



HIGH SCHOOL MANUAL

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Introduction

Statement of Purpose

Coastal Academy is an educational nonprofit organization that exists to support evangelical Christian families in their choice to educate at home. Coastal Academy is committed to provide support and services for high school students seeking a traditional high school diploma. Coastal Academy's requirements do not, however, substitute for God's calling upon your student or your family. Each enrolled family retains the ultimate responsibility for its student's education as commanded by God in Deuteronomy 6:6-9: "These commandments that I give you today are to be upon your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up. Tie them as symbols on your hands and bind them on your foreheads. Write them on the door frames of your houses and on your gates."

We encourage you to prayerfully consider God's calling on your student as well as his/her talents and abilities as you develop an educational goal. At Coastal, we believe that character, integrity, and living God's will are as important as academics to the education of a high school student.

Definition of High School

Students enrolled in grades nine through twelve are considered to be high school students. Students in junior high may receive high school credit for course work completed when taught at the high school level.

A student entering high school should have mastered the basic skills of reading, writing and arithmetic, be able to reach logical conclusions and know how to use research materials. A high school education should continue to build upon these foundational skills and seek to advance them.

In addition to meeting state requirements for graduation, all students need godly character, communication and thinking skills, life preparation skills and exposure to many different fields of study. A student should explore elective courses and extracurricular activities that coincide with current interests or future career plans.

Purpose of This Manual

This manual has been created to help families meet the requirements for high school education at Coastal Academy and plan for their student's future beyond high school. This information, to the best of our knowledge, is accurate. **It is important to always confirm this information due to the changing nature of educational requirements.** All Coastal Academy policies outlined in the Academy Handbook also apply to families with high school students.

Note of Caution

Some parents who tried to transfer their students to a public high school have been told that no credits would be allowed for work done at home. Schools have the right to refuse to recognize course work from unaccredited schools. Carefully consider your options before beginning home schooling at the high school level. Most local schools have accepted all Coastal credits except for Bible courses. Also, if you plan to transfer to another school, it is wise to check the graduation requirements of that school and plan your courses accordingly. Please note that LAUSD is now requiring their students to complete the A-G requirements in order to graduate. Please see page 14 for more on A-G requirements.

Admission Requirements

These requirements are the same as for all students entering Coastal Academy. Please refer to the Coastal Academy Handbook for enrollment requirements.

Required Reference Book

Coastal Academy requires each family to purchase a copy of Mary Schofield's *The High School Handbook*. We find this book to be an indispensable resource for the parent when addressing issues concerning the home schooling of your high school student. Additionally, this book will assist the parent in

figuring credits, hours, GPA, and when filling out Coastal required forms such as the High School Planning Worksheet, Course Description/Grading Standard, and Transcript.

Coastal Academy High School Graduation Options

High School Diploma/Certificate Options

To allow for different educational philosophies, Coastal Academy permits students to pursue one of the following graduation options. Carefully study the options and choose the one that is best suited for your student's high school goals. The primary difference between the plans is whether a student meets the minimum graduation requirements of Coastal, which are similar to the minimum of the state of California's requirements, or a program designed by the family.

Plan A- Coastal Academy Diploma and Transcript

Students who are enrolled in Coastal Academy, complete the minimum Diploma Requirements (see page 3), earn the minimum 240 credits, and at least one semester before graduation, demonstrate high school proficiency by passing an approved exam, are eligible to participate in Coastal Academy's graduation ceremony and receive a diploma. Students who fulfill all the graduation requirements after the deadline to participate in the graduation ceremony will receive a Coastal Academy diploma even though they may not take part in the ceremony. An official Coastal transcript will be issued upon request documenting the list of courses, grades, and credits a student has completed.

Plan B- High School Equivalency Certificate

The goal of this plan is to graduate by earning a high school equivalency certificate issued by the California State Board of Education. This certificate is awarded by the state upon passing the California High School Proficiency Exam (CHSPE) or General Education Development test (GED). The student must be enrolled in Coastal Academy to meet compulsory attendance requirements until the exam is passed. An official Coastal transcript can be issued for the course work completed. The transcript will be marked "Graduation Requirements Not Completed."

Plan C1- Individualized Education Program (IEP) Diploma

It is required that any child who is working academically two or more years below their grade level in any subject have an Individualized Education Plan (IEP). Each IEP must be designed for only one student and must be a truly individualized document. The IEP creates an opportunity for parents, student, and high school advisor to work together to improve their educational results. It is vital for students working under an IEP and their families to be proactive and informed. Get a thorough assessment so you will know the type of learning disability and how it impacts the student academically. Begin early to ensure the student is focused on long-term goals, graduation, adult life, and a bright and successful future. If the student has satisfied or will satisfy all Coastal and state graduation requirements, including but not limited to at least 12 years, excluding Kindergarten, then they can be awarded a Coastal diploma, transcript, and be able to participate in the Coastal graduation ceremony.

Note: Students on an IEP who earn a high school diploma or reach age twenty-two are no longer eligible to receive special education support and services.

Plan C2- Individualized Education Program (IEP) Certificate

These students are not typically scheduled to receive a high school diploma. The IEP certificate is intended for a student with the most significant disabilities in recognition of his or her successful achievement of individual educational goals based on the appropriate level of learning standards as specified in the student's current IEP. While earning an IEP certificate may be an important milestone for a student, it is a certificate that is not often accepted by employers, the military, higher education institutions, business/trade schools or apprenticeship programs because it is not based on standardized criteria (successful completion of required courses and achievement on test assessments). A decision as to the type of certificate a student is expected to earn should **not** be made early in this case because students should always be working towards a high school diploma. The IEP development process should serve to inform students, and their parents, if, because of the severity of the disability, the student may be likely to receive an IEP certificate in lieu of a Coastal high school diploma. A student who does earn an IEP certificate will have the same opportunity as all students to participate in Coastal Academy's graduation ceremony.

IEP Certificate Options

- Attendance/Completion/Achievement
- Provides exit options for those not meeting Coastal graduation requirements

- Flags students receiving special education
- Recognizes that students with disabilities may be working on different standards
- Allows IEP students to receive special education and support services

Comparison of High School Diploma / Certificate Plans

Requirements:	Plan A Academy Diploma	Plan B Equivalency Certificate
Course Description/ Grading Standard Transcript Attendance Record	All forms must be turned in each semester	All forms must be turned in each semester
Completion of Graduation Course Requirements	Yes	No
Minimum Required Credits	Average 30 Credits per semester 240 credits total	Must maintain full time student status until certificate is earned
Testing Requirement	CHSPE, GED, or ITED passed in 11 th grade or by fall of 12 th grade	CHSPE or GED

Comparison of IEP Diploma / Certificate Plans

Requirements:	Plan C1 IEP Diploma	Plan C2 IEP Certificate
Course Description/ Grading Standard Transcript Attendance Record	All forms must be turned in each semester	All forms must be turned in each semester
Completion of Graduation Course Requirements	Yes	No
Minimum Required Credits	Average 30 Credits per semester 240 credits total	Must maintain full time student status for 12 years, excluding K
Testing Requirement	ITBS or other approved testing just prior to freshman year and pass ITED or other approved testing by fall of 12 th grade	Assessment test every three years

Each plan requires HSLDA Enrollment until the youngest enrolled student has successfully passed the CHSPE.

