

California High School

2008/2009

Mark Corti

Principal

Joy Brahmst

Assistant Principal

Ken Nelson

Assistant Principal

Hilary Dito

Assistant Principal

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www.calhigh.net
calhigh.schoolloop.com

Students are accountable for the information in the handbook, including policies, rules and procedures.

Property of: _____

Address: _____

Phone #: _____

In case of emergency, please notify:

Name: _____ Phone #: _____

The information in this book was the best available at press time. Watch for additional information and changes.



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CALIFORNIA HIGH SCHOOL

2008-09

PRINCIPAL'S MESSAGE

Welcome to California High School, a 2005 California Distinguished School, and 2006 National Blue Ribbon School, where students, teachers, administrators, support personnel, and parents are dedicated to academic excellence. Since 1973 our school has taken pride in providing a well-rounded and rigorous academic program that is designed to meet the challenges of the future.

Our commitment to a standards-based academic program delivered through a Professional Learning Community model is reflected in a strong college preparatory program, which includes many honors and Advanced Placement courses. Students also have the opportunity to take accelerated classes at the University of California, Berkeley, Diablo Valley College, and Cal State East Bay Hayward.

As a comprehensive high school, California High School also offers courses in technology, art, business, choral and instrumental music, drama, and physical education. We also encourage students to explore the courses offered at California High School by our Regional Occupation Program.

A well-rounded high school experience includes active participation in co-curricular activities. Again, we encourage you to become involved in our athletic programs, academic competitions, visual and performing arts programs, student government, and student clubs.

We encourage you to invite your parents to join a parent club/organization that supports our school's academic and extracurricular programs. We have PTSA, Academic Boosters, Athletic Boosters, Choral Music Boosters, Drama Boosters, and the Instrumental Music Boosters. Each of these organizations provides financial support for our students and teachers.

Our staff and community are committed to providing a safe and positive environment that promotes respect, productivity, and active participation in school activities. This student handbook is the product of the entire school community. We encourage you and your parents to read carefully through the rules, procedures, and useful information for the school year.

The administration and counseling department is student oriented. If you experience problems or simply want to talk, we encourage you to visit our offices. Set high standards for yourself, work hard, and be proud that you achieved your goals at California High School.

Mark Corti, Principal

GENERAL SCHOOL INFORMATION

PRINCIPAL	Mark Corti	mcorti@calhigh.net	803-3210
ASSISTANT PRINCIPAL	Joy Brahmst	jbrahmst@calhigh.net	803-3208
ASSISTANT PRINCIPAL	Ken Nelson	knelson2@calhigh.net	803-3262
ASSISTANT PRINCIPAL	Hilary Dito	hdito@calhigh.net	803-3206

BLOCK SCHEDULE

Students are on a block schedule alternating (ODD) and (EVEN) day classes. The Monday altered bell schedule is for staff collaboration. The staff will meet every Monday morning from 7:30 a.m. - 8:20 a.m. Students arrive late every Monday and begin period 'A' at 8:35 a.m. On Monday students will be in their respective block classes for 90 minutes and 'A' period will be 45 minutes.

A Period = CLASSES MEET EVERYDAY

1, 3, 5 = ODD DAY CLASSES 2, 4, 6 = EVEN DAY CLASSES

Block Schedule Monday			Block Schedule Tuesday – Friday		
Teacher Collaboration Students arrive late					
Period A	8:35 – 9:20	(45)	Period A	7:30 – 8:20	(50)
Passing	9:20 – 9:25	(5)	Passing	8:20 – 8:25	(5)
Period 1 / 2	9:25 – 10:55	(90)	Period 1 / 2	8:25 – 10:35 (TUTORIAL)	(130)
Brunch	10:55 – 11:10	(15)	Brunch	10:35 – 10:50	(15)
Passing	11:10 – 11:15	(5)	Passing	10:50 – 10:55	(5)
Period 3 / 4	11:15 – 12:45	(90)	Period 3 / 4	10:55 – 12:35	(100)
Lunch	12:45 – 1:20	(35)	Lunch	12:35 – 1:10	(35)
Passing	1:20 – 1:25	(5)	Passing	1:10 – 1:15	(5)
Period 5 / 6	1:25 – 2:55	(90)	Period 5 / 6	1:15 – 2:55	(100)

First Day of Class August 25, 2008			Homecoming Schedule October 31, 2008		
All Classes Meet			Minimum Day		
Period A	7:50 – 8:20	(30)	Period A	7:30 – 8:20	(50)
Passing	8:20 – 8:25	(5)	Passing	8:20 – 8:25	(5)
Period 1	8:25 – 8:55	(30)	Period 1	8:25 – 9:35	(70)
Passing	8:55 – 9:00	(5)	Brunch	9:35 – 9:50	(15)
Period 2	9:00 – 9:30	(30)	Passing	9:50 – 9:55	(5)
Passing	9:30 – 9:35	(5)	Period 3	9:55 – 11:05	(70)
Period 3	9:35 – 10:05	(30)	Passing	11:05 – 11:10	(5)
Brunch	10:05 – 10:15	(10)	Period 5	11:10 – 12:20	(70)
Passing	10:15 – 10:20	(5)			
Period 4	10:20 – 10:50	(30)			
Passing	10:50 – 10:55	(5)			
Period 5	10:55 – 11:25	(30)			

Block Schedule Finals (1/21, 1/22, 1/23 and 6/09, 6/10, 6/11)		
Period 1/3/5	8:25 – 10:25	(120)
Break	10:25 – 10:35	(10)
Passing	10:35 – 10:40	(5)
Period 2/4/6	10:40 – 12:40	(120)

Block Schedule Finals A Period (1/20)			Block Schedule Finals A Period (6/8)		
Period A FINAL	7:30 – 9:30	(120)	Period A FINAL	7:30 – 9:30	(120)
Brunch	9:30 – 9:50	(20)	Brunch	9:30 – 9:50	(20)
Passing	9:50 – 9:55	(5)	Passing	9:50 – 9:55	(5)
Period 2	9:55 – 11:20	(85)	Period 1	9:55 – 10:35	(40)
Passing	11:20 – 11:25	(5)	Passing	10:35 – 10:40	(5)
Period 4	11:25 – 12:50	(85)	Period 2	10:40 – 11:20	(40)
Lunch	12:50 – 1:25	(30)	Passing	11:20 – 11:25	(5)
Passing	1:25 – 1:30	(5)	Period 3	11:25 – 12:05	(40)
Period 6	1:30 – 2:55	(85)	Passing	12:05 – 12:10	(5)
			Period 4	12:10 – 12:50	(40)
			Lunch	12:50 – 1:25	(35)
			Passing	1:25 – 1:30	(5)
			Period 5	1:30 – 2:10	(40)
			Passing	2:10 – 2:15	(5)
			Period 6	2:15 – 2:55	(40)

CALENDAR

Updated Calendars listing school events and special schedules are posted throughout campus, are listed in the Bulletin and sent home as part of the Bear Facts Newsletter. Listed below are some key tentative dates for the year.

Walk Through Registration	Aug 18-19	2nd Semester Begins	Jan 27
Freshman Orientation	Aug 21-22	President's Day	Feb 16
Instruction Begins	Aug 25	3rd Quarter Ends	March 27
Labor Day	Sept 1	Spring Break.....	April 6-10
Back to School Night.....	Sept 10	STAR Testing Window	April 20-May 1
Staff Development Day.....	Oct 3	AP Testing	May 4-15
1st Quarter Ends	Oct 24	Staff Development Day.....	May 18
Homecoming Parade and Game	Oct 31	Memorial Day	May 25
Homecoming Dance	Nov 1	Baccalaureate.....	June 7
Veteran's Day Holiday	Nov 10-11	Finals Week - End of 2nd semester ...	June 8-11
Thanksgiving Break	Nov 24-28	Graduation.....	June 12
Winter Break.....	Dec 22-Jan 2		
Martin Luther King	Jan 19		
Finals Week - End of 1st semester...	Jan 20-23		
Teacher Work Day	Jan 26		

CLOSED CAMPUS

California High School is a closed campus. All visitors between 7 a.m. and 4 p.m. must check in at the Attendance Desk and obtain a visitor badge. Students may not bring guests to school and we do not allow visitors to sit in on classes. **The following areas are considered off campus during brunch and lunch: all parking lots, front of the school, all fields, track, tennis courts, pool, bridge, Broadmoor Drive, and Iron Horse Trail. If students are found off-campus, they will receive disciplinary consequences. No student is allowed off campus during brunch. Only Seniors may be off campus at lunch.**

COUNSELING AND GUIDANCE SERVICES

The counselors at California High School provide registration and orientation information, as well as college, career, scholarship, financial aide, and academic progress information. Students may ask for individual conferences with their counselor to discuss academic or personal concerns. Students should contact the counseling office for further information and should see the counseling secretary to schedule individual appointments. Students and parents must take an active role in educational decisions.

DAILY BULLETIN/ANNOUNCEMENTS

The daily bulletin will be sent out on email, posted in each classroom and will be read at the end of Tutorial period Tuesday-Friday. It can also be accessed on the CHS web page and School Loop. Items for the daily bulletin are turned into the principal's secretary by 8:15 a.m. the prior day. All announcements must have an appropriate staff and/or administrative signature to be included in the bulletin. Public address announcements will be read when needed.

For further information about school activities, students may check the bulletin boards in the main hallways. Student Reps will also provide information about school activities.

To post information on school bulletin boards, students must receive permission from the principal's secretary.

Birthday announcements/flyers may not be posted on campus.

MARQUEE

The CHS marquee is for school related information only. We offer a student birthday announcement program with a minimum fee. All requests must be on the Marquee Birthday Request Form and turned into the main office. Request forms are on-line and in the front office.

SECURITY CAMERAS

California High School is under video surveillance 24 hours a day. The cameras are located throughout the school.

