

# SOAR HIGH SCHOOL

(STUDENTS ON ACADEMIC RISE)



## 2024 – 2025

### STUDENT HANDBOOK/PLANNER

**Lancaster Campus**

3041 West Avenue K  
Lancaster, CA  
(661) 722-6509  
[www.soarhs.org](http://www.soarhs.org)

**Palmdale Campus**

2270 East Avenue Q  
Palmdale, CA  
(661) 274-4619  
[www.soarhs.org](http://www.soarhs.org)

**Property of:**

**Address:**

**City:** \_\_\_\_\_ **State:** \_\_\_\_\_ **Zip:** \_\_\_\_\_

**Phone #:**

**Email:**

## **ANTELOPE VALLEY UNION HIGH SCHOOL DISTRICT**

176 Holston Drive  
Lancaster, CA 93535  
(661) 948-7655

### **BOARD OF TRUSTEES**

Mr. Charles Hughes, President  
Mrs. Carla Corona, Vice President  
Mr. Miguel Sanchez IV, Clerk  
Mrs. Donita Winn, Member  
Mrs. Jill McGrady, Member

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Mr. Greg Nehen, Superintendent  
Dr. Chris Grado, Assistant Superintendent  
Mr. Kevin Vensko, Assistant Superintendent  
Mrs. Kristina Ramos, Assistant Superintendent  
Ms. Shandelyn Williams, Assistant Superintendent

### **SOAR LANCASTER ADMINISTRATION**

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*"Let us remember: One book, one pen, one child, and one teacher can change the world."*  
**Malala Yousafzai**

## PRINCIPAL'S MESSAGE

Dear SOAR Students and Parents,

As the principal of SOAR High School, it is my pleasure to welcome you back for an exciting school year! Our staff and faculty have been working hard to provide you with the best possible Early College High School (ECHS) experience. At SOAR, we have a strong foundation in Advancement Via Individual Determination (AVID) principles. One of the ways AVID helps is by providing you with tools and resources.

This very valuable resource is the SOAR Student Handbook/Planner. It is a tool designed to help you in understanding the expectations we have in order to keep students safe, engaged in meaningful and rigorous coursework, and organized throughout the school year. Parents are encouraged to use this resource to keep informed of student information, assignments, tests, activities, and important events.

Please remember that SOAR's vision is the following:

*SOAR Stars are life-long learners and self-advocates who solve the most pressing challenges through an unwavering pursuit of knowledge, innovation, and collaboration, becoming engaged and productive leaders in their communities.*

Involvement from everyone is needed in order to ensure that students fulfill this vision. Parents, especially, make up a critical part of the team that will enable students to excel in this program. Please review this handbook/planner with your student and check in periodically with them to ensure that expectations are being achieved and that students are meeting the demands of this program. If at any time you have concerns, please reach out to us.

On behalf of the entire staff and faculty at SOAR, we look forward to working with you this year and sincerely wish you the best as you begin or continue your journey with us at SOAR!

**Mrs. Wendi Johnston**  
**Principal, SOAR High School**

# STUDENTS ON ACADEMIC RISE (SOAR)

## A BRIEF HISTORY IN TIME

In December 2005, the California Community College Foundation approached Antelope Valley College (AVC) to be the fourteenth member of the Early College High School (ECHS) program in the State of California. Planning began in January of 2006 with the program being approved by the AVC and the Antelope Valley Union High School District (AVUHSD) Boards of Trustees in April of that year. In June 2006, SOAR was approved as a new alternative high school and received their California Department of Education (CDE) High School Code. Interviews for students began in June and were completed in August with fifty (50) students enrolled for the school's inaugural year. SOAR opened August 14, 2006.

## PURPOSE OF THE PROGRAM

The purpose of the program is to have students earn their college Associates Degree within four to five years while earning their high school diploma. One of the core principles of the Early College High School Program is to improve graduation rates by creating a flexible high school year, compressing the number of years to complete a college degree, and removing financial and other barriers to college. SOAR is an Advancement Via Individual Determination (AVID) school; every student takes AVID every year. SOAR has a math, science, and engineering focus, but allows students to explore other career options to reach their full potential. The ECHS program was initially funded by a grant supported by the Bill and Melinda Gates, Kellogg, Ford, and Carnegie Foundations to redesign public education.

## GENERAL INFORMATION

The time spent in high school has been described by many as one of the most exciting and rewarding experiences an individual has. It is our desire that students attending our school will mature academically, socially, culturally, and physically. The friends you make in high school, the manner of conducting yourself as you go about your classes and extracurricular activities, and your attitude towards those with whom you make contact – casual as the contact may be – will affect life even more than you realize. These relationships and experiences will be enhanced by a businesslike attention to punctuality, attendance, orderliness and a considerate, courteous attitude that will build a good record that is sure to be to your advantage. An understanding of what SOAR expects of you and what you may expect from SOAR, thus creates an exciting and stimulating learning atmosphere.

This handbook is presented to familiarize you with expectations and responsibilities. You are encouraged to read and understand the contents of this handbook. **Failure to read this information is an unacceptable reason for not carrying out expectations and responsibilities.** Enjoy your days at SOAR High School!

## VISION STATEMENT

SOAR Stars are life-long learners and self-advocates who solve the most pressing challenges through an unwavering pursuit of knowledge, innovation, and collaboration, becoming engaged and productive leaders in their communities.

