred in Europe, Asia, Africa and the Americas in the years A.D. 500-1789.

### **Social Science 8 (US History and Geography: Growth and Conflict)**

The 8th grade middle school social science program emphasize the ideas, issues, and events from the beginning of the Revolution up to the turn of the century. After reviewing the development of America's democratic institutions, especially the forming and shaping of the Constitution, students will trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences. Students will learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They will make connections between the rise of Industrialization and contemporary social and economic conditions.

## **SCIENCE DEPARTMENT**

*\*Students must take three years of science.*

### **Science 6 (Earth Science)**

Using the Next Generation Science Standards; students are exposed to the physical processes that shape the Earth and the resulting formations. The main topics of study are: Earth's structure, plate tectonics, shaping the Earth's surface, energy in the earth's system, resources and ecology. Students will be using the scientific method in laboratory situations to enhance understanding of these topics.

### **Science 7 (Life Science)**

Based on the Next Generation Science Standards; students are introduced to biology using the scientific method, cell biology, the principles of genetics, history of Earth, history of life on Earth, evolution, and the structure and function of biological systems. Course includes laboratory work.

### **Science 8 (Physical Science)**

Using the Next Generation Science Standards; this course is designed to give students the necessary skills for a smooth transition from elementary physical science standards to high school physical science standards. The purpose is to give all students an overview of common strands in physical science including, but not limited to, the nature of matter, laws of energy, matter, motion and forces, and energy transformation. Students will discover how science affects every aspect of their lives. Therefore, students will be provided practical and topical information for each item studied. Overall, the study of science should promote curiosity, questions, and a sense of wonder about the world in which we live.

## **MATH DEPARTMENT**

*\*Students must take three years of math.*

### **Math 6**

This course is based on the Common Core State Standards for 6th grade. Students are encouraged to consider multiple perspectives in approaching problems and engage in routine problem solving. Students are encouraged to communicate ideas using appropriate mathematical language in both oral and written explanations of concepts. Students will study topics including: Fractions and Decimals; Numerical and Algebraic Expressions; Ratios and Rates; the Coordinate Plane; Equations and Inequalities; Geometry; and Statistics.

### **Math 7**

This course aligns with the Common Core State Standards for 7th grade. Students are encouraged to consider multiple perspectives in approaching problems. Furthermore, students are encouraged to communicate ideas using appropriate mathematical language in both oral and written explanations of concepts. Students will study topics including: Integers and Rational Numbers; Expressions, Equations, and Inequalities; Ratios, Proportions, and Percent's; Probability and Statistics; and Geometry. After completing this course, students will take Math 8.

### **Accelerated Math 7**

*Please see "Mathematics Placement Policies" for prerequisites.*

This rigorous course is a prerequisite for 8th grade Algebra 1. In this course, students will learn essential concepts from the Common Core State Standards for both Math 7 and Math 8. These concepts include: Integers and Rational Numbers; Expressions, Equations, and Inequalities; Ratios, Proportions, and Percents; Probability and Statistics; Linear Equations; Exponents and Scientific Notation; and Geometry. Students will be encouraged to consider multiple perspectives in approaching problems and to communicate ideas using appropriate mathematical language and visual representations.

### **Math 8**

This course aligns with the Common Core State Standards for 8th grade. Students are encouraged to consider multiple perspectives in approaching problems. Furthermore, students are encouraged to communicate ideas using appropriate mathematical language in both oral and written explanations of concepts. Students will study topics including: Solving Equations; Functions; Linear Equations and Systems; Geometry; Data Analysis; and Exponents and Scientific Notation.

## **Integrated Math I**

Integrated Math I is the first course of a three year college preparatory integrated math sequence. This course is a college prep course that meets the minimum graduation requirement for the state of California, and follows the Integrated Math Pathway in the Common Core State Standards. Furthermore, students will be expected to work collaboratively, individually and demonstrate their learning through the Standards of Mathematical Practice. Students will be exposed to rich instruction that develop their conceptual understanding, procedural skill, problem solving skills, critical thinking abilities, and strengthen situational analysis abilities. At the conclusion of the course, students will proficient in the following topics: Solving Equations and Inequalities, Linear Equations, Linear Functions, Systems of Linear Equations and Inequalities, Exponents and Exponential Functions, Foundations of Geometry, Parallel and Perpendicular lines, Transformations, Triangle Congruence, and Statistics  
This course is required for high school graduation. (*UC "C" approved*)

## **VISUAL AND PERFORMING ARTS DEPARTMENT**

### **6<sup>th</sup> Grade Elective Wheel**

In order to both provide more elective options, as well as to expose students to programs in order to make more informed elective choices going forward, 6<sup>th</sup> grade students will participate in an elective wheel. Each elective will be 9-weeks long, over the course of the year students will participate in four different electives.