EMERGENCY COMMUNICATIONS

Should an emergency arise at California High School, information regarding the situation will be accessible at: <http://www.calhigh.net>

EMERGENCY DRILLS

Emergency drills are held throughout the school year. All classrooms are equipped with red emergency kits, which contain a variety of emergency supplies. Student cooperation and attention are required to promote and protect the safety of everyone in the event of a real emergency. Fire Drills: a horn will sound. Secure Campus: two bells will sound.

SECURE CAMPUS

In the case of an emergency where students need to remain in the building, two short bells will ring signaling the need to secure the campus. After the bells sound, students will listen for a secure campus announcement and will remain in their classroom and move away from the windows. Teachers will keep the classroom secure until notified to return to regular campus status.

FIRE

At the first sound of the fire alarm, everyone will calmly exit the classroom and building according to the designated exit plan posted in the classroom. It is important that traffic flows smoothly in the hallways and on the outside walkways and stairs. Students are to remain with their class until the bell is sounded to return to class or further instructions are given. **Students are not to go to their lockers.**

EARTHQUAKE, CIVIL DEFENSE AND EVACUATION

All classrooms are equipped with red emergency kits, which contain a variety of emergency supplies. At the first sign of an earthquake, students and staff should duck and cover. It is best to seek cover under a desk or table or in a doorframe. If that is not possible, avoid glass, cabinets or other objects that may fall. At the end of the earthquake, instructions will be given as to how and where to evacuate the building, if needed. Students are to report to the designated area and remain with their class for attendance. Students are not to leave the campus either on foot or by car.

NOTE: Parents, please do not call the school or district office during an emergency or come to the campus until requested to do so. Tune to radio station KNBR (680 am), KKIS (99 am) or WUN (1480 am) for accurate emergency information or check your email for critical information.

STUDENT EMERGENCY INFORMATION

As a condition of enrollment each student must have a **signed emergency card** on file that contains accurate, current information. **Only persons listed on the emergency card as guardian may authorize a student to leave campus or excuse an absence.** Please contact the Counseling Office and/or Registrar immediately if there is a change of address, phone number (home or work), email, and emergency contact person(s).

LIBRARY MEDIA CENTER

Cal High has an onsite library for student access. We support students' academic and entertainment needs with materials on a variety of subjects and media formats. To checkout materials, students must provide picture identification (Student id, driver's license, etc.). Overdue fines of \$0.25 per item/ per day are accrued on late materials. Students with lost or damaged materials will be charged a replacement fee. All materials must be returned and all fines cleared at the end of the year to receive yearbooks and as part of senior checkout.

LOCKERS

Lockers are provided as a convenience to the student and are for day use only. The students, not the school, are responsible at all times for the contents of the locker, including school property such as textbooks. Lockers will be assigned and noted on the student schedule. A five-dollar (\$5) security donation will be assessed at registration. **THE SCHOOL CANNOT BE RESPONSIBLE FOR ITEMS THAT ARE STORED IN THE LOCKERS AND ARE LOST, STOLEN OR VANDALIZED.** Items should be taken home every night, weekend, and holiday period. Students must report instances of locker graffiti to the administration secretaries. **Vehicles may not be used as lockers as parking lots are off limits at all times during the day, including brunch and lunch, and are considered OFF-CAMPUS.**

P.E. LOCKERS

Lockers in the boys and girls locker rooms are available for students taking physical education classes. The girls' lockers have pre-installed locks; the boys must bring their own locks.

Students need to **"lock-up"** their valuables at all times when using the locker room. **The school cannot be held responsible for lost or stolen items.**

NURSE

The Nurse's Office is located in the Administration Building. To see the nurse during class time, a student must obtain a pass from the teacher and sign in with the secretary at the attendance counter. **FAILURE TO OBTAIN A PASS OR SIGN IN WILL RESULT IN THE STUDENT BEING ASSIGNED AN ILLEGAL ABSENCE.** If the nurse is not on campus, after 15 minutes a secretary may have the student return to class or phone home for permission to leave school.

PARENT SUPPORT ORGANIZATIONS

All parents are encouraged to support their child's high school experience by being an active member of one or more of the parent support groups. For information, contact the president.

<u>P.T.S.A.</u>	Patty Hoyt	828-7592
Meeting Date/Time:	6:30PM.....	2nd Mon. each month
<u>Academic Boosters</u>	Gary Alpert and Jenny Mumma	829-7813 / 828-6911
Meeting Date/Time:	7:00PM.....	2nd Tues. each month
<u>Athletic Boosters</u>	Bev Adkins	998-4110
Meeting Date/Time:	7:00PM	1st Mon. each month
<u>Choral Boosters (Choir)</u>	Kathy Jones	735-3100
Meeting Date/Time:	7:00PM.....	3rd Tues. every other month
<u>Instrumental Booster (Band)</u>	Kathi Nichols	829-7112
Meeting Date/Time:	7:00PM	2nd Wed. each month
<u>Drama Booster</u>	Cathy Wickboldt and Elizabeth Pruy..	833-8976
Meeting Date/Time:	7:00PM	1st Thurs. each month

PHYSICAL FITNESS TESTING FOR GRADE 9

Pursuant to Senate Bill 78, effective July 1, 2007, the two year exemption offered to high school students is available if the pupil passes the physical performance test administered in the ninth grade. The State has defined passing as scoring in the "HFZ" on a minimum of 5 of 6 tests (<http://www.cde.ca.gov/ta/tg/pf/documents/fitnessgram.pdf>). Any ninth grader not passing the physical performance test will be required to take a physical education class in grade 10. Unless stated in an IEP or 504 plans, students must be tested in all 6 areas of fitness. For more information students should see their counselor.

STUDENT PARKING ON CAMPUS

2008-09 parking will be carpool and pool area permit parking only. Permits will be awarded on a semester basis to **seniors** who have turned in the required paperwork and have been selected by lottery. Automobiles without a permit will be ticketed through the County Court in Martinez; the amount of the fee is dependent on the County.

Vehicles without parking permits hanging from the rear view mirror, parked in red zones, occupying more than one space, or otherwise parked illegally will be ticketed and/or towed. In addition, repeat offenders will lose their privilege to use CHS parking facilities. Students with complaints about tickets are to contact the court, indicated on the ticket, as they would for any parking ticket. The school cannot assist students with their complaints about tickets and should not be contacted.

All students are expected to drive safely and to follow parking rules at all times. Students driving unsafely will have parking privileges **revoked** and unsafe driving incidents will be referred to the police. Additionally, students may face disciplinary action.

CHS Parking Permits are only valid on campus, **not on public streets or in the city pool parking lot**. Off campus permit parking is for residents only.

STAFF SPACES

All the parking lots are carefully monitored. Students who park in staff spaces will have their vehicles **towed and / or ticketed**. The school will not search out student owners and disrupt classes so vehicles can be moved. Visitor parking spaces at the front of administration are off limits to students.

Parking facilities for all types of vehicles are provided for students, parents, staff members, and visitors solely as a convenience. The school district assumes no responsibility or liability for loss or damage to any vehicle parked at CHS.

STUDENT BODY CARD

For identification purposes, each student is issued a Student I.D. Card which **must** be carried at all times and utilized for the following reasons: campus safety, admission to school events, **technology access**, lunch pass, and textbook check-out.

Students are reminded that without a Student I.D. Card they will not be admitted to school events, which occur after regular operating hours. Lost cards should be replaced. The cost is \$5.00. **Please go to**

the Counseling Office to replace your card. Students who have an ASB sticker should present proof of purchase for a sticker to be placed on the new card.

TECHNOLOGY AT CALIFORNIA HIGH

CHS is integrating computer technology into many aspects of the school program and offering access to computers and the Internet in every classroom. Student use of the networked computers at CHS is governed by the SRVUSD "Student Acceptable Use Policy" and the school's "Policies and Procedures for Student Computer Use" which are distributed when the student enters California High School. The policy is in effect for all four years unless revoked by administration or parents. Students are expected to be familiar with these policies and understand that failure to comply will result in one or more of the consequences outlined in the A.U.P.

In order to use the school computers, students **must** have returned a signed copy of the CHS "Parent/Student Agreement on Computer Use" and the SRVUSD "Agreement for Student Acceptable Use Policy and Parental Permission for Use of the Network." **Students who fail to abide by the student A.U.P. may lose their email accounts and Internet use.**

Cyber Bullying is the use of electronic information and communication devices to willfully and repeatedly harm either a person or persons through the medium of electronic text. Cyber Bullying and Harassment deliberately threatens, harasses, intimidates an individual or group of individuals; or places an individual in reasonable fear of harm to the individual or damage to the individual's property; or has an effect of substantially disrupting the orderly operation of the school. This can be a violation of a student's right to be safe and secure on campus.

Students who misuse technology on campus (including cell phones) for cheating, bullying and other inappropriate activities may receive additional discipline.

TELEPHONES/MESSAGES/DELIVERIES

School telephones are for business and emergency use only. **Parents are requested not to call the school with messages for students unless it is an extreme emergency.**

Flowers, balloons, birthday greetings and other items cannot be delivered to students at school. **PLEASE DO NOT GIVE THE SCHOOL AS A DELIVERY ADDRESS FOR THESE ITEMS, SINCE THE DELIVERY WILL BE REFUSED.**

TEXTBOOKS

The school loans each student one set of textbooks. The student and the parents are held financially liable for lost, stolen, damaged or destroyed textbooks. Students are charged the full replacement cost for items lost or damaged, since the school must pay the full replacement cost.

You may contact the Textbook Coordinator, Marsha Pfeffer at mpfeffe@calhigh.net or 803-3285.

Note: All outstanding bills must be cleared before yearbooks, schedules, report cards or textbooks are issued to a student.