## MISSION STATEMENT

Students On the Academic Rise (SOAR) High School provides a supportive, flexible and academically enriched environment with an emphasis in mathematics, science and engineering for underrepresented students who may be high potential but low performing in the traditional educational system. SOAR High School is designed to promote academic achievement, social maturity, and enhanced economic opportunities through the completion of high school and success in college. SOAR High School embraces the Core Principles of the Early College High School (ECHS) Initiative, including improving the graduation rates by creating a flexible high school year, by compressing the number of years to complete a college degree, and removing financial and other barriers to college.

## MOTTO AND VALUES

Dream high and SOAR higher!

Be a **STAR**!

**S** – Self Advocate

**T** – Teachable

**A** – Accountable

**R** – Respectful

## STUDENT LEARNING OUTCOMES

### Self-directed learners who

- Create an educational plan based on individual student goals
- Practice effective study and work habits including regular attendance and effective time management
- Overcome obstacles and become resilient through individual determination
- Use technology to research, evaluate, and synthesize information

### Open-minded thinkers and problem solvers who

- Exhibit academic excellence by completing a combined high school and college curriculum
- Connect ideas across the curriculum to accomplish meaningful tasks
- Develop logic, reasoning, and inquiry-based skills
- Engage in high level critical thinking to solve problems and make decisions in school and real-life situations

### Active communicators who

- Utilize self-advocacy to achieve goals to speak and write with clarity to diverse audiences
- Listen attentively and read critically to interpret the messages and ideas of others
- Utilize technology to communicate with other students and faculty

### Respectful citizens who

- Exhibit AVUHSD character traits of respect, responsibility, caring, fairness, trustworthiness, and citizenship
- Demonstrate personal, academic, and social integrity
- Exhibit civic responsibility by participating in a democratic society
- Demonstrate community and global awareness through tolerance of diverse cultures and beliefs

## ALL STUDENTS WILL

Follow the guidelines of the SOAR Honor System and the SOAR Behavioral Expectations.

## ATTENDANCE

### *ATTENDANCE REGULATIONS*

California school law requires that a student attend school regularly and punctually. The only **legal** absences by the State of California are (a) illness; (b) quarantine; (c) doctor or dental appointment; (d) funeral in the immediate family (parents, siblings, and grandparents). Days allowed for missing school: local (1); out of area (3); out of state (5); (e) juvenile court appointments.

### *ATTENDANCE POLICY*

The ultimate responsibility for positive school attendance rests with the parents and students, with the school assisting them to fulfill that responsibility. The school expects parents/guardians to call the attendance office each day a student is absent. Reasonable attempts will be made by the school through phone calls to inform parents/guardians of student absenteeism. Regular school attendance is essential for much of the success students attain from their high school programs. **Students should remain out of school only when it is absolutely necessary.** Student's participation in class discussions; listening to lectures; clarifications and explanations; viewing or listening to audiovisual materials; and attending school assembly programs are considered an integral part of the educational program. It is impossible to gain the full significance of any class presentation through make-up work. Therefore, the AVUHSD Board of Trustees requires the following attendance procedures:

### *ATTENDANCE PROCEDURES*

1. Parents/18 year old students may clear, by note or phone call any non-suspension or non-truant absence during a period of time **not** to exceed five-school days after the occurrence of the absence. After the five-day window a doctor's note indicating a diagnosis is required to clear an absence.
2. If a student is absent from school for a portion of the day for illness or a doctor's visit, the parent or guardian must properly check the student out of school through the office. If this procedure is not followed, the student's period absences may be marked as unexcused.
3. Students will be assigned Saturday School for a minimum of four hours to clear five absences which have not been cleared by a verifiable excuse. Parent permission is required for the student to attend Saturday School.
4. The Superintendent is directed to establish procedures to implement this policy. Annually, an evaluation of this policy shall be reported to the Board of Trustees. *REPORTING AND VERIFYING ABSENCES*

### **The procedure for reporting or verifying a student's absence is as follows:**

1. It is preferred that parents call the office by 12:30 p.m. the same day a student is absent to confirm the reason for the absence.
2. When a telephone confirmation is not possible, the student must bring an absence note to the office upon return or a parent email to the principal's secretary. The note must be signed by a parent or guardian and must include a phone number where the parent or guardian can be reached.
3. If an absence is not cleared by the parent or guardian by phone or note upon the student's return to school, the student will be considered truant. An absence not cleared will be recorded as an all-day truancy. An all-day truancy

can be made-up by attending Saturday School. **CLEARING A STUDENT'S ATTENDANCE IS A PARENTAL OBLIGATION AND MUST BE DONE WITHIN THREE DAYS OF THE ABSENCE.**

#### *CLOSED CAMPUS*

**WE ARE A CLOSED CAMPUS. Students are not allowed to leave campus once they arrive/are dropped off by parents until the end of the school day. Rules are the same on days students attend high school classes or college classes.** Although we are not a secured campus like the comprehensive schools, the rules remain the same. Students are to stay within the designated campus areas as outlined by the principal. **THERE WILL BE DISCIPLINARY ACTION FOR ANY STUDENT SEEN GOING OFF-CAMPUS OR CAUGHT OFF-CAMPUS DURING THE SCHOOL DAY. DISCIPLINE COULD INCLUDE SUSPENSION OR CITATION FOR TRUANCY.** Parents are not held responsible for student truancy tickets. Students are held accountable for their truancy tickets by the State of California and are unable to obtain a driver's license until the tickets are paid. If a student has already obtained their driver's license, their license could be suspended for up to a year or until they are 18 years of age. The minimum for a first truancy ticket is \$280 and can be as much as \$900 depending upon the offense. Each subsequent ticket is double the amount of the previous ticket issued. For example if the 1st ticket is \$280, the 2nd ticket would be \$560, the third \$1,120, etc.