#### **Elective Wheel – 6<sup>th</sup> Grade Seminar**

6<sup>th</sup> Grade Seminar is a nine-week, interdisciplinary course in the 6<sup>th</sup> Grade Elective Wheel designed to provide students with the knowledge and skills essential for academic and social success across disciplines. Students will develop skills in the realms of leadership, mindfulness, self-advocacy, time management, organization, and problem solving. Students will demonstrate their understanding of these skills through a variety of assessments including agenda checks, presentations, and team projects. Students will identify academic interests, skills, values, personality types and learning skills, will become familiar with leadership qualities and success skills, and share learning using multimedia formats.

#### **Elective Wheel - Introduction to GPATV**

This is an introduction class designed to provide students with artistic, creative and historical background in the fields of video production. In addition, this course provides instruction and training in pre-production, production and postproduction phases of project development. It is a hands-on course designed to teach students to use digital video production equipment in a classroom environment as well as on campus grounds. Students will work on a variety of media projects both independently and as part of a group. This course will help to prepare students to be more successful if they choose to enroll in MS GPATV. Students will use iMac computers along with digital video cameras and movie editing software to produce a variety of video projects.

#### **Elective Wheel - Introduction to Art**

This course is designed to introduce students to an appreciation of visual arts, and the California visual art content standards. Students will begin to apply artistic processes and skills for visual communication; perceiving and responding to works of art; concept development; understanding historical contributions; analyzing and deriving meaning from works of art; and connecting and applying what they learn across subject areas.

#### **Elective Wheel - Introduction to Music**

This course is designed to introduce students to both learning about music and experience creating music. Students will experience playing various instruments and reading music notation, and explore genres of music from various world cultures and time periods. Assessments for this class are based on effort, not ability.

## **Art**

By the end of this year-long 8th grade course, students will have developed a personal appreciation of visual art and mastery of grade level California visual art content standards, developing strong skills in applying artistic processes and skills for visual communication; perceiving and responding to works of art; concept development; understanding historical contributions; analyzing and deriving meaning from works of art; and connecting and applying what they learn across subject areas.

## **MS GPATV**

Video Production is a hands-on course designed to teach students to use digital video production equipment in a classroom environment as well as on campus grounds. Students will work on a variety of media projects both independently and as part of a group. This course covers ethical issues and standards related to video production, script writing media crew assignments, lighting, and computer-based video editing. Students will use iMac computers along with digital video cameras and movie editing software to produce a variety of video projects.

## **Choir**

This course is offered to seventh and eighth grade students as a year-long course. It is a performance based class in which students will develop their knowledge of the elements of music, proper vocal technique, and music reading skills while performing and utilizing classroom activities. Students will sing a wide variety of quality vocal music, as well as study music from musicals and will participate in at least two performances a year. Students will receive: individualized coaching and instruction in vocal music, increased student self-confidence, self-discipline and personal fulfillment, increased student team building skills, as well as improved social skills, and potential performing experiences in vocal competitions and/or festivals representing GPA

## **Orchestra**

Students in this course will learn to read music, play the violin, viola, and cello. It is recommended that students acquire their own instrument. Students will gain an understanding of the importance of music in society, history and culture. Students will learn key concepts in Western Music History periods and explore and analyze a variety of global music styles. Students will learn to critique their own and peer performances.

## **MS Drama**

This course is an introduction to the fundamentals of drama including theater history, basic elements of performance, theater elements, and theater terminology and theater criticism. A large part of the class will be spent on performance, including theater games, improvisation, monologue study and scene study.

# **Technology**

## **Computer Tech/Coding**

This year-long course will focus on multiple 21st century skills in productivity, and computer science. Emphasis will be placed on collaboration and teamwork, creativity and imagination, critical thinking and problem solving. Students will learn about file management, keyboarding and productivity using G-Suite & MS Office Suite. They will also learn about internet search techniques, technology related vocabulary, and digital etiquette. Students will receive an introduction to coding and STEM through online computer science resources, and produce a portfolio via a student created website.