Juniors and Seniors will not be allowed to attend Junior Prom or Senior Ball until their debts are cleared.

CHANGES IN CLASS SCHEDULES

Students should take great care in selecting classes for the upcoming year. If a class change is desired, a written request must be submitted to the Counseling Office before the first week of the semester. Classes may be dropped with no penalty within the **first six weeks of the semester. No grade or credit will be received.** A student dropping a class after the third week may be assigned to a non-credit study hall class. If a student drops beyond six weeks a teacher may give an "NM" grade or an "F" depending on the quality of the student's work to date and the grade will be reflected on the transcript.

GRADUATION REQUIREMENTS/COLLEGE PREPARATION

For information refer to "**The Guide to Program Planning**" or see your counselor.

California High School seeks to provide a high quality academic, elective and extra/co-curricular program, which will prepare our students for varied educational and life experiences.

CLASS STANDING

A 9th grader must successfully complete a minimum of 60 credits and be on track with required graduation subjects by the first day of school of the following year in order to advance to 10th grade status.

A 10th grader must successfully complete a minimum of 120 credits and be on track with required graduation subjects by the first day of school of the following year in order to advance to 11th grade status.

To be considered a 12th grader, a student must have successfully completed a minimum of 180 credits and be on track with required graduation subjects by the first day of school of the senior year.

POLICIES AND PROCEDURES

ATTENDANCE POLICY

California High School believes strongly in the importance of daily student attendance. **Students who have excessive absences, excused or unexcused, will be processed through the Student Attendance Review Board (SARB) procedure. Students may receive a fine of \$100.00 and/or lose their drivers license and may be removed from California High School and placed into an alternative high school.**

Attendance Hours	<p>The attendance desk is open at 7:00 a.m. and closes at 4:00 p.m. <u>Parents or guardians must notify the school regarding all absences whether excused or unexcused.</u></p> <p>Absences must be cleared <u>within two days</u> of returning to school otherwise the student will receive a cut.</p> <p>To report absences call <u>828-2671</u> 24 hours a day, 7 days a week.</p>
Full Day Absence	<p>Parent/guardian must call attendance recorder on the morning of or the night before the absence:</p> <ol style="list-style-type: none"> 1. Provide the date of the absence 2. Spell the student's last name 3. Provide the first name of the student 4. Provide reason for absence 5. Identify yourself
Partial Day Absence	<p>In order for an absence to be excused when a student must leave school early or comes to school late, the following requirements must be met:</p> <ol style="list-style-type: none"> 1. When coming to school late, the student must bring a note to the office, sign in and receive a pass to class. 2. When leaving school early, the student must bring a note to school, show it to his/her teacher, bring it to the office and sign out. <p>Failure to follow procedures may result in a cut from class and a referral for a two-hour detention or Monday School. In order to clear a partial day absence, students must sign in and/or out and parent contact must be made prior to the student leaving campus.</p>
Authorized Attendance Clearance	<p>Absences may ONLY be cleared by a telephone call personally made by the parent, guardian, or person listed on the emergency card. Calls made by the student or persons not authorized to clear a student's absence violate rules for attendance and will result in student disciplinary action.</p>
Lunch	<p>ONLY 12th graders may leave for lunch, but they must return before the next period.</p>
Leaving at Lunch for 9th, 10th, and 11th	<p>Students may not leave without their parent's permission. If a student leaves for lunch, the parent must come into the office to sign the student out.</p>
Administrative Clear	<p>The administration will allow a one-day procedural clearance per year. Clears are not guaranteed. Clears are for students who had an excused absence, but parents did not telephone the school within two days of return to school.</p>

Excused Tardy	To obtain an excused tardy, a note from a parent, a guardian, or a medical facility stating the reason for the tardy is required.
Tardy to Classes Consequences	After the late bell rings the student is tardy. <u>Every three tardies = a one hour detention</u> , assigned by the classroom teacher to be served by the student in the detention room. Students who are more than 30 minutes late to class will receive a Very Tardy. Students with Vary Tardies may receive Monday School and begin the SARB process.
Pre-Informed Absences	Trips, college visits, or other anticipated absences require a pre-informed, Independent Study Contract . Independent study contracts must be <u>requested five days prior to the absence</u> . Contracts are available for a minimum of five days of absence but are not to exceed 10 days of absence. The contract must be signed by the parent and teachers and returned to the attendance office before leaving school and the day before the absence. The rules of the contract must be followed or no credit will be given for the work and the days absent will be unexcused.
Excused Absences	Illness Medical/Dental/Optometric Appointments (EXCUSED WITH A MEDICAL SLIP ONLY) Make-up work resulting from an excused absence must be completed within a reasonable period of time commensurate with the length of the absence.
Other Excused Absences	Independent Study Contract (<i>Independent study contracts must be requested five days prior to the absence.</i>) Funeral Services Religious Retreat (<i>no more than 4 hours per semester</i>) Approved School-Related Activities Observation of Religious Holidays Employment Conference (requested by parent) Family Emergency
Unexcused Absence	Forged notes Cutting class without permission Illegal phone call (Phone Forgery) Failure to sign in or out of school Failure to clear an absence within two days of returning to school without Independent Study Contract Failure to complete Independent Study Contract
Unexcused Absence Consequence	Students who have more than 3 cuts in a semester in a class may be dropped from the class with loss of credit . A call from the attendance office will alert parents of the absences. Students with excessive absences and illnesses may be sent to the SARB team and receive further consequences . After the first cut a student will be given a two-hour detention . After the second cut a Monday School . On the third cut students may be dropped from the class.
Illness at School	If a student becomes ill at school, he/she must report to the nurse or attendance office . If the nurse or attendance desk clerk determines the student should be sent home, the parents will be notified. It is essential the Emergency Card be kept current . A student may not be released unless a parent or other designated adult on the emergency card has been contacted. Students must sign in and out at the attendance desk. Students must sign out before they leave campus at any time . Students who fail to sign out may receive disciplinary action.

GROUND FORS SUSPENSION AND EXPULSION

Disciplinary action by the school administration will take into account frequency, severity, and grade level at which behavior problems occur. Disciplinary consequences for violation of Education Code 48900 may range from detention or suspension to a maximum penalty of expulsion.

OFFENSE	
Ed Code 48900	
A.	1. Caused, attempted to cause, or threatened to cause physical injury to another person. 2.*Willfully used force or violence upon the person of another, except in self- defense.
*B.	Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object.
*C.	Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance as defined in the Health and Safety Code, alcoholic beverage, or intoxicant of any kind.
*D.	Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code, alcoholic beverage or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and presented same as a controlled substance, alcoholic beverage, or intoxicant.
E.	Committed or attempted to commit robbery or extortion.
F.	Caused or attempted to cause damage to school property or private property.
G.	Stole or attempted to steal school property or private property.
H.	Possessed or used tobacco, or any product containing tobacco or nicotine products (except in the very limited instance of nicotine as an ingredient of a prescribed drug that requires ingestion during school hours) including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel.
I.	Committed an obscene act or engaged in habitual profanity or vulgarity.
J.	Unlawfully possessed, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
K.	Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
L.	Knowingly received stolen school property or private property.
M.	Possessed an imitation firearm.
N.	Committed or attempted to commit a sexual assault or committed a sexual battery as defined in the Penal Code.
O.	Harassed, threatened, or intimidated a student witness.
Additional Grounds:	
* Sexual harassment. (Ed Code 48900.2)	
* Committed an act of hate violence. (Ed Code 48900.3)	
* Harassment, threats, or intimidation creating an intimidating or hostile educational environment. (Ed Code 48900.4)	
* Terrorist threat against school official or school property. (Ed Code 48900.7)	
* Hazing (Ed Code 32050-51)	
Any of the above may be referred to a law enforcement agency.	
*The principal or designee <u>must</u> notify law enforcement personnel of these offenses.	

ADDITIONAL DISCIPLINARY OFFENSES

Offenses	Minimum Penalty	Maximum Penalty
1. BICYCLES/BLADES SKATEBOARDS/RAZORS on campus	Warning and confiscation of item for the rest of the day	Monday School-Item kept until the end of the year
2. CUT IN A CLASS Teachers and Administrators will begin the paperwork process tracking student cuts and communicating to the parents and student. After third cut student may be dropped from class with no credit	1st 2-Hour Detention 2nd Monday School SARB Process	Parent Conf. Student Contract Third cut the student may be dropped from the class
3. DRESS-CODE VIOLATION Students may be required to change into appropriate clothing (see pages 15-16 for complete description of dress code).	1st Warning-Name on a list 2nd Two-hour detention 3rd Monday School	4th Suspension 1-5 days
4. FORGERY or Falsification of Parent Notes/Phone Messages	1st Monday School 2nd Monday School Cut in class	1 Day Suspension
5. NO-SHOW DETENTION	Monday School	1 Day Suspension
6. NO-SHOW MONDAY SCHOOL	1 day suspension	2 day suspension
7. SCUFFLING	2 Hour Detention	Monday School
8. FALSE IDENTIFICATION TO STAFF	Monday School	1 day suspension
9. OFF-CAMPUS OUT OF BOUNDS AREA - During School Day (see page 5)	1st Monday School 2nd Monday School	3rd time - 1 day suspension
10. VIOLATION OF ACCEPTABLE USE POLICY FOR THE COMPUTER	Student Account is disabled for the remainder of the year. If enrolled in a class where computer use is mandatory, the student may be dropped from the class.	Student may receive additional consequences based on the nature of the violation (cyber bullying, harassment, cheating, etc).
11. THROWING ANY OBJECT that may present a danger, including, but not limited to FOOD, WATER, BALLOONS, EGGS, BOTTLES	Monday School	1-5 Day Suspension Police Report
12. PLAGIARISM AND CHEATING POLICY See further information on examples in the handbook	See Below	See Below
Plagiarism and Cheating Degrees:		
A. First Degree - cheating on any class assignment, quiz or test <i>(more than one incident of cheating in a class may result in student being dropped from the class)</i>	1st 2-day class suspension Monday School Zero on assignment- Parent Notification	2nd Drop from Class Parent notification
B. Second Degree - Stealing a test or test key, and or providing answers to students (cheating plus theft)		1-2 day suspension Parent contact Drop from class
Any of the above infractions may be referred to a law enforcement agency.		