#### *DROP / WITHDRAW FROM COLLEGE CLASS*

If a student is dropped from a college class for non-attendance/discipline reasons or the student decides to drop/withdraw from a college class, there will be a **fifty dollar (\$50) charge.**

#### *CLASSWORK MAKE-UP POLICY*

If an absence is anticipated, the student and parent should arrange to have class work assigned by contacting the teacher.

Excused absences – all work missed may be made up at full credit.

Suspensions – missed work may be made up only at the discretion of the teacher (Education Code: 48913).

Truancy – missed work may be made up at the discretion of the teacher.

Other absences – missed work may be made up at the discretion of the teacher.

#### *TARDIES*

Tardiness is a failure to appear on time and is considered a form of absence. It is the student's responsibility to be in the classroom and ready to work.

**Such common problems as car trouble and oversleeping are unacceptable reasons for tardiness to school and are considered unexcused tardiness/absences.** Because of the disruptive nature of being tardy, students may be referred for disciplinary action pursuant to the SOAR Behavioral Expectations. Students will be assigned Saturday School for a minimum of four hours to clear five tardies which have not been cleared by a verifiable excuse. Parent permission is required for the student to attend Saturday School.

#### *TRUANCIES*

If an absence is not cleared by the parent/guardian by a phone call or note upon the student's return to school, the student will be considered truant at the end of the second day. An unexcused absence is recorded as an all-day truancy. Based on parent notification of truanancies, students will be assigned Saturday School or other disciplinary action. Please see the SOAR Behavioral Expectations for more details.

The Education Code 48260.5 provides that legal action may be taken against a student and/or parent when a student is declared a habitual truant.

#### *ACADEMIC PROGRESS/ PROBATION*

The goal is that all students progress toward academic success. Each student must maintain at least a 2.0 grade point average (GPA) for each college semester enrolled and must maintain at least a 2.5 GPA for each semester of high school. If a student falls below the above stated minimum for either high school or college they will be placed on academic probation. If the standard is not met at the high school level (1st quarter, 1st semester or 3rd quarter grade reports) or at the college level (1st or 2nd semester), a letter pertaining to notice of academic probation will be issued. If the GPA standard has not been met by the end of the semester, this could result in the removal from the SOAR Program. A conference meeting with the Administrative Team will be held with the student and parent/guardian to discuss the student's status. Additionally, the overall GPA will be a consideration at the conference meeting.

## **WITHDRAWAL PROCESS**

The parent/guardian notifies the office of intention to withdraw student.

The parent /guardian and student meet with the school counselor.

The student must meet with the Dean of Student Life and Development and withdraw from AVC.

The parent/guardian completes the high school withdrawal form.

The parent/student must return textbooks, library books, and pay all outstanding charges and fines owed to the school.

## **DRESS CODE**

All students are expected to dress and groom appropriately, with an emphasis on modesty, decency, personal and public health, especially as a minor who will interact with adults in the college setting. In essence, **DRESS FOR SUCCESS.** Students are also expected to maintain a high standard of personal hygiene.

The District-wide Dress Code applies to SOAR HS Students.



## EXPECTATIONS/DISCIPLINARY PROCEDURES

### *BEHAVIORAL EXPECTATIONS*

Students are expected to present themselves in a manner that reflects self-discipline, citizenship, courtesy, and eagerness to learn. If we are to have a safe and controlled environment on this campus, it is essential that we have the cooperation of all students. We acknowledge that penalties alone will not deter disruptive behavior on campus. It is important that students understand their responsibility to conduct themselves in ways that will not disrupt the educational environment and behave in a positive manner. Students choosing to violate school rules and procedures face consequences. These penalties are within the guidelines set by the AVUHSD regulation 5144.1 and California Education Code Sections 48900 and 48915.

### *PHILOSOPHY*

The Board of Education has the responsibility to see that an appropriate education program is available to each student in our schools. Rules and regulations are established to ensure a proper climate in which students may pursue their studies. School personnel have been charged by the Board to carry out these rules in a friendly, firm and fair manner in order to safeguard each student's right to the finest education we can provide. The Board further feels that good discipline is a shared responsibility. Students, parents, teachers, and administrators all share in this endeavor and responsibility.

### *SUSPENSIONS*

Suspension from school is counterproductive to the purpose of SOAR High School. Any actions by students that would qualify as a basis for suspension at a comprehensive school could constitute potential removal from the program and placement into a comprehensive high school.

### *CLASSROOM BEHAVIOR*

District/School personnel are obligated to keep the classroom free from threats of harmful influence or disruptive behavior and to adopt rules that further this end. Teachers have the right to add expectations as is appropriate for their classroom setting.

### *LOST OR DAMAGED SCHOOL PROPERTY*

Students are loaned books and other materials during the school year. These are to be returned in good order. Fines will be assessed for any misused books or materials and also for any lost books or materials.

### *SEXUAL HARASSMENT POLICY*

The Board of Trustees prohibits unlawful sexual harassment of or by any student by anyone in or from the district. Teachers shall discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of sexual harassment. Any student who engages in the sexual harassment of anyone in or from the district may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in sexual harassment may be subject to disciplinary action up to and including dismissal (BP5145.7, 4119.23). The Board expects student and staff to immediately report incidents of sexual harassment to the principal or designee or to another district administrator. Any student who is being harassed should immediately contact the principal or designee or another district administrator in order to obtain a copy of AR1312.3 – Uniform Complaint Procedures. Complaints of harassment can be filed in accordance with these procedures. The district prohibits retaliatory behavior against any complainant or any participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.