Each plan requires 6 hours of Parent Training per year.

Course of Study for the Academy Diploma

Families choose whether to follow a College Preparatory course of study or General Education course of study. All students must pass at least 240 credits, required coursework, and proficiency exam.

General Education Course of Study

The General Education course of study is similar to the requirements determined by the State of California for students graduating from public high schools. It is designed for students enrolling in community colleges, trade schools or starting a career without further education. This is a less rigorous course of study than the College Preparatory course of study.

English	30 credits	(6 semesters) required
Math	20 credits	(4 semesters) required
Science	20 credits	(4 semesters) required
U.S. History	10 credits	(2 semesters) required
World History	10 credits	(2 semesters) required
U.S. Government	5 credits	(1 semester) required
Economics	5 credits	(1 semester) required
Foreign Language or Fine Arts	10 credits	(2 semesters) required
Physical Education	20 credits	(4 semesters) required
Bible	40 credits	5 credits per semester required
Electives	As needed to reach a minimum of 240 credits	
Career Research & Development	20 credits	recommended
Drivers Education	2.5 credits	recommended
Health	5 credits	recommended

College Preparatory Course of Study

This course of study is recommended for students planning to attend or transfer to a four-year college or university. It is based upon the classes required for admittance as a freshman to the University of California (UC) or California State University (CSU). It is our recommendation that all academically capable students aim for completion of this course of study as it will allow for the greatest number of future academic possibilities.

English	40 credits	(8 semesters)
Algebra 1 and 2, Geometry	30 credits	(6 semesters)
Laboratory Science	20 credits	(4 semesters)
U.S. History	10 credits	(2 semesters)
World History	10 credits	(2 semesters)
U.S. Government	5 credits	(1 semester)
Economics	5 credits	(1 semester)
Foreign Language (same)	20 credits	(4 semesters)
Fine Arts	10 credits	(2 semesters)
Physical Education	20 credits	(4 semesters)
Bible	40 credits	5 credits per semester
Electives	As needed to reach a minimum of 240 credits	
Career Research & Development	20 credits	recommended
Drivers Education	2.5 credits	recommended
Health	5 credits	recommended

Students who plan to major in a science or math related field should take additional science and math courses. Students who plan to major in liberal arts should consider taking additional English, fine arts or foreign language courses.

STUDENTS SHOULD CONSULT THE SPECIFIC ENTRANCE REQUIREMENTS OF THE COLLEGE OR UNIVERSITY THEY WISH TO ATTEND. REQUIREMENTS MAY BE DIFFERENT THAN THOSE LISTED ABOVE.

Course of Study for the IEP Diploma / Certificate

The Iowa Test of Basic Skills (ITBS) or other approved testing must be taken just prior to the freshman year or upon entering Coastal as a transfer student. The evaluation will be used to decide the child's eligibility for special education, related services, and to make decisions about an appropriate educational program. The student must pass the Iowa Test of Educational Development (ITED) or other approved testing by the fall of their senior year.

The writing of each student's IEP takes place within the larger picture of the special education process. The IEP describes the program designed to meet that student's needs. On pages 22 – 25 are forms and samples of the Individualized Student Education Plan Planning Sheet and Report Card.

Resources

- Lion & Lamb Publications, who has designed a plan called the Individualized Student Education Plan (ISEP) for home schooled students
- Marian Soderholm at MCA Educational Assessment Services (562) 425-7886
- Developing Self-Advocacy, Second Edition: A practical guide and workbook for preparing the high school learning disabled student for post-secondary success by Dr. Robert A. Valenti

The child's progress toward the annual goals is measured as stated in the IEP. Parents regularly inform Coastal of their child's progress at the end of each semester and whether that progress is enough for the child to achieve the goals by the end of the year.

At least every three years the child must be reevaluated to find out if the student continues to be "with a disability," and if the student's educational needs have changed. However, the child must be reevaluated more often if conditions warrant.

Definition of a "Course"

Typically, a yearlong course in a California public high school is worth ten credits. Coastal Academy will grant ten credits for high school level course work that is equivalent to a one-year course in content or in teaching time.

Content Equivalency: Any student who completes a high school textbook and has successfully mastered the content has completed the course. Coastal Academy will grant 10 credits upon completion of a standard high school textbook. If a student completes the textbook in less time than the required 180 days, Credit will be awarded based on content equivalency.

Time Equivalency: Course work is based upon the time a public school student spends under the direct instruction of a teacher in class time. High school classes meet for 50 minutes per day for a total of 180 days. This is equivalent to 150 hours of course work for 10 credits or 5 credits for a one-semester equivalent of 75 hours of course work. Credit will be issued based on time spent on high school-level course work. Use a form to document the time requirement. *The High School Handbook* and *High School Form + U + La* contain several sample forms. Time equivalency is a good method to use for classes such as P.E. and Music.

Non-textbook Equivalency: Coastal Academy recognizes that effective learning methods exist apart from textbooks. If a parent/teacher designs a course using less traditional teaching materials but covers the required concepts at a high school level, Coastal Academy will award credits based upon mastery of those concepts regardless of the teaching methods or materials used. (Barbara Shelton's book *High School Form + U + La* is an excellent resource.)

Must all Courses be 5 or 10 Credits? Some families prefer to study a course for a longer period than is standard. A 10-credit course may be worked on for 2 years at a slower pace. Even though the student spent 4 semesters, this is still a 10-credit course. Families may also wish to include a short enrichment course of 1, 2 or 3 credits. When including these courses you must weight them properly when computing the grade point average. A grade for a 1-credit course is worth less than a grade in a 5-credit course.

Requirements from the CA State Education Code

Though not legally required to teach the same classes as public schools, private schools (such as Coastal Academy) are required by 48222: "to offer instruction in the several branches of study required to be taught in the public schools of the state..."