DETENTION-Detention shall be limited to one hour on school days and four hours on non-school days. A parent/guardian of the student to be detained must be notified at least twenty hours prior to the beginning of the detention. Saturday School attendance for discipline is at the election of the student or, in the case of a minor, the parent/guardian. (E.C. 37223)

Detentions are held two days a week after school from **3:05 p.m. to 4:05 p.m.** Students are to report to the designated location. Detention is also served on late start Monday mornings from **7:20 a.m.-8:20 a.m. or 7:20 a.m.-9:20 a.m.**, depending on student start time. Changes can only be made with administrator's approval. It is the student's responsibility to inform parents of the dates of assigned detention. **Students who fail to serve a detention will serve a Monday School.**

MONDAY SCHOOL: Monday School is an alternative to suspension when agreed to by all parties. It is held on Mondays from **3:05 pm to 6:05 pm.** Monday School will include study time and campus clean up. **Student's failure to attend or complete Monday School will result in a one-day suspension.**

SUSPENSION-Suspension is a disciplinary action that means removal of a student from ongoing instruction for a period of time not to exceed five (5) consecutive school days. Suspension by an administrator shall be preceded by an informal conference between the administrator and the student unless an emergency situation to be determined by the principal or designee exists. A student's parent/guardian shall be notified in writing of the suspension. Although the district is not required to hold a conference with the parent/guardian, the parent/guardian is required to attend such a conference when so requested by the district. A pupil may not be suspended or expelled for any of the acts enumerated unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts which are enumerated in this section and related to school activity or attendance that occur at any time, including but not limited to, any of the following: 1) While on school grounds; 2) While going to or coming from school; 3) During the lunch period, whether on or off the campus; 4) During, or while going to or coming from, a school sponsored activity. (E.C. 48900 (p) At the discretion of the school administration, a student may receive "in-house" suspension, serving the term of suspension on campus under the supervision of school staff (E.C. 48911.1)

EXPULSION-Expulsion means the removal of a student from enrollment in a school or the district as ordered by the Board of Education. Expulsion may be ordered for any of the acts listed under Grounds for Suspension and Expulsion when other means of correction have failed to bring about proper conduct, or when a student's presence causes continuing danger to other students. As defined in Ed Code 48915 (c), possessing, selling, or otherwise furnishing a firearm, brandishing a knife at another person, unlawfully selling a controlled substance, committing or attempting to commit a sexual assault or committing a sexual battery, or possession of any explosives, requires the principal to recommend expulsion. The length of expulsion for any of these offenses shall be one year. Parents of an expelled student are required to notify the receiving district that the student has been expelled. (E.C. 48915.1) (Revised 4/9/08)

SEXUAL HARASSMENT-It is a policy of the Governing Board of the San Ramon Valley Unified School District to provide an educational and work environment free of unwelcome sexual advances, requests for sexual favors and other verbal, visual, or physical conduct or communication constituting sexual harassment as defined by Education Code 212.5 and otherwise prohibited by state and federal statutes.

All Personnel BP: 4119.11, 4219.11, 4319.11 (a)

All Students BP: 5145.7(a)

Sexual harassment made by someone from or in the work or educational setting is prohibited and includes, but is not limited to, any of the following conditions:

- a. Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress.
- b. Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
- c. The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance or of creating an intimidating, hostile, or offensive work or educational environment.
- d. Submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the education institution.

Other types of conduct which are prohibited in the district and which may constitute sexual harassment include:

Verbal or written conduct: making derogatory comments, including epithets, slurs, jokes, etc., sexual propositions or flirtations, graphic commentary about an individual's body; sexually degrading words used to describe an individual; suggestive or obscene letters, notes or invitations; spreading sexual rumors.

Visual conduct: leering, making sexual gestures, displaying sexually suggestive objects, pictures, books, magazines, computer graphics, etc.

Physical Conduct: inappropriate touching or impeding one's movement.

Every student, employee or applicant has the right to be free from harassment from adults and/or from students in the work or educational setting. The district prohibits retaliatory behavior against any complaint 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.

A copy of this policy on sexual harassment shall be 1) displayed in a prominent location at school sites and work sites, 2) provided as part of the orientation for new students at the beginning of each term as applicable, 3) provided by employees annually at the beginning of the school year and for each new employee and 4) included in publications that set forth the comprehensive rules, procedures and standards of conduct of the school or district. In-service regarding this policy and administrative procedures will be provided for all staff periodically as appropriate and annual review will be encouraged as part of student and staff orientation activities.

COMPLAINT PROCEDURE

Step 1: Informal Resolution: It is desirable that problems and complaints of alleged sexual harassment be resolved promptly and equitably in an informal manner. Students and employees are encouraged, but not required, to inform the offender directly that his/her conduct is unwelcome or offensive and must stop.

Step 2: Verbal or Written Complaint: Students should follow complaint procedures designated in administrative regulation 5145.7. Sexual Harassment, Students. A student should initiate a complaint to a teacher or an administrator verbally or in written form including person(s) who engaged in offensive conduct, the description of the offensive conduct (i.e. when and where the conduct occurred, the number of times it occurred, any informal attempts at resolution), and the names of any witnesses. Administrative regulations 5145.7 may be obtained from the school principal or the superintendent.

Employees or applicants for employment who feel that they have been sexually harassed should contact their supervisor, principal, other district administrators, or the superintendent in order to obtain procedures for reporting a complaint. Complaints of sexual harassment against a district employee may be filed in accordance with AR 1312, *Complaints Against School Personnel*. Complaints alleging that a specific action, procedure or practice of sexual discrimination, occurred can be filed in accordance with AR 4031, *Complaints Concerning Discrimination in Employment*.

Any supervisor who receives a sexual harassment complaint shall notify the superintendent or designee, who shall ensure uniform application of this policy and appropriate investigation of the complaint.

Board Policy San Ramon Valley Unified School District Adopted: September 22, 1998

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT NOTICE OF COMPLIANCE WITH FEDERAL "REGULATIONS"

NON-DISCRIMINATION UNIFORM COMPLAINT PROCEDURES

The district is committed to equal opportunity for all individuals in education. District programs and activities shall be free from discrimination based on sex, sexual orientation, race, ancestry, color, religion, national origin, ethnic group identification, marital or parental status, physical or mental disability or any unlawful consideration. The District promotes programs, which ensure that discriminatory practices are eliminated in all District activities. The Governing Board recognizes that the District has primary responsibility for insuring that it complies with state and federal laws and regulations governing educational programs.

The District follows uniform complaint procedures when addressing complaints alleging unlawful discrimination or failure to comply with state or federal law in adult basic education, consolidated categorical aid programs, vocational education, child nutrition programs and special education programs. Any complaint must be initiated no later than six months from the date when the alleged discrimination

occurred or when the complainant first obtained knowledge of the facts of the alleged discrimination. The District investigates and seeks to resolve complaints at the local level. If the complaint cannot be resolved at the school level, the following compliance officer and Title IX Coordinator has been designated to receive and investigate complaints to ensure District compliance with law: Roberta Silverstein, Deputy Superintendent, San Ramon Valley Unified School District.

The District prohibits retaliation in any form for the filing of a complaint, the reporting instances of discrimination, or for participation in the complaint procedures. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the party and the facts. Within sixty (60) days from receipt of a complaint, the District will complete a mediation/investigation and prepare a written decision. Any complainant may appeal a District decision to the State Superintendent of Public Instruction within fifteen (15) days of receiving the District decision. The District Uniform Complaint Procedure is governed by Board Policy and Administrative Regulation 1312.3. A copy of this policy and regulation may be obtained from the school principal or the above name compliance officer. Nothing in District procedures precludes a complainant from pursuing available civil law remedies, such as mediation centers, public/private interest groups and/or attorneys, etc. For discrimination complaints, however, a complainant must wait until sixty (60) days from the filing of an appeal with the California Department of Education before pursuing civil law remedies.

CONDUCT

A safe and positive learning environment is essential for the optimum development of each student and for quality education. Schools are expected to provide an orderly, caring and nondiscriminatory learning environment in which all students feel comfortable and take pride in their school and in their personal achievements. To achieve this goal, staff is expected to teach students the meaning of equality, human dignity, and mutual respect, and to employ learning strategies that foster positive interactions among students from diverse backgrounds. School personnel must prevent and protect against behavior which threatens the safety of individuals or property, or which disrupts learning. School and district personnel shall model positive behavior and attitudes that are respectful of all individuals.

Seniors that fail to adhere to all behavior expectations outlined in the California High School Student Handbook and the SRVUSD Discipline Code risk the loss of their end of the year privileges including, but not limited to Senior Ball, Baccalaureate, Powder Puff Game, and Graduation Ceremony.

DRESS CODE

Senate Bill 310 addresses Sun-Protective Clothing For Outdoor Activities; it went into effect on January 1, 2002.

SB 310 requires each school site to allow pupils to wear sun-protective clothing, including hats, while outdoors during the school day. SB 310 also allows each school site to set a policy related to the type of sun-protective clothing that is permitted.

School Districts should be aware that dress code policies adopted pursuant to this bill may still prohibit students from wearing specific clothing and hats if the apparel is determined by the district or school site to be gang-related or otherwise inappropriate.