### *PUBLIC DISPLAY OF AFFECTION*

Flagrant and/or provocative displays of affection do not have a place at any time in our school. This behavior may result in disciplinary action up to and including an off-campus suspension or potential removal from the program.

### *ELECTRONIC DEVICES*

Inappropriate use of electronic devices can result in disciplinary action (see SOAR Behavioral Expectations for more details). Student owned electronic devices of any kind are brought on campus at the student's own risk. SOAR will not investigate any thefts of these devices.

### *IDENTIFICATION CARDS*

Each student will be issued an official SOAR High School photo I.D. badge at the beginning of the school year. Students are required to have their I.D. badge during at all times while on campus. Admission to all school events will be restricted to high school I.D. badge holders. A \$5.00 charge will be paid prior to the replacement of lost/stolen I.D. badges. Replacement I.D.'s will be available in the school office.

### *PARKING LOT*

The parking lot is a place to keep the student's car during the school day. Neither AVUHSD nor AVC assume any responsibility for theft or damage. In an effort to protect the student's car and other possessions, we require that students:

Not be in the parking lot during break/lunch or any class period.

Not loiter in the parking lot before or after school.

**All vehicles must be parked legally and in designated area only. Violators may be cited and towed away.**

**Students found in the parking lot during class time or break may receive disciplinary action. Parking passes may be purchased from the Antelope Valley College Cashier's office.**

### *DISTRIBUTION OF LITERATURE*

Any non-SOAR affiliated literature must be pre-approved by SOAR Administration. Restrictions can be placed on student speech when:

It is materially and substantially disruptive to the educational process.

It is pervasively vulgar in content or nature or it is harmful to students.

#### *SOLICITATIONS*

Individuals/Students are not allowed to sell **any** items on campus without prior approval of the Administration Office. In addition, students are not allowed to panhandle/beg for money, etc.

#### *SKATEBOARDS/BICYCLES*

Students may only skateboard or ride bicycles to and from campus or as a means of transportation on campus. If a student is under the age of 18, by CA law, they must wear a helmet when doing so.

#### *TRESPASSING*

Students leaving assigned school grounds and entering another school campus without the authorization of Administration is strictly prohibited. Violators will be suspended five days with notification to sheriff (Education Code Section 653G and 602). Any student, who brings outsiders onto campus with the intent to cause disruption, fight, theft, assault, etc., is subject to suspension and/or expulsion, and/or arrest. **Any individual or non-SOAR student who enters a classroom without the express permission of the SOAR Administration may be subject to a Sheriff's referral.**

#### *STUDENT SEARCHES*

To maintain order and discipline in the schools and to protect the safety and welfare of students and school personnel, school authorities may conduct a search of a student's person, personal property, school property, or vehicle when there are reasonable grounds for suspecting the student possesses illegal or unauthorized materials. School authorities may immediately take possession of any illegal, unauthorized, or contraband materials discovered in the search. As used in this policy, the term "unauthorized" means any item dangerous or detrimental to the health, safety or welfare of students or school personnel, disruptive of any lawful function, mission or process of the school or any described as unauthorized current school rules or District policies.

#### *LAW ENFORCEMENT – REMOVING STUDENT FROM SCHOOL*

Upon presentation of proper identification to the principal or designee, police officers have the authority to remove students from the school premises. The principal or designee shall take immediate steps to notify the parent, guardian, or responsible relative of the minor regarding the release of the minor to the officer, and regarding the place to which the minor is reportedly being taken, except when a minor has been taken into custody as a victim of suspected child abuse. In those cases, the school official shall provide the police officer with the address and telephone number of the minor's parent or guardian (Education Code 48906).

#### *PERSONAL PROPERTY*

SOAR High School shall not assume responsibility for the theft of, the loss of, or damage to personal property stored, installed, used, or brought to the school premises. **Do not bring valuables to school.** SOAR staff will not investigate the theft of electronic devices.

### **FREE OR REDUCED LUNCH**

Application forms are available on [www.avfood.org](http://www.avfood.org) for students whose financial situation may indicate a reduction in lunch pricing. (Education Code 49510-49520).

### **WORK PERMITS**

All students under the 18 years of age, who have a job, **MUST** have a work permit. The "Work Experience Coordinator" at comprehensive sites issue a "Permit to Employ" after the "Request for a Work Permit" is completed by the student, employer, and parent. See the SOAR Secretary for work permit information.

## GRADUATION REQUIREMENTS

The classes and credits listed below are the minimum required to receive a diploma from SOAR High School or any of the other high schools in the AVUHSD:

ENGLISH	40 CREDITS	4 YEARS
MATH (MUST COMPLETE ALGEBRA 1)	30 CREDITS	3 YEARS
SCIENCE (PHYSICAL AND LIFE)	20 CREDITS	2 YEARS
PHYSICAL EDUCATION	20 CREDITS	2 YEARS
WORLD HISTORY	10 CREDITS	1 YEAR
U.S. HISTORY	10 CREDITS	1 YEAR
HEALTHFUL LIVING	10 CREDITS	1 YEAR
CIVICS	5 CREDITS	1 SEMESTER
ECONOMICS	5 CREDITS	1 SEMESTER
FINE ARTS OR WORLD LANGUAGE	10 CREDITS	1 YEAR

The required classes listed above total 160 credits. You need a total of 230 to graduate from SOAR High School. This gives you 70 credits to use for senior seminar, electives, or additional science, world language, or math classes that may be required for college admission.

### *ADDITIONAL COLLEGE REQUIREMENTS*

In order to prepare for a 4-year college or university directly after high school, you need to take some specific classes in addition to the basic graduation requirement. First-time freshman seeking admission for fall semesters or later terms will have the same preparatory requirements for admission to both the California State University and the University of California.