## **Introduction to Technology Application**

This year-long course is offered to students in grade 8. Technology Design and Application will introduce students to basic design principles and explore possible careers in various design fields. Students will learn begin to learn to code using HTML and be introduced to other programs for building websites and other related web media. Students will also receive instruction in designing, creating, and modifying graphics and animations, as well as exploring elements of game design.

### **MS Design Technology**

Open to 7th and 8th grade students, the middle school Design Technology course will expose students to design and engineering thinking via hands-on projects. A main goal of the course will be to help students to gain experience and develop skills involving creativity, critical thinking, communication, collaboration, and perseverance. Projects will be focused through problem solving and design challenges. Projects will be both individual and group in nature and will include, but not be limited to, art with lights and circuits, Computer Aided Design (CAD), 3D printing, CNC routing, laser cutting, traditional engineering challenges such as bridge building, programming Legos NXT robots, and student designed challenges. The course content will support the engineering portions of California science standards and will provide students with life and career skills that can be pursued further in IB Design Technology or college design, manufacturing, and engineering programs.

## **PHYSICAL EDUCATION DEPARTMENT**

### **Physical Education**

The focus of this course is to develop an appreciation and understanding of physical education and its relationship to a healthy, balanced lifestyle. Through various activities students will work to develop: positive habits of health and wellness; their optimal level of physical fitness; effective communication strategies (verbal, non-verbal, and written); the ability to reflect critically; and an international perspective on activity, health, and sport.

## **ADDITIONAL PROGRAMS**

### **English Language Development (ELD)**

The English Language Development course is a language acquisition program designed to promote students' skills in acquiring English as a second language. Placement in ELD is determined by the individual English Language Proficiency Exam taken each year. This designated ELD course continues to focus on writing, reading, and oral communication and builds into and from content area classes. Reading and writing are focus areas in order to develop the critical language English learners need for content learning in English. Collaboration and communication will be key aspects of this course, as speaking will help students develop the vocabulary and grammar skills needed.

### **Special Education Courses**

Special Education at Guajome offers a continuum of services including intensive individualized instruction, small group instruction in separate and collaborative settings, and supports designed to increase student access to general education curriculum. Below are descriptions of the courses that are offered in a separate setting. The availability of these courses is determined by student need and overall site resources.

### **Study Skills**

Students with disabilities at Guajome Park Academy Charter School who have goals and services that address study skills require a specific course that is designed to provide research based instruction and age appropriate opportunities for skills development in the areas of organization, time management, study strategies, note-taking skills, test taking strategies, and academic skill support in reading, math, writing, speaking, and research. This course is designed to address executive functioning deficits by providing activities and instruction on the specific skills required to be a successful student. Remediation of deficits in basic academic skills may also be provided within this course. This course provides specialized academic instruction (SAI).

### **Intervention Lab**

Students who require individualized intervention that is designed to meet their learning needs and Individualized Education Plan (IEP) goals in the areas of reading, writing, mathematics, social/emotional learning, and language/communication. This course is designed to remediate basic academic skill deficits by providing research based intervention curriculum in the areas of need identified by student IEP. The course will provide whole group, small group, individual, and independent intervention opportunities. This course provides specialized academic instruction (SAI).

### **Individualized Learning Lab - Alternate Core**

Students with Moderate to Severe Disabilities can receive Individualized Instruction within this classroom setting that is aligned to California Alternate Standards and prepares them for participation on the California Alternate Assessment. Students receiving credit for participation in this class will be identified as earning a Certificate of Completion at the end of their High School participation and will be encouraged to continue their instruction within an Adult Transition program within their home community.