All students are expected to be suitably groomed and to wear clothing that is neat, clean, and appropriate and reflects good taste and modesty at school and evening events. **If at any time a student's dress or grooming is considered disruptive or inappropriate to the education program, teachers and/or administration may send students to the office to change into school appropriate attire or be sent home with parent permission to change. Repeated violations may result in disciplinary action.**

In accordance with the above stated philosophy, the following dress regulations are in force:

1. Shoes must be worn at all times (no slippers).
2. Clothing, jewelry and personal items (backpacks, binders, fanny packs, gym bags, water bottles, etc.) shall be free of writing, pictures or any insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.
3. Clothes shall be in a good state of repair and sufficient to conceal undergarments at all times. See through or fishnet fabrics, tube tops, halter tops, spaghetti straps, off the shoulder or low-cut tops, bare midriffs, muscle shirts, bathing suits, jeans/shorts/skirts that rest below the hip and spiked clothing are prohibited. **Skirts and shorts must measure five inches from the middle of the kneecap in length.**

PLAGIARISM AND CHEATING

CHS takes plagiarism and cheating very seriously, and strong behavioral consequences will be enforced. Teachers in the course policies also address cheating and plagiarism. **Counselors will be notified of the incident and it may be disclosed on a student's college application.**

Examples:

- Copying from another student
- Using unauthorized materials/resources (cell phone, calculator, etc.)
- Submitting an essay written in whole or in part by someone else as one's own
- Preparing an essay or assignment for submission by another student
- Copying an assignment or essay or allowing one's assignment or essay to be copied by someone else
- Using direct quotations or large sections or paraphrased material without acknowledgement
- Buying or selling essays or assignments
- Submitting whole or part of a computer generated documents or materials with or without minor modifications as one's own

POSSESSION OF ELECTRONIC DEVICES, INCLUDING CELL PHONES AT SCHOOL

Possession of electronic devices (i.e. cell phones, i-pods etc) by a student at school is a privilege, which may be forfeited by any student who does not follow the California High School Electronic Device Policy below. Students bring all electronic devices to school at their own risk.

Electronic devices (cell phones, IPODS, MP3'S, Video players, games, etc) may only be used before and after school and during lunch and brunch. **Electronic devices are to be in the off mode and are not to be used, heard, or visible during class, including Tutorial.** Students are not permitted to use electronic devices if they leave the classroom to use the restroom, go to counseling, etc. Using electronic devices for cheating purposes will result in consequences under CHS's Electronic Device Policy and Cheating Policy. Electronic Devices used to send inappropriate messages or harass students may result in additional consequence.

Consequences:

First Offense: Student name is given to the front office and device may be confiscated until the end of the day.

Second Offense: Student device may be confiscated, **parent will be called.** Device will not be returned until contact has been made with parent.

Third Offense: Parent/student conference with an administrator will be held and a **Monday School will be assigned.** Device will be returned at the conference and **student will not be allowed to use device during the school day until the end of the semester.**

Additional Offenses may result in suspension.

SKATEBOARDS/BICYCLES/ROLLER BLADES/SCOOTERS/RAZORS

For reasons of safety and campus maintenance, skateboards, roller blades and scooters are prohibited at all times on all parts of the campus. **Students bringing the items listed above to campus must leave them in the attendance office or have them confiscated and be assigned a detention.** Repeated violations will result in increased disciplinary actions.

VANDALISM

The California High School campus is a source of pride for the community. In order to maintain a safe and clean campus, each student is expected to help keep the lockers, buildings, and grounds free of litter, vandalism, and graffiti. Individuals responsible for vandalism will be held accountable for all costs of clean up and repairs and may be reported to the police.

ATHLETIC PARTICIPATION REQUIREMENTS

In order to participate in athletics, a student must meet the requirements of a **2.0 g.p.a.** and before the first practice complete and return the following items: physical form, emergency card, field trip permission, CHS behavior contract, contribution money and NCS Form. Students may not participate in another sport until their season has ended. Students who are in another sport may receive three days to try-out after their season has ended.

California High School is a member of the eight team East Bay Athletic League (EBAL), including Amador Valley, De La Salle, Granada, Livermore, Monte Vista and San Ramon Valley. The EBAL is in the North Coast Section (CIF). Interscholastic competition is offered in the following sports:

FALL SEASON

Season Begins 3rd Week of August

- Cross Country - Men/Women
- Football
- Tennis - Women
- Volleyball - Women
- Water Polo - Men/Women
- Golf - Women
- Cheerleading

WINTER SEASON

Season-Begins 1st Week of November

- Basketball - Men/Women
- Soccer - Men/Women
- Wrestling
- Cheerleading

SPRING SEASON

Season Begins 1st Week of February

- Baseball - Men
- Softball - Women
- Tennis - Men
- Volleyball - Men
- Golf - Men
- Swimming/Diving - Men/Woman
- Track - Men/Women
- Lacrosse - Men/Women

For further information, contact:

- Fred AlbanoAthletic Director (803-3249)
- Brian CoburnAsst. Athletic Director (803-3377)
- School Mascot.....**Grizzly Bear - Grizzlies**
- School Colors**Orange and Black**

CLUBS AND ORGANIZATIONS

California High School offers students a variety of ways to be actively involved in extracurricular activities. Each club/organization has a faculty advisor and works in conjunction with the student government. Information about a club/organization is available from student government, on bulletin boards and in the daily bulletin. Each student is encouraged to enrich his/her high school experience by becoming an active member in a club/organization.

DANCES

Due to driving restriction, dances held on campus will be over at 10:30. Effective January 1, 2006 persons holding provisional driving licenses may not drive between 11 pm and 5 am unless accompanied by a licensed parent, guardian, or other licensed driver 25 years of age or older.

The following district policy is in effect for school dances:

- Inappropriate Behavior:** All school rules specified in the Student Handbook apply to dances. Students must dance in a safe and appropriate manner. Demeaning or sexually explicit dancing, groping, fondling, bending over, lap dancing, floor break dancing, and moshing are not acceptable. If a chaperone determines that students are behaving inappropriately, a warning may be issued. If a second offense occurs, administrators may dismiss the student and inform the parents.
- Entry Process:** Students will be screened for illegal substances and subject to search. The school dress code applies. No in-and-outs will be permitted.
- Guests:** Guests will be allowed at select dances only. No guests 21 or older will be admitted, and guests must be cleared by the administration prior to the dance.
- Crowd Control:** The number of students attending dances will be limited, depending upon the size of the venue.

INFORMATION DIRECTORY

Regarding

Location

Absences.....	Attendance Office-By Alphabet
Athletic Information.....	Athletic Director's Office-Mr. Albano
Career Information.....	Career Center
Class Activities.....	Student Government
Community Volunteer Service.....	Career Center
Counseling Appointments.....	Counseling Office
Early Graduation.....	Counseling Office
Free and Reduced Lunch.....	Principal's Secretary
Health Issues.....	Nurse's Office/Attendance Desk
Insurance - Athletics.....	Athletic Director's Office-Mr. Albano
Job Information and Work Permits.....	Career Center
Lockers.....	Attendance Office
Lost and Found.....	Library/Admin. Bldg.
Parent Organizations.....	Principal's Secretary
Parking on Campus.....	Assistant Principal /Campus Supervisor
R.O.P. Information.....	Career Ctr/Counseling
Schedule Changes.....	Counseling Office
Scholarship Information.....	Counseling Office / Career Center
Student Body Activities.....	Student Government
Student Pictures/ID Replacement.....	Attendance Office
Textbooks.....	Library/Textbook Center
Transcripts/Records.....	Counseling Office
Work Experience Program.....	Mrs. Bonagura
Visitor's Pass (Adults Only).....	Attendance Office

STUDENT GOVERNMENT/LEADERSHIP

Leadership is composed of elected officers and representatives who serve as the voice of the students. Leadership meets 3rd and 4th period and plans all major school events. If you have a concern or question, drop by the Leadership Room 114. We encourage students to check their e-mail, as this is the primary method of communication.

Student Senate meets once a quarter and provides an opportunity for communication and feedback. Each 3rd period class chooses a representative.

STUDENT GOVERNMENT OFFICERS

Student Body President..... Shane Pittson

Student Body Vice President..... Katie White

CLASS OFFICERS

Senior Class..... "Class of 2009"

President..... Eric Varela

Vice President..... Chelsea Kampson

Secretary..... Chris Gergley

Treasurer..... John Adkins

Advisor:..... **Ms. Brahmst**

Sophomore Class..... "Class of 2011"

President..... Jen Magdefrau

Vice President..... Tani Bland

Secretary..... Mike Bluestein

Treasurer..... Jocelyn Herena

Class Advisor..... **Mr. Nelson**

Student Government Advisor: Eileen Mantz

Junior Class..... "Class of 2010"

President..... Ashley Jensen

Vice President..... Alex Bogdan

Secretary..... Anna Grahn

Treasurer..... Brett Botelho

Advisor..... **Ms. Dito**

Freshman Class..... "Class of 2012"

Freshman Class Member..... TBA

Freshman Class Member..... TBA

Freshman Class Member..... TBA

Freshman Class Member..... TBA

Class Advisor..... TBA

emantz@calhigh.net

803-3257

CHS STAFF DIRECTORY

TEACHERS' VOICEMAIL WILL BE LISTED ON OUR WEBSITE AND/OR IN EACH TEACHER'S COURSE POLICY.

**CHS email address is name@calhigh.net depending on a staff members hire date the name before @calhigh.net may be different. Please check the teacher course policy or our web page.