Two years of Lab Science from Life or Physical (3 yrs. recommended); one year of Visual or Performing Arts from the approved list; two years of the same World Language (3 yrs. recommended); one year of an additional approved elective. College grades must be a C or better.

## HEALTH AND EMERGENCY POLICY

If a student is injured or becomes ill at school, every effort will be made to notify the parents. If the parents cannot be reached, then the "designated-to-be-called" person(s) will be notified in the case of an emergency. Parents and students are asked to inform the school of any changes regarding telephone numbers, places of work, or emergency contacts.

The office must also receive a written statement from the physician detailing the method, amount, and time schedules by which any medication is to be taken, and a written statement from the parent/guardian indicating that they desire the school district to assist their student in the matter set forth by the physician. Student must check all prescription medication into the office. Students are not allowed to carry medication of any kind while on campus (**Education Code: 49423**). **If your student has a chronic or acute health condition which may affect them at school, please contact the District Nurse.**

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## MESSAGES AND DELIVERY OF ITEMS TO STUDENTS

In an effort to avoid disrupting the classroom, **the high school office does not accept or deliver personal messages, personal items, or phone calls to students at any time during the school day. Please be sure to remind your student before they leave for school about any personal business they have that day. Also, please make all rides and other arrangements prior to departure for school each morning.**

*"Integrity is doing the right thing, even when no one is watching."*  
**C.S. Lewis**



## Students On Academic Rise (SOAR) Honor System

### Introduction and Philosophy

Trust is a necessary component for the healthy functioning of SOAR High School students. While we cannot change human nature, we will endeavor in the learning environment to promote, as best we can, the principles of trust, honesty, and integrity. Each student will be asked to sign this statement of academic honesty each year. Dishonesty has no place in the development of one's personal and intellectual potential.

### Honor Violations

Including, but not limited to the following:

#### **Academic Violations**

1. Copying another student's homework or lending one's homework to be copied
2. Copying another student's work during a test or allowing a fellow student to copy work
3. Unauthorized use of technology and/or notes during a test
4. Resubmitting work that was used for another class without explicit permission
5. Fabricating excuses for not handing one's work in on time or being called out/calling oneself out to avoid taking a test or handing in an assignment
6. Obtaining and/or copying exams or quizzes without authorization
7. Plagiarism of another student's or author's ideas or words – i.e. passing off the ideas of another as one's own
8. Use of an author's work without proper citation and reference

#### **Behavioral Violations**

1. Leaving SOAR and/or the AVC campus without following defined procedures
2. Violating the Antelope Valley Union High School District's rules and regulations, Antelope Valley College's Code of Conduct, and/or SOAR's Behavioral Rules and Expectations

### Response and Actions

#### **Academic Violations**

- **First Offense** – Student receives a zero on the assignment and/or test; teacher contacts parent/guardian; teacher sends referral to administration, which is entered into student's permanent incident record.
- **Second Offense** – Student receives a zero on the assignment; student is removed from all after-school activities including clubs, class offices, ASB participation for the duration of the school year; teacher contacts parent/guardian; teacher sends referral to administration, which is entered into student's permanent incident record. Student and parents meet with administration to discuss the matter, put a behavior contract in place, and assign Saturday School.
- **Third Offense** – Student receives a zero on the assignment and/or test; teacher contacts parent/guardian; teacher sends referral to administration, which is entered into student's permanent incident record. Student and parents meet with administration and review for dismissal/consideration for reassignment to home school.

#### **Behavioral Violations**

Consequences will be consistent with Antelope Valley Union High School District, Antelope Valley College, and SOAR High School Behavioral Expectations.



## **Students On Academic Rise (SOAR) Behavioral Expectations**

### **Classroom**

- Speak with an awareness of the teacher, students, and activities
- Behave with academic integrity and honesty
- Do your best by prioritizing learning over earning a grade
- Limit distractions and focus on the tasks given in class – be present mentally and physically
- Come to class on time and prepared with necessary materials and completed homework

### **Common Areas**

- Speak with a volume that does not disrupt classes in session
- Respect facilities, self, and each other
- Help maintain an environment that reflects our values and pride in SOAR
- Behave with integrity – do what is right even when no one is watching
- Behave safely, following laws, rules, and guidelines of California enforced by the LA County Sheriff's Department, Antelope Valley College (AVC), Antelope Valley Union High School District (AVUHSD), and SOAR

### **Community**

- Speak with awareness of your audience and the impact your words have for others
- Act as an ambassador or representative of SOAR, establishing a positive impression of SOAR
- Exhibit individual determination and self-advocacy
- Seek opportunities to help others

### **Connected Online**

- Use academic professionalism - cite sources, acknowledge others' opinions, etc.
- Use technology for educational purposes, respecting the school's equipment
- Maintain a digital footprint that reflects positively on your future and potential
- Interact with others with the same respect toward others that you would in person

### **Attendance and Tardy**

SOAR students attend and are on time to each class, every day. Students should be in their seats ready to start class at the scheduled class period start time. Missing any portion of a class period can significantly impact a student's overall success. If a student should have to miss class, parents must notify the office in one of the following forms: call the main office, turn in a written note to the office, or email. Justifications should include the following: parent name, student name, date of absence, and reason for absence.

### **Classroom/Campus Behaviors and Dress**

SOAR students behave in a civil, mature, and ethical manner. Classroom/campus behaviors and dress should be consistent with the SOAR Behavioral Expectations and all AVC, AVUHSD, and SOAR rules (see the dress code policy in the SOAR Student Handbook for more details).