For your information, the branches of study required appear below:

51220. The adopted course of study for grades 7 to 12, inclusive, shall offer courses in the following areas of study:

- a) English, including knowledge of and appreciation for literature, language, and composition, and the skills of reading, listening, and speaking.
- b) Social sciences, drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, designed to fit the maturity of the pupils. Instruction shall provide a foundation for understanding the history, resources, development, and government of California and the United States of America; instruction in our American legal system, the operation of the juvenile and adult criminal justice systems, and the rights and duties of citizens under the criminal and civil law and the State and Federal Constitutions; the development of the American economic system, including the role of the entrepreneur and labor; the relations of persons to their human and natural environment; eastern and western cultures and civilizations; human rights issues, with particular attention to the study of the inhumanity of genocide, slavery, and the Holocaust, and contemporary issues.
- c) Foreign language or languages, beginning not later than grade 7, designed to develop a facility for understanding, speaking, reading, and writing the particular language.
- d) Physical education, with emphasis given to physical activities that are conducive to health and to vigor of body and mind.
- e) Science, including the physical and biological aspects, with emphasis on basic concepts, theories, and processes of scientific investigation and on the place of humans in ecological systems, and with appropriate applications of the interrelation and interdependence of the sciences.
- f) Mathematics, including instruction designed to develop mathematical understandings, operational skills, and insight into problem solving procedures.
- g) Visual and performing arts, including dance, music, theatre, and visual arts, with emphasis upon development of aesthetic appreciation and the skills of creative expression.
- h) Applied arts, including instruction in the areas of consumer and homemaking education, industrial arts, general business education, or general agriculture.
- i) Career technical education designed and conducted for the purpose of preparing youth for gainful employment in the occupations and in the numbers that are appropriate to the personnel needs of the state and the community served and relevant to the career desires and needs of the pupils.
- j) Automobile driver education, designed to develop a knowledge of the provisions of the Vehicle Code and other laws of this state relating to the operation of motor vehicles, a proper acceptance of personal responsibility in traffic, a true appreciation of the causes, seriousness and consequences of traffic accidents, and to develop the knowledge and attitudes necessary for the safe operation of motor vehicles. A course in automobile driver education shall include education in the safe operation of motorcycles.
- k) Other studies as may be prescribed by the governing board.

51220.2. (a) For purposes of subdivision (b) of Section 51220, "instruction in our American legal system, the operation of the juvenile and adult criminal justice systems, and the rights and duties of citizens under the criminal and civil law and the State and Federal Constitutions" may include participation in a teen court or peer court program as described in subdivision (b). 51220.5. (a) The Legislature finds and declares the following: (1) The family is our most fundamental social institution and the means by which we care for, prepare, and train our children to be productive members of society. (2) Social research shows increasingly that the disintegration of the family is a major cause of increased welfare enrollment, child abuse and neglect, juvenile delinquency, and criminal activity. (3) The lack of knowledge of parenting skills and the lack of adequate preparation to assume parental responsibilities are not only major causes of family disintegration, but also contribute substantially to the disastrous consequences of teen pregnancy. (4) Because the state government bears much of the economic and social burden associated with the disintegration of the family in California, the state has a legitimate and vital interest in adequately preparing its residents for parenthood. (b) The Legislature recognizes that the public education system is the most efficient and effective means to educate the populace on a large-scale basis, and intends, therefore, to use

the public education system to ensure that each California resident has an opportunity to acquire knowledge of parenting skills prior to becoming a parent. The knowledge shall include, at a bare minimum, all of the following: (1) Child development and growth. (2) Effective parenting. (3) Prevention of child abuse. (4) Nutrition. (5) Household finances and budgeting. (6) Personal and family interaction and relations. (7) Methods to promote self-esteem. (8) Effective decision making skills. (9) Family and individual health. 51221. Instruction required by subdivision (b) of Section 51220 in the area of study of social sciences shall also provide a foundation for understanding the wise use of natural resources.

51222. (a) All pupils, except pupils excused or exempted pursuant to Section 51241 shall be required to attend upon the courses of physical education for a total period of time of not less than 400 minutes each 10 school days.

Community Service Program

“The harvest is plentiful, but the laborers are few”

(Matthew 9:37 NASB)

I. Coastal Academy’s Community Service Program:

As of the 2018-2019 school year, Coastal Academy is requesting all high school students to serve twenty-five (25) volunteer hours each year that they are enrolled in our school. Serving others is a big part of participating in the harvest Jesus talked about. Opportunities are numerous to support to the community. Coastal’s website (Coastalacad.com) has a downloadable form available for you to record the hours worked and will require a signature from a supervisor. This will be due on the first Academy Day in May.

II. Partnering with the President’s Volunteer Service:

Coastal Academy is working with the President’s Volunteer Service Award Program to recognize the valuable contributions our volunteers are making in the community. Any student who meets the program’s criteria, in addition to the Coastal requirement, can receive Presidential recognition for the volunteer hours served. It is not required for kindergarten through 5th grade students to serve, but is offered as an option and they will have the opportunity to receive awards. Our 6th through 8th grade students are also not required to serve, but it is strongly encouraged. Awards will be presented at graduation each year. Below is a list of the hours needed to be recognized with the Presidential Service Award.

Hours by Award	Bronze	Silver	Gold
Kids (5-10)	26 – 49	50 – 74	75 +
Teens (11–15)	50 – 74	75 – 99	100 +
Young Adults (16-25)	100 – 174	175 – 249	250 +
Adults (26 and older)	100 – 249	250 – 499	500+
Families and Groups*	200 – 499	500 – 999	1,000+
President’s Lifetime Achievement Award: Individuals who have completed 4,000 or more hours in their lifetime			
<i>* Two or more people, with each member contributing at least 25 hours toward the total</i>			

If you aren't registered on the Presidential Service site to log your hours, please follow these directions. Those of you who are already registered should log on as you always do.

1. Go to www.presidentialserviceawards.gov
2. Click on the Get Involved button
3. Scroll down to Volunteers
4. Click on the Register button. (It is located on the right)
5. Fill out the complete form
6. Submit the application
7. Go to My Profile and scroll down to the Record of Service Key – enter ZFL-59810 and then add

These steps will get you added into the system and group you into the Coastal Academy register. Be sure to keep your login and password somewhere safe so that you will be able to get back into the system in future years.

**To make logging and keeping track of your hours easier, please feel free to add large groups of hours. For example, if 100 hours were served at the same location over the course of a year, please add it in one entry. It will save you a lot of frustration over time. This cannot be done for your entire list of various service events, but like events may be grouped together.

Proficiency Requirement

Coastal Academy has established a proficiency requirement to ensure all students earning a Coastal Academy diploma meet minimum skill levels. All students working for a Coastal Academy diploma must pass the CHSPE, ITED, or GED no later than the fall of their senior year in order to participate in Coastal's graduation ceremony.

California High School Proficiency Exam (CHSPE)

This test offered by the state of California measures reading comprehension, mathematical computation skills, and essay writing ability. It can also be taken to graduate early; however, an Academy diploma will not be issued unless student has also completed course and credit requirements. The CHSPE may be taken by persons who, on the day of the test, are 16 years of age or older, or who have completed 10th grade or who are currently enrolled in the second semester of 10th grade. Passing the test does not exempt your child from the compulsory attendance law until he is 18, unless he is 16 and completes the legal requirements to do so.

The CHSPE measures "general education" competencies; it does not satisfy the entrance requirements of most colleges and universities. However, any student who passes the CHSPE is awarded a Certificate of Proficiency by the State Board of Education. California law states that the Certificate of Proficiency "shall be equivalent to a high school diploma." Employers or institutions in California that require a high school diploma must accept the Certificate. Out-of-state universities and governmental agencies are not held to California law. Students should check the requirements before relying on the Certificate for college admission, federal jobs, etc. Provisions for special testing can be arranged with the CHSPE Program for students with learning disabilities. Students must pass the CHSPE no later than one semester before graduation to participate in Coastal Academy's graduation ceremony. The test takes 3 ½ hours and is offered in October, March, and June.