ADMINISTRATION

Mark Corti 803-3210 / mcorti@
Joy Brahmst 803-3208 / jbrahmst@
Ken Nelson 803-3262 / knelson2@
Hilary Dito 803-3206 / hdito@
Rob Ransom 803-3244 / rransom@
Cindy Fischer 803-3210 / cfischer@
Jenny Meads 803-3212 / jmeads@
Sharon Nudelman 803-3265 / snudelman@
Lynette Scharlach 803-3211 / lscharlach@
Lois Ubeda 803-3247 / lubeda@
Ann Weidinger 803-3382 / aweidin@
Deborah Wong 803-3207 / dwong@
Marsha Pfeffer 803-3285 / mpfeffe@
Harvalee Grimm 803-3201 / hgrimm@

*VOICE MAIL/**E-MAIL

POSITION

Principal
Assistant Principal
Assistant Principal
Assistant Principal
Resource Officer
Office Manager / Principal's Secretary
Attendance Secretary
Attendance Clerk
Attendance Secretary
Attendance Secretary
Financial Analyst
Asst. Bookkeeper
Textbook Coordinator
Career Center

COUNSELORS

Bourdet, Rene 803-3204 / rbourde@
Burgon, Lindy 803-3254 / lburgon@
Maria Dubose 803-3219 / mrdubose@
Hall, Bev 803-3256 / bhall@
McGee, Anna 803-3312 / amcgee@
O'Malley, Patty 803-3313 / pomalley@
Peterson, Renee 803-3203 / rpeterson@
Sampson, Michelle 803-3261 / mreardon-sampso@
Youngberg, Cheryl 803-3260 / cyoungb@
Marx, Cindy 803-3202 / cmarx@
Frey, Kathy 803-3217 / kfrey@
Wall, Eileen 803-3214 / ewall@
Jelin, Barbara 803-3307 / bjelin@
Wright, Damon 803-3240 / dwright@

*VOICE MAIL/**E-MAIL

POSITION

Counselor
Counselor
Counselor
Intervention Counselor
Counselor
Counselor
Counselor
Counselor
Counselor
Counselor
Counseling Tech
Counseling Secretary
Registrar
Psychologist
Psychologist

TEACHERS

Addison, Arlene aaddiso@
Albano, Fred falbano@ / 803-3249
Anderson, Dina danders@
Armstrong, Steve sarmstr@
Barr, Brian bbarr@
Bates, John jbates@
Bitnoff, Julie jbitnof@
Block-Piona, Ann apiona@
Bonagura, Cindy cbonagu@
Borchert, Shane sborchert@
Breton, Lisa lbreton@
Brewster, Irene ibrewster@
Brindley, Jamie jbrindl@

**E-MAIL

DEPARTMENT

English
Athletic Director / Math
Science
Science / Web Page
English / Journalism / Newspaper / Mock Trial
Social Studies
Science
PE
Careers in Teaching / Business / Work Exp.
Sports Medicine / Trainer
Science
Science
Foreign Language / Yearbook

TEACHERS

Cahn, Randy
 Carter, Susan
 Chilcott, John
 Cline, Sandy
 Coburn, Brian
 Coe, Debbie
 Coffman, Barbara
 Condon, Joann
 Corso, Scott
 De Vries, Doug
 Dick, Steve
 Dillman, Jean
 Doherty, Chris
 Donovan, Bob
 England, Rich
 Farmer, Barbara
 Ferman, Sam
 Fitch, Susan
 Fortayon, Paul
 Foss, Barb
 Futterman, David
 Gilbert, Julie
 Gilbertson, Lucia
 Goddard, Sue
 Goldin, Trish
 Greenleaf, Diana
 Haar, Christa
 Hacking, Jack
 Hawkins, Catie
 Hight, Richard
 Hodges, Scott
 Hornbeck, Janel
 Johnson, Ken
 Johnson, Kent
 Johnson, Theresa
 Kinavey, Randy
 King, Sean
 King, Susan
 Klein, Anja
 Korzick, John
 Kral, Ryan
 Lafaver, Barbara
 Lambert, Gary
 Levey, Ted
 Linda, Tom
 Maculus, Liliana

****E-MAIL**

rcahn@
 scarter@
 jchilco@
 scline@
 bcoburn@
 dcoe@
 bcoffma@
 jcondon@
 scorso2@
 ddevries@
 sdick@
 jdillma@
 cdohert@
 bdonova@
 renglan@
 bfarmer2@
 sferman@
 sfitch@
 pfortay@
 bfoss@
 dfutter@
 jgilbert@
 lgilber@
 sgoddar@
 pgoldin@
 dgreenl@
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 jhacking@
 chawkins@
 rright@
 shodges@
 jhornbe@
 kjohnson2@
 kjohnso@
 tjohnson3@
 rkinave@
 sking3@
 sking4@
 aklein@
 jkorzic@
 rkral@
 blafave@
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DEPARTMENT

Science / PE
 World Language
 Social Studies
 Special Education
 Science
 English
 Special Education
 Science
 Social Studies
 Social Studies
 Architect Design / Digital Photo / CADD
 Math
 Social Studies
 Social Studies
 Video Production / Tech
 Art
 Social Studies
 Health
 Photography
 English
 Special Education
 Foreign Language
 English
 PE
 World Language
 Art
 Foods / Child Develop.
 Special Education
 English
 English
 Social Studies
 Math
 Fire Science
 Instrumental Music
 Fire Science
 English
 English
 English
 Social Studies
 Math / Robotics
 Special Education
 World Language
 Social Studies
 English / Psychology
 PE
 World Language

TEACHERS

Mantz, Eileen
Mascote, Michelle
Mason, Douglas
Matthews, Lenard
McCoy, Kelly
McKavish, Shanin
McVicar, Gabriela
Mezzio, Kelly
Middleton, Gary
Miller, Debbie
Montague, Donna
Mottaz, Lucerne
Ng, Cheri
Nguyen, Anh
Niazi, Ghazala
Nilssen, Nancy
Osborn, Ginger
Pacheco, Theresa
Paladini, Shannon
Pence, Bill
Petrich, Corinne
Pitts, Robert
Pottinger, Mike
Quick, Brandon
Rader, Evonne
Rasmus, Ingrid
Richards, Katie
Richardson, Mary
Romoser, Sue
Rooks, Joyce
Rouillard, Brian
Sanchez, Anthony
Sarkany, Jack
Sater, Deborah
Schuetz, Peggy
Shackelford, Mike
Siegel, Ryane
Singh, JP
Sloan, Rob
Sussman, Joe
Thomas, Gilita
Tisa, Nick
Tran, Ha
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cng@
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gniazi@
nnilse@
gosborn@
tpacheco@
spaladini@ / 803-3278
bpence@
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irasmus@
krichar@
mricharson2@
sromose@
jrooks@
brouillard@
asanche@
jsarkany@
dsater@
pschuet@
mshackelford@
rsiegel@
jsingh@
rsloan@
jsusma@
jgilita@
ntisa@
htran@
gtriebwa@
vturbev@
mcurach-turner@
ktussy@

DEPARTMENT

Science / Leadership
English
Science
PE
Social Studies
Culinary Arts / Fashion / Life Skills
World Language
Math / Science
Fine Arts
Science
English / SIP Coordinator
Choir / Music Theory
Special Education
Math
Math
Math
English
English
Librarian
Science
PE
Math
Social Studies / Marketing
Psychology / Social Studies
English
World Language
Special Education
English
Special Education
Computer
Culinary Arts / Drafting
Special Education
Science
Science
Special Education
Math
Dance / PE
Math
Social Studies
Health / PE
English/AVID
Social Studies
Math
Math
Math
English / Social Studies
Art / Ceramics

TEACHERS	**E-MAIL	DEPARTMENT
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White, Andrew	awhite@	Science / Forensics
Willson, Cary	cwilso@	PE
Woods, Laura	lwoods2@	Drama
Yamashita, Kathy	kyamash@	Math
Zorn, Tiffany	tzorn@	German

ALGEBRA STANDARDS - GRADES 8-12

- Students identify and use the arithmetic properties of subsets of integers and rational, irrational, and real numbers, including closure properties for the four basic arithmetic operations where applicable.
- Students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising to a fractional power. They understand and use the rules of exponents.
- Students solve equations and inequalities involving absolute values.
- Students simplify expressions before solving linear equations and inequalities in one variable, such as $3(2x-5) + 4(x-2) = 12$.
- Students solve multi-step problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.
- Students graph a linear equation and compute the x- and y-intercepts (e.g., graph $2x + 6y = 4$). They are also able to sketch the region defined by linear inequality (e.g., they sketch the region defined by $2x + 6y < 4$).
- Students verify that a point lies on a line, given an equation of the line. Students are able to derive linear equations by using the point-slope formula.
- Students understand the concepts of parallel lines and perpendicular lines and how those slopes are related. Students are able to find the equation of a line perpendicular to a given line that passes through a given point.
- Students solve a system of two linear equations in two variables algebraically and are able to interpret the answer graphically. Students are able to solve a system of two linear inequalities in two variables and to sketch the solution sets.
- Students add, subtract, multiply, and divide monomials and polynomials. Students solve multi-step problems, including word problems, by using these techniques.
- Students apply basic factoring techniques to second- and simple third-degree polynomials. These techniques include finding a common factor for all terms in a polynomial, recognizing the difference of two squares, and recognizing perfect squares of binomials.
- Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms.
- Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.
- Students solve a quadratic equation by factoring or completing the square.
- Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.
- Students understand the concepts of a relation and a function, determine whether a given relation defines a function, and give pertinent information about given relations and functions.
- Students determine the domain of independent variables and the range of dependent variables defined by a graph, a set of ordered pairs, or a symbolic expression.

- Students determine whether a relation defined by a graph, a set of ordered pairs, or a symbolic expression is a function and justify the conclusion.
- Students know the quadratic formula and are familiar with its proof by completing the square.
- Students use the quadratic formula to find the roots of a second-degree polynomial and to solve quadratic equations.
- Students graph quadratic functions and know that their roots are the x-intercepts. Students use the quadratic formula or factoring techniques or both to determine whether the graph of a quadratic function will intersect the x-axis in zero, one, or two points.
- Students apply quadratic equations to physical problems, such as the motion of an object under the force of gravity.
- Students use and know simple aspects of a logical argument.
- Students use properties of the number system to judge the validity of results, to justify each step of a procedure, and to prove or disprove statements.