### **Use of Technology (including cell phones, tablets, and laptops)**

SOAR students use technology to enhance their learning, not distract from it. Students are mindful of their technological devices, keeping them in their bags with the sound off while in classrooms. Students are only authorized to use their devices in the classroom if instructed by the teacher.

**Food and Drink in the Classroom**

*Students are not allowed to eat or drink anything other than water in SOAR classrooms. Exceptions will be granted to students whose schedules show evidence of a college class during lunch or the student has a documented health concern. Teacher should be notified of this situation at the beginning of the semester.*

**Response and Actions**

**First Offense** = Verbal warning from teacher, logged into PowerSchool as Positive Behavioral and Intervention Supports (PBIS)

**Second Offense** = Parent/guardian contact from teacher with confirmation, logged into PowerSchool PBIS

**Third and All Other Offenses** = Teacher sends a referral to administration. Student meets with administration and is put on a behavior contract. Administration makes parent/guardian contact. Subsequent referrals will result in a family meeting including review for dismissal/consideration for reassignment to home school. Teachers are notified of outcomes.

**Honor (includes cheating, dishonesty, and leaving class/campus without permission)**

*SOAR students uphold the SOAR Honor System (please refer to the SOAR Honor System for more details).*

**First Offense** – Student receives a zero on the assignment and/or test; teacher contacts parent/guardian; teacher sends referral to administration, which is entered into student's permanent incident record.

**Second Offense** – Student receives a zero on the assignment; student is removed from all after-school activities including clubs, class offices, ASB participation for the duration of the school year; teacher contacts parent/guardian; teacher sends referral to administration, which is entered into student's permanent incident record. Student and parents meet with the SOAR Principal to discuss the matter, put a behavior contract in place, and assign Saturday School.

**Third Offense** - Student receives a zero on the assignment and/or test; teacher contacts Parent/guardian; teacher sends referral to administration, which is entered into student's permanent incident record. Student and parents meet with SOAR Administration and is considered for dismissal.

*“Education is for improving the lives of others  
and for leaving your community and world  
better than you found it.”  
Marian Wright Edelman*



## SOAR Home/School Compact

### District and SOAR High School Goals for Student Achievement:

1. Ensure that students are academically proficient and prepared for college and career.
2. Provide a 21st-century learning environment and rigorous curriculum that allows students to have multiple experiences and opportunities for academic, collegiate, professional and personal growth.
3. Cultivate a safe and secure, positive school culture that supports all students' personal and academic growth.
4. Communicate effectively with all stakeholders and continue to build relationships in the community that help provide our students with innovative educational opportunities.

### 21st Century Learning & Rigorous Curriculum

- Chromebooks in every classroom
- Digital Math curriculum by Big Ideas
- Digital/SAT preparatory English Language Arts Curriculum by College Board (Honors level for all 9th, 10th, and 11th-graders)
- Dual enrollment courses at AVC
- Google Classroom, Canvas, and Course Sites for online learning
- Rigorous Science offerings: Conceptual Physics (all 9th grade), \*Articulated Chemistry (all 10th grade), Anatomy and Physiology, Forensic Biology
- Relevant Social Studies offerings: Honors World History (10th grade), Honors US History (11th grade), Civics, Economics, Ethnic Studies, Contemporary Issues

### College and Career Readiness

- All students enrolled in AVID for academic support and college readiness
- College Admissions and Career Guest Speakers
- Naviance
- College Field Trips
- Regularly updated scholarships list (see [soarhs.org](http://soarhs.org))
- Weekly AVID tutorials or Collaborative Study Groups
- College and Career Counselor, Mrs. Rika Graves
- Pupil Services Technician, Mrs. Maria Galindo

### Building Partnerships

If you would like to volunteer, chaperone field trips or events, participate and/or observe in the classroom, please contact our office.

### SOAR Vision Statement

*SOAR STARs are life-long learners and self-advocates who solve the most pressing challenges through an unwavering pursuit of knowledge, innovation, and collaboration, becoming engaged and productive leaders of their communities.*

### SOAR Values Statement

*SOAR STARs are self-advocates, teachable, accountable, and respectful.*

**How Families Can Help Students Succeed:**

- Teach students to advocate for themselves. Students must learn to talk to teachers, professors, and tutors about their needs or questions.
- Help your student establish and maintain their organizational system. All students have planners to help them keep track of homework.
- Help your student manage their time. Students need to learn to balance their schoolwork, social life and family time/responsibilities so they can get adequate sleep and stay healthy.
- Encourage participation in clubs, community service, and extracurricular activities. Colleges don't just look at grades. A student who shows participation in his/her community is important for university admissions!
- Check PowerSchool. Stay up to date on grades, missing work and attendance.
- Download the AV High School District app. Stay up to date on announcements and upcoming events.

**Have a question or concern about your student?**

See our staff directory at [soarhs.org](http://soarhs.org) to contact the teacher directly via email. Call the main office for a teacher. Please relay a phone number and times when you can be reached.

**For current announcements, bulletin and scholarship updates, visit our website at [www.soarhs.org](http://www.soarhs.org).**





## SOAR Parent/Family Engagement Policy

We understand that children learn from adults and that love, caring, encouragement, positive support, and a wholesome, nurturing environment are critical to the healthy development of every child. We are committed to working together, with each of us doing our best to promote your child's achievement.