Website: www.chspe.net.

Iowa Tests of Educational Development (ITED)

The Iowa Test of Educational Development provides objective, norm-referenced information to help assess student development in vocabulary, reading comprehension, language, spelling, and math. It gives students and their parents a tool for evaluating individual strengths and weaknesses as compared to students across the nation. Eleventh or twelfth grade students who take the Iowa Tests of Educational Development and receive a total composite score of 10.0 or higher will be eligible to receive a Coastal Academy diploma and participate in our graduation ceremony if they have also completed the minimum credits and course of study required by Coastal

Academy. This test must be taken under approved conditions. The test usually takes 3 ¼ hours and is offered at Coastal Academy in November and May.

General Educational Development (GED)

The General Educational Development (GED) program gives students who pass the test a certificate that is equivalent to a high school diploma. In order to pass the test, the GED candidate must demonstrate a level of skill that meets or surpasses that of the top 66 percent of graduating high school seniors. A student must be within 60 days of his 18th birthday or older to take this test. Students who take the test at seventeen will not receive a certificate until their 18th birthday. The GED includes math, writing skills, social studies, science, and interpretation of literature and arts. This certificate is recognized throughout the United States as a valid high school diploma. To participate in graduation ceremonies, 240 credits must be completed. The test takes 7 ½ hours.

Why Is There a Proficiency Requirement?

It is our desire to allow parents and their students to have as much latitude and freedom of choice in their instruction as possible while ensuring that students have received a competent education. Rather than require parents to prove the efficacy of their choices through portfolios or yearly monitoring we opted to require testing. This prerequisite is similar to the public high schools' requirement of competency tests as a condition of graduation. While recognizing that some students do not test well, this is our primary method of determining educational proficiency.

CHSPE, ITED or GED?

The CHSPE allows students to work without a work permit. Students who wish to stop their high school education may do so if they pass the CHSPE and have written parental permission to do so. Some colleges and universities require home schooled students to pass the CHSPE as part of their admission qualifications. The CHSPE certificate is equivalent to a high school diploma and is recognized throughout California. While the GED certificate is equivalent to a high school diploma, the military services and some employers feel the GED is taken primarily by people who dropped out of high school and later decided they wanted a diploma. It is accepted as a diploma but is not always held in high regard. The GED is usually taken after 12th grade. The ITED exam is different than the CHSPE and GED in that it does not confer a high school diploma. Instead it provides families with diagnostic information. Scores for each subject area are given as grade equivalents to help compare a student's performance against typical students. It is particularly helpful for students who struggle academically and can be used to identify areas that need improvement.

Required Record Keeping Forms

All forms are official documents and must be legible. These forms are available on coastalacad.com. Sample forms are included at the end of this manual.

1. High School Planning Worksheet - This form (page 15) indicates the course work planned for a student's entire high school career. Decide which academic plan your student will follow and fill out the High School Planning Worksheet accordingly. This form must be on file before the student begins High School course work, (typically Back to School Night in September of their 9th grade year). This form may be revised and modified as necessary throughout the years. A sample can be found on page 19.

2. Course Description/Grading Standard Form- A course description and grading standard must be written for each class your student takes. For the course description write a paragraph or two detailing what the course covers, the objectives and concepts that will be taught, as well as a list of books and materials that will be used. This course description serves as the background information for the course title that appears on the student's transcript. This form also helps the parent to formalize the academic goals for the coming school year. For the Course Grading Standard indicate the assignments, projects, reading lists, essays, tests, speeches, papers, reports, etc., which will be required to receive credit and used to determine a grade. This allows the student to know what work is necessary to receive an A, B or C grade. Also indicate the length of the course and the credits to be received (a one semester course is 5 credits; a one year course is 10 credits.) **By law, these must be on file by the first day of school (due by Back to School Night in September).** Please refer to *The High School Handbook* and the sample form at the back of this manual (page 20) for assistance. Keep the Course Description/Grading Standard form on page 16 as a master and make copies as needed.

3. Transcript - The transcript is the high school student's report card. It is an evaluation of the student's progress by the parent/teacher. A letter grade must be assigned for each course. **It is strongly urged that full letter grades used rather than plus or minus grades.** Below is a chart listing letter grades, grade points and equivalent percentage grade points.

Special Note: *Issuing diplomas and final transcripts is a service provided by Coastal Academy. Parents cannot hold Coastal Academy responsible for any educational outcomes or unfavorable professional opinions, rejections, or acceptances resulting from the use of a Coastal Academy diploma or transcript.*

Letter Grades	Grade Points	Quality of Performance	Percentage Points
A honors, AP	5.00	Advanced High Distinction	90-100%
A, A+	4.00	High Distinction	
A-	3.67	High Distinction	
B+	3.33	Superior	80-89%
B	3.00	Superior	
B-	2.67	Superior	70-79%
C+	2.33	Average	
C	2.00	Average	
C-	1.67	Average	60-69%
D+	1.33	Minimal Passing Grade	
D	1.00	Minimal Passing Grade	59% and below
F	0.00	Failure	

This grade will appear on the transcript as an indication of how well the student mastered the subject, so it is important to grade the student as accurately as possible.

Students in a traditional setting who earn an "A" or "B" typically complete extra projects and do more in depth study of the required material or course. This goes beyond just "completing the required hours" especially in college prep courses. In a home school setting, students can redo assignments until a subject is mastered to be at an "A" or "B" level. Courses evaluated by pass/fail, credit/no credit, satisfactory/unsatisfactory are not computed into the grade point. **P. E. is not computed in the grade point average.**

Coastal Academy holds the parent responsible for keeping a current, accurate transcript. A copy is kept on file in the Academy office. On the transcript form provided please list school year, title of courses, letter grades, total credits, cumulative GPA, honors, awards, and test results if applicable on a semester basis. Titles of courses should be specific, such as, English 9, Consumer Math, U.S. History, rather than math, science or social studies. (Do not count P. E. when figuring the GPA.) Keep the original transcript and send Coastal Academy the copy as it is updated. Transcripts are due on the first Friday in February and the first Friday in June. All course work should be recorded on only one transcript. If a student has not completed a course at the end of a semester, give a grade and credits earned based the amount of work completed. For example, if a student has completed ½ of a semester's class, the student would receive a grade based on the Course Grading Standard and 2.5 credits. Courses taken at a community college should be listed on the transcript and with the school's initials in parentheses after the course title. For example, Biology 101 (ECC), Algebra 100 (LAHC), Photography 23 (SMC) When the student graduates or transfers, Coastal Academy will issue an official stamped and embossed transcript. Families should not submit their own records to other schools.

Please use the sample transcript on page 21 as a reference. Keep the blank transcript on page 17 as a master and copy it as needed.