ALGEBRA 2 STANDARDS - GRADES 8-12

- Students solve equations and inequalities involving absolute value.
- Students solve systems of linear equations and inequalities (in two or three variables) by substitution, with graphs, or with matrices.
- Students are adept at operations on polynomials, including long division.
- Students factor polynomials representing the difference of squares, perfect square trinomials, and the sum and difference of two cubes.
- Students demonstrate knowledge of how real and complex numbers are related both arithmetically and graphically. In particular, they can plot complex numbers as points in the plane.
- Students add, subtract, multiply, and divide complex numbers.
- Students add, subtract, multiply, divide, reduce, and evaluate rational expressions with monomial and polynomial denominators and simplify complicated rational expressions, including those with negative exponents in the denominator.
- Students solve and graph quadratic equations by factoring, completing the square, or using the quadratic formula. Students apply these techniques in solving word problems. They also solve quadratic equations in the complex number system.
- Students demonstrate and explain the effect that changing a coefficient has on the graph of quadratic functions; that is, students can determine how the graph of a parabola changes as a , b , and c vary in the equation $y=a(x+b)^2 + c$.
- Students graph quadratic functions and determine the maxima, minima, and zeros of the function.
- Students prove simple laws of logarithms.
- Students know the laws of fractional exponents, understand exponential functions, and use these functions in problems involving exponential growth and decay.
- Students use the definition of logarithms to translate between logarithms in any base.
- Students understand and use the properties of logarithms to simplify logarithmic numeric expressions and to identify their approximate values.
- Students determine whether a specific algebraic statement involving rational expressions, radical expressions, or logarithmic or exponential functions is sometimes true, always true, or never true.
- Students demonstrate and explain how the geometry of the graph of a conic section (e.g., asymptotes, eccentricity) depends on the coefficients of the quadratic equation representing it.
- Given a quadratic equation of the form $ax^2 + by^2 + cx + dy + e = 0$, students can use the method for completing the square to put the equation into standard form and can recognize whether the graph of the equation is a circle, ellipse, parabola, or hyperbola. Students can then graph the equation.
- Students use fundamental counting principles to compute combinations and permutations.
- Students use combinations and permutations to compute probabilities.
- Students know the binomial theorem and use it to expand binomial expressions that are raised to positive integer powers.

- Students apply the method of mathematical induction to prove general statements about the positive integers.
- Students find the general term and the sums of arithmetic series and of both finite and infinite geometric series.
- Students derive the summation formulas for arithmetic series and for both finite and infinite geometric series.
- Students solve problems involving functional concepts, such as composition, defining the inverse function and performing arithmetic operations on functions.
- Students use properties from number systems to justify steps in combining and simplifying functions.

TRIGONOMETRY STANDARDS GRADES 8-12

- Students understand the notion of angle and how to measure it, in both degrees and radians. They can convert between degrees and radians.
- Students know the definition of sine and cosine as y- and x-coordinates of points on the unit circle and are familiar with the graphs of the sine and cosine functions.
- Students know the identity $\cos^2(x) + \sin^2(x) = 1$.
- Students graph functions of the form $f(t) = A \sin(Bt + C)$ or $f(t) = A \cos(Bt + C)$ and interpret A , B , and C in terms of amplitude, frequency, period, and phase shift.
- Students know the definitions of the tangent and cotangent functions and can graph them.
- Students know the definitions of the secant and cosecant functions and can graph them.
- Students know that the tangent of the angle that a line makes with the x-axis is equal to the slope of the line.
- Students know the definitions of the inverse trigonometric functions and can graph the functions.

MATH ANALYSIS STANDARDS GRADES 8-12

- Students are familiar with, and can apply, polar coordinates and vectors in the plane. In particular, they can translate between polar and rectangular coordinates and can interpret polar coordinates and vectors graphically.
- Students are adept at the arithmetic of complex numbers. They can use the trigonometric form of complex numbers and understand that a function of a complex variable can be viewed as a function of two real variables. They know the proof of DeMoivre's theorem. Students can give proofs of various formulas by using the technique of mathematical induction.
- Students know the statement of, and can apply, the fundamental theorem of algebra. Students are familiar with conic sections, both analytically and geometrically.
- Students find the roots and poles of a rational function and can graph the function and locate its asymptotes.
- Students demonstrate an understanding of functions and equations defined parametrically and can graph them.
- Students are familiar with the notion of the limit of a sequence and the limit of a function as the independent variable approaches a number or infinity. They determine whether certain sequences converge or diverge.

GEOMETRY STANDARDS - GRADES 8-12

- Students demonstrate understanding by identifying and giving examples of undefined terms, axioms, theorems, and inductive and deductive reasoning.
- Students write geometric proofs, including proofs by contradiction.
- Students construct and judge the validity of a logical argument and give counterexamples to disprove a statement.
- Students prove basic theorems involving congruence and similarity.

- Students prove that triangles are congruent or similar, and they are able to use the concept of corresponding parts of congruent triangles.
- Students know and are able to use the triangle inequality theorem.
- Students prove and use theorems involving the properties of parallel lines cut by a transversal, the properties of quadrilaterals, and the properties of circles.
- Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.
- Students compute the volumes and surface areas of prisms, pyramids, cylinders, cones, and spheres; and students commit to memory the formulas for prisms, pyramids, and cylinders.
- Students compute areas of polygons, including rectangles, scalene triangles, equilateral triangles, rhombi, parallelograms, and trapezoids. Students determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids.
- Students find and use measures of sides and of interior and exterior angles of triangles and polygons to classify figures and solve problems.
- Students prove relationships between angles in polygons by using properties of complementary, supplementary, vertical, and exterior angles.
- Students prove the Pythagorean theorem.
- Students use the Pythagorean theorem to determine distance and find missing lengths of sides of right triangles.
- Students perform basic constructions with a straightedge and compass, such as angle bisectors, perpendicular bisectors, and the line parallel to a given line through a point off the line.
- Students prove theorems by using coordinate geometry, including the midpoint of a line segment, the distance formula, and various forms of equations of lines and circles.
- Students know the definitions of the basic trigonometric functions defined by the angles of a right triangle. They also know and are able to use elementary relationships between them. For example, $\tan(x) = \sin(x)/\cos(x)$, $(\sin(x))^2 + (\cos(x))^2 = 1$.
- Students use trigonometric functions to solve for an unknown length of a side of a right triangle, given an angle and a length of a side.
- Students know and are able to use angle and side relationships in problems with special right triangles, such as 30° , 60° , and 90° triangles and 45° , 45° , and 90° triangles.
- Students prove and solve problems regarding relationships among chords, secants, tangents, inscribed angles, and inscribed and circumscribed polygons of circles.
- Students know the effect of rigid motions on figures in the coordinate plane and space, including rotations, translations, and reflections.

CALCULUS STANDARDS - GRADES 8-12

- Students demonstrate knowledge of both the formal definition and the graphical interpretation of limit of values of functions. This knowledge includes one-sided limits, infinite limits, and limits at infinity. Students know the definition of convergence and divergence of a function as the domain variable approaches either a number or infinity.
- Students demonstrate knowledge of both the formal definition and the graphical interpretation of continuity of a function.
- Students demonstrate an understanding and the application of the intermediate value theorem and the extreme value theorem.
- Students demonstrate an understanding of the formal definition of the derivative of a function at a point and the notion of differentiability.
- Students know the chain rule and its proof and applications to the calculation of the derivative of a variety of composite functions.
- Students find the derivatives of parametrically defined functions and use implicit differentiation in a wide variety of problems in physics, chemistry, economics, and so forth.
- Students compute derivatives of higher orders.
- Students know and can apply Rolle's theorem, the mean value theorem, and L'Hôpital's rule.

- Students use differentiation to sketch, by hand, graphs of functions. They can identify maxima, minima, inflection points, and intervals in which the function is increasing and decreasing.
- Students know Newton's method for approximating the zeros of a function.
- Students use differentiation to solve optimization (maximum-minimum problems) in a variety of pure and applied contexts.
- Students use differentiation to solve related rate problems in a variety of pure and applied contexts.
- Students know the definition of the definite integral by using Riemann sums. They use this definition to approximate integrals.
- Students apply the definition of the integral to model problems in physics, economics, and so forth, obtaining results in terms of integrals.
- Students demonstrate knowledge and proof of the fundamental theorem of calculus and use it to interpret integrals as antiderivatives.
- Students use definite integrals in problems involving area, velocity, acceleration, volume of a solid, area of a surface of revolution, length of a curve, and work.
- Students compute, by hand, the integrals of a wide variety of functions by using techniques of integration, such as substitution, integration by parts, and trigonometric substitution. They can also combine these techniques when appropriate.
- Students know the definitions and properties of inverse trigonometric functions and the expression of these functions as indefinite integrals.
- Students compute, by hand, the integrals of rational functions by combining the techniques in standard 17.0 with the algebraic techniques of partial fractions and completing the square.
- Students compute the integrals of trigonometric functions by using the techniques noted above.
- Students understand the algorithms involved in Simpson's rule and Newton's method. They use calculators or computers or both to approximate integrals numerically.
- Students understand improper integrals as limits of definite integrals.
- Students demonstrate an understanding of the definitions of convergence and divergence of sequences and series of real numbers. By using such tests as the comparison test, ratio test, and alternate series test, they can determine whether a series converges.
- Students understand and can compute the radius (interval) of the convergence of power series.
- Students differentiate and integrate the terms of a power series in order to form new series from known ones.
- Students calculate Taylor polynomials and Taylor series of basic functions, including the remainder term.
- Students know the techniques of solution of selected elementary differential equations and their applications to a wide variety of situations, including growth-and-decay problems.