As a student, I will:

- Share with my parents what I am learning in school.
- Attend class, come prepared, and do the best I can because I know that education is the key to my future.
- Work hard and practice, because I know that it takes time and hard work to do anything well. I will consistently complete and turn in homework.
- Face new tasks and experiences with a positive attitude. I will try to recognize my mistakes as opportunities for me to learn and improve.
- Be responsible for my own success by taking action to get what I want. I will not blame others when I don't. I will also take responsibility for my own actions and acknowledge my mistakes.
- Participate fully in whatever I do. I understand that what I get out of any class or activity will depend on how much I put into it.

As a parent, I will:

- Talk with my child about his/her activities on a regular basis.
- Encourage my child to read and provide access to reading material.
- Make sure my child attends school daily. I will teach my child to value education and respect his/her teachers and classmates.
- Encourage my child to recognize, feel good about and build on his/her strengths.
- Get involved in my child's education. I will attend school events to show my interest and support.

Along with providing a quality education, SOAR High School is honored to:

- Provide opportunities for before, during and after school for tutoring in Math and Science.
- Provide clear guidelines for what the child is expected to accomplish in each class.
- Provide access to computers and other forms of technology.
- Provide access to counseling services on campus and referrals to community agencies as needed.
- Provide a safe and orderly learning environment.
- Provide appropriate in-service and training for teachers and for parents.
- Encourage parents to be involved in decisions that affect their child's education.
- Communicate with the home concerning the education of each student.

## QUESTIONS FOR THE REVISED BLOOM'S TAXONOMY

(from Quick Flip Questions for the Revised Bloom's Taxonomy)

EDUPRESS EP 729 – [www.edupressinc.com](http://www.edupressinc.com)

LEVEL 1 - REMEMBERING		LEVEL 2 - UNDERSTANDING		LEVEL 3 - APPLYING	
Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.		Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.		Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	
Key Words	Questions	Key Words	Questions	Key Words	Questions
choose define find how label list match name omit recall relate select show spell tell what when where which who why	What is ...? Where is ...? How did ____ happen? Why did ...? When did ...? How would you show ...? Who were the main ...? Which one ...? How is ...? When did ____ happen? How would you explain ...? How would you describe ...? Can you recall ...? Can you select ...? Can you list the three ...? Who was ...?	classify compare contrast demonstrate explain extend illustrate infer interpret outline relate rephrase show summarize translate	How would you classify ...? How would you compare ...? How would you contrast ...? State in your own words ...? Rephrase the meaning ...? What facts or ideas show ...? What is the main idea of ...? Which statements support ...? Explain what is happening ...? What is meant ...? What can you say about ...? Which is the best answer ...? How would you summarize ...?	apply build choose construct develop experiment with identify interview make use of model organize plan select solve utilize	How would you use ...? What examples can you find to ...? How would you solve ____ using what you've learned ...? How would you organize ____ to show ...? How would you show your understanding of ...? What approach would you use to ...? How would you apply what you learned to develop ...? What other way would you plan to ...? What would result if ...? Can you make use of the facts to ...? What elements would you choose to change ...? What facts would you select to show ...? What questions would you ask in an interview with ...?

LEVEL 4 - ANALYZING		LEVEL 5 - EVALUATING		LEVEL 6 - CREATING	
Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.		Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.		Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.	
Key Words	Questions	Key Words	Questions	Key Words	Questions
analyze assume categorize classify compare conclusion contrast discover dissect distinguish divide examine function inference inspect list motive relationships simplify survey take part in test for theme	What are the parts of ...? How is ____ related to ...? Why do you think ...? What is the theme ...? What motive is there ...? Can you list the parts ...? What inference can you make ...? What conclusions can you draw? How would you classify...? How would you categorize...? Can you identify ...? What evidence can you find ...? What is the relationship ...? Can you distinguish between ...? What is the function of ...? What ideas justify ...?	agree appraise assess award choose compare conclude criteria criticize decide deduct defend determine disprove dispute estimate evaluate explain importance influence interpret judge justify measure opinion perceive prioritize prove rate recommend select support value	Do you agree with the actions...? with the outcome...? What is your opinion of ...? How would you prove/disprove ? Assess the value /importance of? Would it be better if ...? Why did they (the character) choose ...? What would you recommend...? How would you rate the ...? What would you cite to defend the actions ...? How could you determine...? What choices ...? How would you prioritize ...? What judgment can you make ...? Based on what you know, how would you explain ...? What information would you use to support the view...? How would you justify ...? What data was used to make the conclusion...? What was it better that ...? How would you compare the ideas ...? people ...?	adapt build change choose combine compile compose construct create design develop discuss elaborate estimate formulate happen imagine improve invent make up maximize minimize modify original originate plan predict propose solution solve suppose test theory	What changes would you make to solve ...? How would you improve ...? What would happen if ...? Can you elaborate on the reason ...? Can you propose an alternative...? Can you invent ...? How would you adapt ____ to create a different ...? How could you change (modify) the plot (plan) ...? What could be done to minimize/max ..? What way would you design ...? What could be combined to improve (change) ...? Suppose you could__what would you do ...? How would you test ...? Can you formulate a theory for ...? Can you predict the outcome if ...? How would you estimate the results for ...? What facts can you compile ...? Construct a model that would change ...? Think of an original way for the ...?