4. Attendance Record - The State of California requires private schools to keep track of student attendance. Enrolled families must record daily attendance for each high school student. The attendance record form must be turned in at the end of each semester. This form (page 18) should list the number of all days during the semester in three categories: days present (including field trip days), excused absences (for illness), and holidays (any weekday when no educational activity takes place due to reasons other than excused absences). The total number of school days includes days present and days of excused absence.

Records not received by the record filing date will be considered late and will be assessed a \$5.00 late fee per form. If records are not received within 2 weeks after the date records are due, dismissal procedures will begin.

Coastal Academy recommends that families maintain a record of subjects taught, daily log book, and a sampling of your student's work to serve as verification of your home schooling efforts.

Calculation of Grade Point Average (GPA)

Each student's current and cumulative GPA must be entered on the transcript. GPA should be listed with two decimal places. Calculate the GPA using either of these two methods.

Method 1) $GPA = \frac{\text{Total of grade points for all classes}}{\text{total number of courses}}$. With this method, 2 As, 2 Bs and 1 C of equal credit would equal 16 grade points divided by 5 classes to equal a GPA of 3.20. $[(2 \times 4 + 2 \times 3 + 1 \times 2) / 5]$

Method 2) $GPA = \frac{\text{Sum of grade points for each letter grade multiplied by the number of credits completed for that letter grade}}{\text{total number of credits}}$. With this method, 2 As worth 10 credits, 2 Bs worth 10 credits, and 1 C worth 2 credits would equal 74 points divided by 22 credits to equal a GPA of 3.37. $[(4 \times 10 + 3 \times 10 + 2 \times 2) / 22]$ This method is useful if courses earned an unequal number of credits.

When figuring the cumulative GPA you must recalculate the total grade points each time. Averaging the GPAs of multiple semesters will result in an inaccurate cumulative GPA.

Number of Credits Allowed on Weighted Grading Scale

Coastal allows students a maximum of 40 credits to be graded on a 5.0 scale with no more than 20 credits allowed during the first two years. All honors, AP, or community college courses will be designated appropriately on the transcript but no more than 40 credits of weighted grades (5.0 scale) can be given.

Student Ranking

Coastal Academy does not rank its students due to our small class sizes and the difficulty in comparing coursework among students.

Number of School Days Required

Students are required to complete 175 days for each school year (about 88 days per semester).

Official High School Transcripts

The High School Advisor sends official transcripts for students who need a transcript. This generally takes a week. Please contact the High School Advisor if you need a transcript for any reason.

Additional Services Provided by Coastal Academy

High School Advisor

Coastal Academy provides a High School Advisor to assist and counsel families of high school students enrolled in the Academy. Duties of the advisor include sending transcripts, tracking graduation requirements, reviewing transcripts and required forms, dispensing information concerning testing and maintaining general needs of high school students. The advisor is available by appointment for conferences.

Driver Education and Driver Training

The state of California does **not** allow parents to teach their children how to drive. Students may only be taught by public/private school teachers or commercial driving school instructors. Students who wish to get their driver's license before they are 18 years old must take Driver Education from an online school or a commercial driving school and Driver Training from a commercial driving school. Students may NOT drive with their parents once they have completed Driver Education or received their instruction permit unless they have begun Driver Training. After completing Driver Training students are required to drive with a licensed driver 25 years or older for at least 50 hours. Students who are 17 ½ years old may apply for their instruction permit (learner's permit) without passing Driver Education or Driver Training. Students may receive not more than 2.5 credits for Driver Education. No credit is awarded for completing Driver Training. The High School Advisor can provide proof of qualifying grades for automobile insurance good student discounts. Do NOT identify your student as a home school student to your insurance company. Some companies require standardized tests scores from home school students to

qualify for a good student discount.

Graduation Ceremony

Coastal Academy honors all graduating students who are receiving an Academy Diploma with a ceremony of recognition in June. Parents of the graduating students participate in the ceremony. A school reception for the graduates and their families is held immediately after the ceremony. Students who miss the deadline to participate in the Coastal graduation ceremony will receive their diploma once they have completed all graduation requirements.

Academy Day Classes

Elective classes are held on the first and third Friday of every month. For high school students, these classes are generally for enrichment purposes only. Please refer to the Coastal Academy Handbook for further information on this aspect of our program.

Selective Service Registration

All males are required by law to register with the Selective Service System within 30 days of their 18th birthday. The Selective Service System is a government agency that provides manpower for the Armed Forces if there's a national emergency. Male students who do not register with the SSS cannot qualify for federal or state financial aid for college and may be fined or sent to prison. Students can register by mail by completing a form at the post office or online. Website: www.sss.gov.

Work Experience Options

General Work Experience for High School Credit — This program provides students with a combination of related work experience education and paid employment designed to assist students in acquiring desirable work habits and attitudes. Students must average 20 hours of work per week for the semester and 20 hours of classroom instruction per semester to earn 10 credits.

Vocational Experience Program for High School Credit — 11th - 12th Grade only

Students may earn a maximum of 10 credits per semester toward high school graduation. Students must complete 150 hours of vocational experience and 20 hours of classroom instruction to receive 10 credits (75 hours equals 5 credits). Employment may be paid or volunteer but must relate to the student's intended career goal.

Southern California Regional Occupational Center (SoCalRoc) –Students, who are residents of the city of Torrance, may take classes at SoCalRoc as part of their academic day. Students may attend 3 hours a day earning 10 credits per class per semester. Courses offered in the past are: agriculture, arts, business, consumer & family services, engineering technology, health sciences, and technology.

Apprenticeships and Internships

Apprenticeships typically require 2,000 hours of training plus 144 hours per year of classroom instruction. Over 800 registered apprenticeships are listed with the federal government. Intern-ships give students exposure to possible careers and last anywhere from 3 months to 2 years.

Work Permit

All students who are ages 12-18 and are employed need a work permit. A work permit is issued by Coastal Academy to students who have received a job offer. Permits to work issued during the school year expire five days after the opening of the next succeeding school year. See the chart below for number of hours students may work. For more information about work permits contact the High School Advisor or the state website FAQ at <http://www.cde.ca.gov/ci/ct/we/wpfaq.asp>

	Ages 16 & 17 Must have completed 7th grade to work while school in session.	Ages 14 & 15 Must have completed 7 th grade to work while school in session
SCHOOL IN SESSION	4 hours per day on any school day 8 hours on any non-school day or on any day preceding a non-school day. 48 hours per week	3 hours per school day outside of school hours 8 hours on any non-school day 18 hours per week
SCHOOL NOT IN SESSION	8 hours per day 48 hours per week	8 hours per day 40 hours per week
SPREAD OF HOURS	5 a.m. – 10 p.m. Until 12:30 a.m. on any evening preceding a non-school day	7 a.m. – 7 p.m., except that from June 1 through Labor Day, until 9 p.m.