## RECENT COLLEGE ACCEPTANCES

Recent graduates of Guajome Park Academy have been accepted to, have attended, or are currently attending the following institutions, as well as others that may not be included on the list. Graduates of Guajome have been accepted to the following schools:

<p><b><u>California State University:</u></b></p> <ul style="list-style-type: none"> <li>• Bakersfield</li> <li>• Channel Islands</li> <li>• Chico</li> <li>• Dominguez Hills</li> <li>• Fresno</li> <li>• Fullerton</li> <li>• Humboldt</li> <li>• Long Beach</li> <li>• Los Angeles</li> <li>• Monterey Bay</li> <li>• Northridge</li> <li>• Pomona</li> <li>• Sacramento</li> <li>• San Bernardino</li> <li>• San Diego</li> <li>• San Francisco</li> <li>• San Jose</li> <li>• San Luis Obispo</li> <li>• San Marcos</li> <li>• Sonoma</li> <li>• Stanislaus</li> </ul> <p><b><u>University of California:</u></b></p> <ul style="list-style-type: none"> <li>• Berkeley</li> <li>• Davis</li> <li>• Irvine</li> <li>• Los Angeles</li> <li>• Merced</li> <li>• Riverside</li> <li>• San Diego</li> <li>• Santa Barbara</li> <li>• Santa Cruz</li> </ul> <p><b><u>In State Private Colleges and Universities</u></b></p> <p>Azusa Pacific University            AMDA            Biola University            Cal Lutheran            California Baptist University            California College of the Arts            Chapman University            Concordia University            Dominican University of California            Fresno Pacific University            Hope International University            Loyola Marymount University            Occidental College            Pepperdine University            Point Loma Nazarene University            San Diego Christian College            Santa Clara University            Soka University            St. Catherine University            Stanford University            University of La Verne            University of Pacific            University of Redlands            University of Southern California            Whittier College</p> <p><b><u>Out of State Colleges and Universities</u></b></p> <p>Albion College            American University            Arcadia University            Arizona State University            Baylor University            Bethune-Cookman University</p>	<p>Boston College            Boston University            Brigham Young University            Brown University            Calvin College            Carnegie Mellon University            Carroll College            Chatham University            Clark Atlanta University            Colorado State University            Columbia College Chicago            Cornell University            Cornish College of the Arts            Cottey College            Covenant College            DePaul University            Embry-Riddle Aeronautical University            Emerson College            Florida State University            Fordham University            Fort Lewis College            Franklin College            Full Sail University            George Fox University            George Washington University            Georgia Southern University            Gonzaga University            Gordon College            Grand Canyon University            Hampshire College            Hawaii Pacific University            Iowa State University            Lewis &amp; Clark College            Liberty University            Milwaukee Institute of Art &amp; Design            Montana State            Muhlenberg College            New Mexico State University            New York University            North Carolina Central University            North Dakota State University            Northern Arizona University            Northwestern University            Ohio Wesleyan University            Oklahoma Baptist University            Oklahoma State University            Oregon State University            Pace University            Portland State University            Purdue University            Randolph-Macon College            Reed College            Rollins College            Seton Hall University            Sierra Nevada College            Southern Catholic College            Southern Methodist            St. John's University            State Univ. of New York at Oswego            Texas Christian University            The College of Wooster            Savannah College of Art &amp; Design            Smith College            Syracuse University            Texas A&amp;M University            Tulane University</p>	<p>University of Arizona            University of Colorado, Boulder            University of Colorado, Colorado            University of Evansville            University of Hawaii at Hilo            University of Iowa            University of Montana            University of Nevada Las Vegas            University of Oregon            University of Richmond            University of San Francisco            University of Tulsa            University of Utah            University of Vermont            University of Virginia            University of Washington            Utah Valley            Vanguard University            Wagner College            Washington College            Washington State University            Webster University            Western Washington University            West Virginia Wesleyan College            Westmont College            Whitworth University            Willamette University            York University</p> <p><b><u>International Universities</u></b></p> <p>Gymnasium Ulricianum Aurich            ITTP            Prague            McMaster University            University of Montreal            University of Ottawa            University of St. Andrews            University of the Arts London</p> <p><b><u>Community Colleges</u></b></p> <p>Germanna College            Mira Costa College            Palomar College            Peralta Community College            San Diego Mesa College            Southwestern College</p> <p><b><u>Vocational/Trade/VAPA Schools</u></b></p> <p>American Musical Dramatic Academy            American Academy of Dramatic Arts            Art Institute of California – Orange County            Art Institute of California – San Diego            Bellus Academy            Brightwood College            San Francisco Art Institute            Savannah College of Art &amp; Design</p> <p><b><u>Military</u></b></p> <p>Air Force            Army            Coast Guard Academy            Marines            Navy</p>
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