*Be a STAR!*  
*Self Advocate*  
*Teachable*  
*Accountable*  
*Respectful*



## 2024-2025 Bell Schedule

Monday/Wednesday			
Period	Start	End	Minutes
1M	8:30 AM	10:05 AM	95
2M	10:15 AM	11:50 AM	95
<b>Lunch</b>	11:50 PM	12:20 PM	30
3M	12:30 PM	2:05 PM	95
4M	2:15 PM	3:50 PM	95

Tuesday/Thursday			
Period	Start	End	Minutes
5T	8:30 AM	10:05 AM	95
★ STAR Hour ★	10:05 AM	11:05 AM	60
<b>Lunch</b>	11:05 AM	11:45 AM	35
6T	11:55 AM	1:30 PM	95
7T	1:40 PM	3:25 PM	105

Friday*			
*Note: 9/6, 11/15, 1/24, 2/21, 5/30 will follow a M-W schedule			
Period	Start	End	Minutes
1M	8:30 AM	9:20 AM	50
2M	9:25 AM	10:15 AM	50
3M	10:20 AM	11:10 AM	50
4M	11:15 AM	12:05 PM	50
<b>Lunch</b>	12:05 PM	12:40 PM	35
5T	12:45 PM	1:35 PM	50
6T	1:40 PM	2:30 PM	50
7T	2:35 PM	3:25 PM	50

Important Dates	
First Day of School:	
SOAR HS	August 12, 2024
AVC	August 19, 2024
Last Day of School	June 5, 2024

Minimum Day			
Period	Start	End	Minutes
1M	8:30 AM	9:05 AM	35
2M	9:10 AM	9:45 AM	35
3M	9:50 AM	10:25 AM	35
4M	10:30 AM	11:05 AM	35
<b>Lunch</b>	11:05 AM	11:40 AM	35
5T	11:45 AM	12:20 PM	35
6T	12:25 PM	1:00 PM	35
7T	1:05 PM	1:40 PM	35

Minimum Days	
LANC Back to School Night BBQ	August 16, 2024
PALM Back to School Night BBQ	August 23, 2024
Student Activity Day	October 11, 2024
Student Activity Day	December 20, 2024
Back to School Night	February 7, 2025
Student Activity Day	May 23, 2025

School Holidays	
Labor Day Holiday	September 2, 2024
Veterans' Day Holiday	November 11, 2024
SOAR Thanksgiving Break	Nov 25-29, 2024
AVC Thanksgiving Break	Nov 28-29, 2024
Winter Break	Dec 23 - Jan 10, 2025
Martin Luther King Jr.	January 20, 2025
Lincoln's Day	February 14, 2025
Presidents' Day	February 17, 2025
SOAR & AVC Spring Break	Mar 31-Apr 4, 2025
Memorial Day	May 26, 2025

Student Free Days (SFD)	
No school for students on these dates	October 25, 2024
	April 11, 2025
	June 5, 2025

*Dream High and SOAR Higher!!*

SOAR High School 2024-2025

Mo.	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F								
				H																								
Jul	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26								
Aug				1	2	5	6	7	8	9	A	12	13	14	15	L-BTSN 16	19	20	21	22	P-BTSN 23							
Sep	H	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27							
Oct		1	2	3	4		7	8	9	10	MIN	14	15	16	17	18	21	22	23	24	SFD 25							
Nov					1		4	5	6	7	8	H	11	12	13	14	15	18	19	20	21	22	SOAR THANKSGIVING BREAK					
Dec	2	3	4	5	6		9	10	11	12	13	16	17	18	19	20	SOAR WINTER BREAK			23	24	25	26	27	30	31		
Jan			1	2	3	SOAR WINTER BREAK						10	13	14	15	16	17	H	20	21	22	23	24	27	28	29	30	31
Feb	AVC	3	4	5	6	BTSN	10	11	12	13	H	H	17	18	19	20	21	24	25	26	27	28						
Mar	3	4	5	6	7		10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	SOAR SPRING BREAK						
Apr	SOAR SPRING BREAK					7	10	11	12	13	SFD	14	17	18	19	20	21	24	25	26	27	28						
May				1	2	5	6	7	8	9		12	13	14	15	16	19	20	21	22	23	H	26	27	28	29	30	
Jun	2	3	4	5	6	SFD					9	10	11	12	13	H	19	20	23	24	25	26	27	30				

Important Dates	Date	Day of Week	Holiday	Date	Day of Week
First Day of Student Attendance	August 12	Monday	Independence Day	July 4	Thursday
Back to School Night / BBQ (Min. Day)	August 16/23	Friday	Labor Day	Sept. 2	Monday
First Day of Fall Term (AVC)	August 19	Monday	Veteran's Day	Nov. 11	Monday
End of 1st Quarter	October 11	Friday	Thanksgiving	Nov. 28	Thursday
Student Activity Day (Min day.)	October 11	Wednesday	Christmas	Dec. 25	Wednesday
Student Free Day (SFD)	October 25	Friday	New Year's	Jan. 1	Wednesday
Last Day of Fall Term (AVC)	December 2	Saturday	Martin Luther King, Jr.	Jan. 20	Monday
Student Activity Day (Min day.)	December 20	Friday	Lincoln's Birthday	Feb. 14	Friday
End of 1st Semester	December 20	Friday	Presidents' Day	Feb. 17	Monday
First Day of Spring Term (AVHSD)	January 13	Monday	Memorial Day	May 26	Monday
First Day of Spring Term (AVC)	February 3	Monday	Juneteenth	June 19	Thursday
Back to School Night	February 7	Friday			
Student Activity Day (Min. Day)	March 14	Friday			
End of 3rd Quarter	March 21	Friday			
Student Free Day (SFD)	April 11	Friday	SOAR Thanksgiving	November 25-29	
Last Day of Spring Term (AVC)	May 4	Saturday	AVC Thanksgiving	November 28-29	
Student Activity Day (Min day.)	May 23	Friday	SOAR Winter Break	December 23-January 10	
Last Day of School	June 5	Thursday	SOAR & AVC Spring Break	March 31-April 4	
Student Free Day (SFD)	June 5	Thursday			





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## This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.