College Credit During High School

It is possible to take classes at local community colleges while in high school. The High School Advisor will sign the required paperwork. College course work can also be used for high school credit and graduation requirements as well as college credit. A special application must be filed before beginning course work. Families must file Course Description and Course Grading Standard forms with the High School Advisor for these courses. Courses should be marked on the transcript with the initials of the community college in parentheses after the course title. Generally, a 3 or 4 unit course is worth 10 high school credits, a 2 unit course is worth 5 credits and a 1 unit course is worth 2.5 credits. CAUTION: Some colleges and universities will only accept students as freshmen or junior transfers. Students with some college credit may not be accepted until enough credits are earned to enter as a junior. Check the college admission standards of the school of your choice before taking college classes.

Options After High School

There are a variety of avenues a student can pursue after high school. Not every student is capable of or interested in a college education. Some students opt to attend a trade school or work for a time before deciding on their careers. In addition to trade schools, community colleges offer certificate programs in specific fields and do not require students to take other classes. This is helpful for students who want to focus their education in their area of interest rather than complete a 2-year or 4-year degree program.

College Entrance Information

Students are urged to research through collegeboard.com the college or university they want to attend during their junior or senior year of high school to make certain that they satisfy its admission requirements. **It is the student's responsibility to research requirements, as they may vary significantly.**

Community Colleges

Community colleges, also known as junior colleges, offer vocational training and 2-year academic degrees. Many students prefer to take their general education requirements at a community college and transfer to a university as a junior. The advantages of this approach are that admission requirements are less strenuous, SAT tests are not needed, classes are less expensive and it may be easier to enter a university as a transfer student than as a freshman. Students interested in completing their general education classes before transferring to a four-year school should consider the Intersegmental General Education Transfer Curriculum (IGETC) program. By completing the IGETC requirements, you will satisfy all lower division general education requirements for the UC or CSU schools.

Entrance requirements: Must be a resident and meet one of the following requirements: a high school diploma; CHSPE or GED certificate; 18 years old or older.

Website: www.ednet.cc.ca.us (click on the Community Colleges link for general information), El Camino College – www.elcamino.edu; Harbor College – www.lahc.edu

California State University System (A-G)

California State Universities are 4-year colleges with 22 campuses that offer undergraduate and postgraduate degrees. They admit the top 1/3 of graduating seniors. Please note: LAUSD is now requiring their students meet the A-G requirements in order to graduate.

Entrance requirements: high school diploma, college preparatory courses completed, and meet the eligibility index requirement.

Required college preparatory courses:

English Language Arts	4 years
Mathematics	3 years (Algebra 1, Geometry, Intermediate Algebra)
History/Social Science	4 years (U. S. History, social science, Government, Economics plus one more social science elective)
Laboratory Science	1 year biological science and 1 year physical science
Foreign Language	2 years of same language
Visual and Performing Arts	1 year (Both semesters need to be from the same discipline)
Electives	1 year from the above listed subject areas

California State University Eligibility Index

The eligibility index is based on high school GPA and college SAT or ACT test scores. High school grade point average includes course work from the above list completed during 10th – 12th grades. Students with a 3.0 or better GPA have met the eligibility requirement. GPA under 2.0 does not qualify. See the California State University website for information on how to calculate your eligibility index.

Websites: www.csumentor.edu (general site for CSU admission, campuses), www.csu???.edu (replace ?? with the initials of the school – Long Beach=lb, Dominguez Hills=dh, etc.)

University of California System

University of California schools are 4-year universities which offer undergraduate and postgraduate degrees. These are more prestigious than California State Universities and have more difficult entrance requirements. They admit the top 1/8 of graduating seniors.

Entrance requirements: There are three pathways to satisfying the University's minimum admission requirements for freshman students: Eligibility in the State-wide Context, Eligibility in the Local Context, and Eligibility by Examination Alone.

Eligibility in the Local Context (ELC) and Eligibility in the State-wide Context options are not available to Coastal Academy students. Coastal students must be considered by Eligibility by Examination or Admission by Exception. To satisfy the minimum requirements for Eligibility by Examination Alone, a student must earn high scores on the ACT Assessment plus Writing or SAT Reasoning Test, and two SAT Subject Tests. A student cannot qualify for admission by examination alone if he has completed 12 or more units of transferable coursework at another college or university following high school graduation, or taken transferable college courses in any subject covered by the SAT II: Subject Tests. See the University website for more information.

If students fail to meet these criteria, the student would need to rely on Admission by Exception, meaning that they are NOT eligible using the three paths to eligibility, but can, at the discretion of the campus admissions director, be admitted based on strong qualifications.

In order to be admitted by exception, it is in the student's best interest to demonstrate proficiency in each of the a-g subject areas. This can/should be done by completing community college coursework that is articulated to UC, completing University coursework, and/or scoring well on standardized subject area tests (SAT II, AP, etc.). Of course, other qualifications will be considered, such as community service, leadership, special skills and interests (i.e. the arts, athletics, etc.) and several other contributing factors to understand the complete person and how he/she might contribute to and benefit from University life.

The University considers a student to be a freshman applicant if he is applying for UC admission and is either still in high school or has graduated from high school and has not enrolled in a regular session at any college or university. Students may attend a summer session immediately after graduating from high school and still be a freshman applicant.

Websites: www.universityofcalifornia.edu/students (general site for all the campuses); for specific campuses use www.school.edu (replace *school* with ucla, berkeley, uci, etc.)

College Scholarships

Students interested in seriously pursuing college scholarships should begin to research and prepare for this process during the sophomore and junior years. SAT tests and practice application essays should be done during the end of the junior year so applications can be submitted in the fall. The best place for information about student financial aid is the financial aid office at the college or university you plan to attend.

State and Federal Student Aid

Students who need financial help to attend college are encouraged to apply to California or federal student aid programs. The *Free Application for Federal Student Aid*, or FAFSA, is used to apply for federal student financial aid, including grants, loans, and work-study. It is used by most states and schools to award non-federal student financial aid. Students who wish to apply for federal aid must file between January 1 and July 1 of their senior year. This application can be filed online or on paper. Paper applications are available from public libraries. The state of California offers the Cal Grant Entitlement award program. This program offers state funded monetary grants to students with good grades who meet financial need criteria. To apply for this grant students must submit the FAFSA and a grade point verification form by March 2nd of their senior year. Coastal students must use an SAT or ACT test score as verification of their grade point average.

Websites: <http://www.fafsa.ed.gov> –information about Federal Aid programs and online application;
<http://www.csac.ca.gov> –information about the Cal Grant program.

SAT Test Information

The SAT Reasoning Test and SAT Subject Tests are generally offered at public high schools in the fall and the spring for 11th and 12th graders. Registration deadlines are usually one month before the test date. The tests may be taken up to 3 times. Some colleges will pick your best score, your last score or an average of all tests taken. Consult your college choice for specifics. Tests should be taken by December if you are applying to universities. They will want to see test results with your admission application which is due in January. PSAT tests can be taken at any grade level for practice. The PSAT for 11th graders counts toward the National Merit Scholarship program. Coastal Academy's high school code number for the SAT/PSAT/ACT tests is 051448. Please list our number so we receive a copy of your test results.

Website: www.collegeboard.com

National Collegiate Athletic Association

Coastal students may qualify for NCAA Division I eligibility either as a home school student or a private school student. Students who have been home schooled through all of 9th-12th grades do not have to register with the NCAA Clearinghouse. Certification status will be determined through an initial-eligibility waiver filed by the college or university the student will attend. Students who were partially home schooled or wish to apply as a private school student must register with the Clearinghouse and meet the following requirements.

- Graduate from high school
- Successfully complete a core curriculum of at least 13 approved academic course units as follows: 4 years English, 2 years Mathematics (two years of mathematics courses at the level of Algebra I or above), 2 years Natural or physical science (including at least one laboratory course) 1 year additional courses in English, mathematics, or natural or physical science, 2 years Social science 2 years additional academic courses [in any of the above areas or foreign language, philosophy or non-doctrinal religion
- Have a core-course grade-point average (based on a maximum of 4.000) and a combined score on the SAT verbal and math sections or a sum score on the ACT based on the qualifier index scale.

Coastal has not submitted any courses for approval with the NCAA. Courses can be submitted for approval but this must be done before a student begins high school. Contact the High School Advisor for more information about this option.

Website: <http://www.ncaa.org>

High School Planning Worksheet

Subject	9 th	10 th	11 th	12 th	Requirements
English					GE-30 credits CP-40 credits
Mathematics					GE-20 credits CP-30 credits (Alg.1 & 2, Geom.)
Science					GE-20 credits CP-20 credits lab sciences
World History U.S. History					GE-10 credits each CP-10 credits each
U.S. Government Economics					GE-5 credits each CP-5 credits each
Foreign Language					GE-10 credits* CP-20 credits one language
Fine Arts					GE-10 credits* CP-10 credits
Physical Education					GE-20 credits CP-20 credits
Bible					GE-5 credits per semester CP-5 credits per semester
Electives					70-110 credits as needed
Driver Education Health					2.5 credits recommended 5.0 credits recommended
Total Credits:					Minimum Credits needed to Graduate: 240 credits

Student Name: _____

High School educational goal: (select one in each column)

- | | |
|--|--|
| <input type="checkbox"/> GE - General Education
(State of California Requirements) | <input type="checkbox"/> Plan A – Academy Diploma |
| <input type="checkbox"/> CP - College Preparatory
(LAUSD A-G Requirements) | <input type="checkbox"/> Plan B – Equivalency Certificate |
| | <input type="checkbox"/> Plan C1 – IEP Diploma |
| | <input type="checkbox"/> Plan C2 – IEP Certificate |

*General Education student may choose 10 credits of either foreign language or fine arts

Coastal Academy

Course Description

Student's Name:		
Course Title:		
Grade Level:	Credits:	<input type="checkbox"/> Semester Course <input type="checkbox"/> Full Year Course
Start Date:		End Date:
Curriculum:		

Course Grading Standard

--

Coastal Academy

High School Semester Transcript

Student Name: [Click here to enter text.](#)

Grade: [Choose an item.](#)

School Year: [Click here to enter text.](#)

Semester: [Choose an item.](#)

Subject/Course Name	Grade	Credits	AP/Honors (yes/no)	Where taken? (Home/EI Co/Harbor etc.)

Total credits for the semester: [Click here to enter text.](#)

GPA for the semester: [Click here to enter text.](#)

Date submitted [Click here to enter a date.](#)

Parent's signature _____

Coastal Academy

ATTENDANCE RECORD

Student _____ Age _____ Grade _____

Start Date _____ Stop Date _____

Month / Day	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
September																															
October																															
November																															
December																															
January																															
February																															
March																															
April																															
May																															
June																															
July																															
August																															

P = Present A = Excused Absence H = Holiday

Total Attendance (including absences) _____

High School Planning Worksheet

Subject	9 th	10 th	11 th	12 th	Requirements
English	English 9 (10cr)	English 10 (10cr)	English 11 (10cr)	English 12 (10cr)	GE-30 credits CP-40 credits
Mathematics	Algebra 1 (10cr)	Geometry (10cr)	Algebra 2 (10cr)		GE-20 credits CP-30 credits
Science	Biology (10cr)	Chemistry (10cr)			GE-20 credits CP-20 credits lab sciences
World History U.S. History	Geography (10cr)	US History (10cr)	World Hist (10cr)		GE-10 credits each CP-10 credits each
U.S. Government Economics				Govt. (5 cr) Econ. (5 cr)	GE-5 credits each CP-5 credits each
Foreign Language			Spanish 1 (10cr)	Spanish 2 (10cr)	GE-10 credits* CP-20 credits one language
Fine Arts	Music (10cr)				GE-10 credits* CP-10 credits
Physical Education		Phys Ed (10cr)	Phys Ed (10cr)		GE-20 credits CP-20 credits
Bible	Bible 1 (10cr)	Bible 2 (10cr)	Bible 3 (10cr)	Bible 4 (10cr)	GE-5 credits per semester CP-5 credits per semester
Electives	Typing (10cr)			Psychology (10cr)	70-110 credits as needed 5 credits each semester
Drivers Education Health		Dr. Ed. (2.5cr)			2.5 credits recommended 5.0 credits recommended
Total Credits: 242.5	60	62.5	60	60	Minimum Credits needed to Graduate: 240 credits

Student Name: Mary Jones

High School educational goal: (select one in each column)

- | | |
|--|--|
| <input type="checkbox"/> GE - General Education
(State of California Requirements) | <input type="checkbox"/> Plan A – Academy Diploma |
| <input type="checkbox"/> CP - College Preparatory
(LAUSD A-G Requirements) | <input type="checkbox"/> Plan B – Equivalency Certificate |
| | <input type="checkbox"/> Plan C1 – IEP Diploma |
| | <input type="checkbox"/> Plan C2 – IEP Certificate |

*General Education student may choose 10 credits of either foreign language or fine arts

Course Description

Student's Name: Mary Jones		
Course Title: U.S. History		
Grade Level: 10	Credits: 10	<input type="checkbox"/> Semester Course <input checked="" type="checkbox"/> Full Year Course
Start Date: September 12, 2008		End Date: June 9, 2009
<p>This course covers our nation's history from colonial times to the present day and focuses on the causes of events, the strains on the Union, and the issues behind the actions that have shaped United States history.</p> <div style="font-size: 4em; opacity: 0.3; transform: rotate(-15deg); position: absolute; top: 50%; left: 50%; pointer-events: none;">SAMPLE</div>		
Curriculum: <i>United States History</i> , 3 rd edition, Bob Jones University Press, 2004; <i>United States History Tests</i> , Bob Jones University Press, 2002		

Course Grading Standard

Grading is based on chapter tests, unit projects and student journal		
27 chapters in 7 units		
Student journal consists of entries written as an eyewitness of major historical events		
50 points per chapter read = 1350 points total		
100 points possible per chapter test = 2700 points total		
600 points possible per unit project = 4200 points total		
175 points possible for each of 10 journal entries = 1750 points total		
Grade Earned	1 st Semester Points	2 nd Semester Points
A	450 - 500	900 - 10,000
B	400 - 449	800 - 899
C	350 - 399	700 - 799

Coastal Academy

High School Semester Transcript

Student Name: Mary Jones

Grade: 11th

School Year: 2018/2019

Semester: Fall

Subject/Course Name	Grade	Credits	AP/Honors (yes/no)	Where taken? (Home/El Co/Harbor etc.)
English 11	A	5.0	No	home
Algebra 2	B	5.0	No	home
World History	A	5.0	No	home
Physical Education 11A	A	2.5	No	home
Bible 11A	A	5.0	No	home
Spanish 1	B	10	Yes	El Camino

Total credits for the semester: 32.50

GPA for the semester: 3.50 Unweighted

Date submitted 2/1/2019

Parent's signature _____

Coastal Academy

Individualized Student Education Plan Planning Sheet

Date prepared _____

Student _____ Age _____ School Year _____

Subject/Category _____ Academic Behavioral Developmental

Present Skill Level

Annual Goal

#	Sub Goal (use additional forms for additional Sub Goals)	Methods & Materials

Special Services	Date	Duration	Provider

Applicable fields: (check all that apply)

- | | | | |
|--|---|---|---|
| <input type="checkbox"/> Art | <input type="checkbox"/> Fine Motor Skills | <input type="checkbox"/> Manuscript Writing | <input type="checkbox"/> Reading/Comprehension |
| <input type="checkbox"/> Basic Reading Skills | <input type="checkbox"/> General Knowledge | <input type="checkbox"/> Math | <input type="checkbox"/> Science |
| <input type="checkbox"/> Behavior | <input type="checkbox"/> Gross Motor Skills | <input type="checkbox"/> Music | <input type="checkbox"/> Self Help |
| <input type="checkbox"/> Bible | <input type="checkbox"/> Health/Safety | <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Social Development |
| <input type="checkbox"/> Character Development | <input type="checkbox"/> Language Arts | <input type="checkbox"/> PE | <input type="checkbox"/> Social Studies/History |
| <input type="checkbox"/> Cognitive Development | <input type="checkbox"/> Language Skills | <input type="checkbox"/> Readiness Skills | <input type="checkbox"/> Speech |

Coastal Academy

Individualized Student Education Plan Report Card

Date prepared _____

Student _____ Age _____ School Year _____

Subject/Category _____ Academic Behavioral Developmental

Sub Goal #	Baseline (present skill level)	Incremental Goals
1.		a)
		b)
		c)
2.		a)
		b)
		c)
3.		a)
		b)
		c)

(Use additional sheets for additional Sub/Incremental Goals)

Sub / Incremental Goal #	Eval Code	Ending Date 1 st Qtr	Ending Date 2 nd Qtr	Ending Date 3 rd Qtr	Ending Date 4 th Qtr	Areas of Concern
	M					
	P					
	NP					
	NA					
	M					
	P					
	NP					
	NA					
	M					
	P					
	NP					
	NA					
	M					
	P					
	NP					
	NA					

Evaluation Codes:
M-Mastery
P-Progress
NP-No Progress
NA-Not Addressed

Coastal Academy

Individualized Student Education Plan Planning Sheet

Date prepared September 6, 2009

Student Joey Coastal Age 6 School Year 2009-2010

Subject/Category Language-Reading Academic Behavioral Developmental

Present Skill Level
Recognizes 15 letters of the alphabet. Knows letter sounds for B, D, K, M, and T. Can sign 6 words (help, more, want, eat, puzzle, ball)

SAMPLE

Annual Goal
Recognize all the alphabet. Know all consonant and short vowel sounds and the following blends (TH, WH, SH, BR). Learn 6 more words in sign language (me, car, family, breakfast, lunch, dinner)

#	Sub Goal (use additional forms for additional Sub Goals)	Methods & Materials
1	Recognize all the alphabet	Flashcards, wooden alphabet puzzles
2	Learn consonant, short vowel sounds and blends (TH, WH, SH, BR)	Computer game-ABC Audio tape-DEF
3	Learn 6 more signs in sign language (me, car, family, breakfast, lunch, dinner)	Sign language tape ABC Speech therapy

Special Services	Date	Duration	Provider
Speech Therapy	M & W	1/2 hour/session, 60 minutes/week	Speech Therapy of Lomita

Applicable fields: (check all that apply)

- | | | | |
|--|---|---|---|
| <input type="checkbox"/> Art | <input type="checkbox"/> Fine Motor Skills | <input type="checkbox"/> Manuscript Writing | <input checked="" type="checkbox"/> Reading/Comprehension |
| <input checked="" type="checkbox"/> Basic Reading Skills | <input type="checkbox"/> General Knowledge | <input type="checkbox"/> Math | <input type="checkbox"/> Science |
| <input type="checkbox"/> Behavior | <input type="checkbox"/> Gross Motor Skills | <input type="checkbox"/> Music | <input type="checkbox"/> Self Help |
| <input type="checkbox"/> Bible | <input type="checkbox"/> Health/Safety | <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Social Development |
| <input type="checkbox"/> Character Development | <input checked="" type="checkbox"/> Language Arts | <input type="checkbox"/> PE | <input type="checkbox"/> Social Studies/History |
| <input type="checkbox"/> Cognitive Development | <input checked="" type="checkbox"/> Language Skills | <input type="checkbox"/> Readiness Skills | <input checked="" type="checkbox"/> Speech |

Coastal Academy

Individualized Student Education Plan Report Card

Date prepared November 6, 2009

Student Joey Coastal Age 6 School Year 2009-2010
 Subject/Category Language-Reading Academic Behavioral Developmental

Sub Goal #	Baseline (starting skill level)	Incremental Goals
1.	Recognizes 15 letters of the alphabet	a) Learn letters J, K, Q, U, P Z b) c)
2.	Knows sounds for B, D, K, M, T	a) Learn sounds for, F, H, L, M, N, P b) Learn short vowel sounds for A, E, I c)
3.	Knows signs for: help, more, want, eat, puzzle, ball	a) Learn signs for mealtimes (breakfast, lunch, dinner) b) c)

(Use additional sheets for additional Sub/Incremental Goals)

Sub /Incremental Goal #	Eval Code	Ending Date 11/06/09 1 st Qtr	Ending Date ____/____/____ 2 nd Qtr	Ending Date ____/____/____ 3 rd Qtr	Ending Date ____/____/____ 4 th Qtr	Areas of Concern
1.a)	M	X				
	P					
	NP					
	NA					
2.a)	M					Still needs to master H and P
	P	X				
	NP					
	NA					
2.b)	M					Still needs to master short vowel sound for E
	P	X				
	NP					
	NA					
3.a)	M					Still needs to master Dinner.
	P	X				
	NP					
	NA					
	M					
	P					
	NP					
	NA					

Evaluation Codes:
 M-Mastery
 P-Progress
 NP-No Progress
 NA-Not Addressed