ENGLISH-LANGUAGE ARTS CONTENT STANDARDS GRADES 9 - 10

READING

- Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.
- Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in Recommended Literature, Grades Nine Through Twelve (1990) illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own including a wide variety of classics and contemporary literature, magazines, newspapers, and online information. In grades nine and ten, students make a substantial progress towards this goal.
- Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies or history and social science. They conduct in-depth analyses of recurrent patterns and themes. The selections in Recommended Literature, Grades Nine Through Twelve illustrate the quality and complexity of the materials to be read by students.

WRITING

- Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose. Students progress through the stages of the writing process as needed.
- Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

- Students write and speak with a command of Standard English conventions.

LISTENING AND SPEAKING

- Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.
- Students deliver polished formal and extemporaneous presentations that combine the traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

ENGLISH-LANGUAGE ARTS CONTENT STANDARDS GRADES 11-12

READING

- Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.
- Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in Recommended Literature, Grades Nine Through Twelve (1990) illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own including a wide variety of classics and contemporary literature, magazines, newspapers, and online information.
- Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies or history and social science. They conduct in-depth analyses of recurrent patterns and themes. The selections in Recommended Literature, Grades Nine Through Twelve illustrate the quality and complexity of the materials to be ready by students.

WRITING

- Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose and the progression through stages of the writing process.
- Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

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LISTENING AND SPEAKING

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- Students deliver polished formal and extemporaneous presentations that combine the traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

WORLD LANGUAGE STANDARDS & BENCHMARKS

- **Students will communicate in languages other than English**
 - Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions
 - Students understand and interpret written language on a variety of topics
 - Students understand and interpret spoken language on a variety of topics
 - Students convey information concepts, and ideas to listeners for a variety of purposes
 - Students convey information concepts, and ideas to readers for a variety of purposes
- **Students will develop insight into the nature of language and culture**
 - Students recognize that different languages use different patterns to communicate and can apply this knowledge to their own language and to the target language
 - Students recognize that cultures use different patterns of interaction and can apply this knowledge to their own culture
- **Students will gain knowledge and understanding of other cultures**
 - Students understand the relationship between the perspectives (meanings, attitudes, values, ideas) and practices
 - Students understand the relationship between the perspectives (meanings, attitudes, values, ideas) and products/contributions (books, tools, food, art, laws, music, games) of the cultures studied
- **Students will connect with other disciplines and acquire information**
 - Students reinforce and further their knowledge of other disciplines through foreign languages
 - Students acquire information and perspectives through authentic materials in the foreign languages and within the cultures
- **Students will participate in multilingual communities at home and around the world**
 - Students apply language skills and cultural knowledge within and beyond the school setting

GOVERNMENT HISTORY/SOCIAL SCIENCE STANDARDS

CONTENT STANDARDS - GOVERNMENT

- Explains the fundamental principles and moral values of American democracy as expressed in the United States Constitution and other essential documents of American democracy.
- Evaluate the scope and limits of rights and obligations as democratic citizens in the relationship among them, and how they are secured.
- Evaluates the fundamental values and principles of civil society, their interdependence and meaning and importance for a free society.
- Analyzes the unique role and responsibilities of the three branches of government as established by the United States Constitution.
- Summarizes landmark United States Supreme Court interpretations of the United States Constitution and its amendments.
- Evaluates issues regarding campaign for national, state, and local elective office.
- Analyzes and compares the powers and procedures of the national, state, tribal, and local governments.
- Evaluates the influences of the media on American political life.
- Analyzes the origins characteristics and development of different political systems across time, with emphasis on the quest of political democracy, its advances and obstacles.
- Formulates questions about and defends their analyses of tensions with the United States constitutional democracy.

PROCESS BENCHMARKS - GOVERNMENT

- Develops and demonstrates respect for the uniqueness of individuals and their differences
- Understands and knows how to analyze human and chronological relationships and patterns.
- Understands and knows how to use geographical tools.
- Conducts historical study and research.
- Interprets historical events.
- Demonstrates skills in reading, writing, listening, and speaking.

HISTORY/SOCIAL SCIENCE ECONOMICS STANDARDS

CONTENT STANDARDS - ECONOMICS

- Understands common economic term and concepts and economic reasoning.
- Analyzes the elements of the United States market economy in a global setting.
- Analyzes the influence of the United States government on the American economy.
- Analyzes the elements of the United States labor market in a global setting.
- Analyzes the aggregate economic behavior of the United States economy.
- Analyzes issues of international trade, and explain how the United States economy affects, and is affected by, economic forces beyond its border.

PROCESS BENCHMARKS - GOVERNMENT AND ECONOMICS

- Develops and demonstrates respect for the uniqueness of individuals and their differences.
- Understands and knows how to analyze human and chronological relationships and patterns.
- Understands and knows how to use geographical tools.
- Conducts historical study and research.
- Interprets historical events.
- Demonstrates skills in reading, writing, listening, and speaking.

HISTORY / SOCIAL SCIENCE GRADE 10

CONTENT STANDARDS

- Relates the moral and ethical principles of ancient Greek and Roman philosophy in Judaism and in Christianity to development of Western political thought.
- Compares and contrasts the Glorious Revolutions of England and the American Revolution and the French Revolution and their enduring effects on worldwide political expectations for self-governments and individual liberty
- Analyzes the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.
- Analyzes patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, or the Philippines.
- Analyze the causes and course of the First World War.
- Analyzes the effects of the First World War.
- Analyzes the rise of totalitarian governments after World War I.
- Analyzes the causes and consequences of the Second World War.
- Analyzes the international developments in the post-World War II world.
- Analyzes instances of nation-building in the contemporary world in two of the following regions or countries: Middle East, Africa, Mexico and other parts of Latin America, or China.
- Analyzes the integration of countries in the world economy, and the technological communication revolutions.

PROCESS BENCHMARKS

- Develops and demonstrates respect for the uniqueness of individuals and their differences
- Understands and knows how to analyze human and chronological relationships and patterns.
- Understands and knows how to use geographical tools.
- Conducts historical study and research.
- Interprets historical events.
- Demonstrates skills in reading, writing, listening, and speaking.

HISTORY/SOCIAL SCIENCE GRADE 11

CONTENT STANDARDS

- Analyzes the significant events surrounding the founding of the nations and its attempts to realize the philosophy of government described in the Declaration of Independence.
- Analyzes the relationship among the rise of industrialization large scale rural to urban migration and massive immigration from Southern and Eastern Europe.
- Analyzes the role religion played in the founding of America, its lasting moral, social, and political impact and issues regarding religious liberty.
- Traces the rise of the United States to its role as world power in the 20th century.
- Analyzes the major political, social, economic, technological, and cultural developments of the 1920's.
- Analyzes the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.
- Analyzes the Americans participation in World War II.
- Analyzes the economic boom and social transformation of the post-World War II America.
- Analyzes United States foreign policy since World War II.
- Analyzes federal civil rights and voting rights developments.
- Analyzes the major social problems and domestic issues in contemporary American society.

PROCESS BENCHMARKS

- Develops and demonstrates respect for the uniqueness of individuals and their differences
- Understands and knows how to analyze human and chronological relationships and patterns.
- Understands and knows how to use geographical tools.
- Conducts historical study and research.
- Interprets historical events.
- Demonstrates skills in reading, writing, listening, and speaking.

PHYSICS STANDARDS & BENCHMARKS GRADES 9-12

THE STUDENT UNDERSTANDS THE NATURE OF MATTER AND ENERGY

- Knows how Newton's laws predict the motion of most objects.
- Understands how the laws of conservation of energy and momentum provide a way to predict and describe the movement of objects.
- Knows that energy cannot be created or destroyed, although in many processes energy is transformed to the environment as heat.
- Knows that waves have characteristic properties that do not depend on the type of wave.
- Knows that electricity and magnetism are related and have many practical applications.

INVESTIGATION AND EXPERIMENTATION

THE STUDENT UNDERSTANDS THE PROCESSES AND UTILIZES THE TOOLS OF INVESTIGATION AND EXPERIMENTATION.

- Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other four strands students should develop their own questions and perform investigations.

INTEGRATED SCIENCE STANDARDS GRADES 9-12

THE STUDENT KNOWS

- The Periodic Table displays the elements in increasing atomic number and shows how
- Periodicity of the physical and chemical properties of the elements relates to atomic structure.
- Biological, chemical and physical properties of matter result from the ability of atoms to form bonds from electrostatic forces between electrons and protons and between atoms and molecules.
- Acids bases and salts are three classes of compounds that form ions in water solutions.
- Energy is exchanged or transformed in all chemical reactions and physical changes of matter.
- Plate tectonics operating over geologic time has changed the patterns of land, sea, and mountains on the Earth's surface.
- Each element on Earth moves among reservoirs, which exist in the solid earth, in oceans, in the atmosphere, and within and among organisms as part of biogeochemical cycles.
- The geology of California underlies the state's wealth of natural resources as well as its natural hazards.
- Energy cannot be created or destroyed, although in many processes energy is transferred to the environment as heat.
- Waves have characteristic properties that do not depend on the type of wave.
- Electric and magnetic phenomena are related and have many practical applications.
- Stability in an ecosystem is a balance between competing effects.
- Evolution is the result of genetic changes that occur in constantly changing environments.

INVESTIGATION AND EXPERIMENTATION

THE STUDENT UNDERSTANDS THE PROCESSES AND UTILIZES THE TOOLS OF INVESTIGATION AND EXPERIMENTATION.

- Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other four strands students should develop their own questions and perform investigations.

CHEMISTRY STANDARDS & BENCHMARKS GRADES 9-12

THE STUDENT UNDERSTANDS THE NATURE OF MATTER AND ENERGY

- Knows that the Periodic Table displays the elements in increasing atomic number and shows how periodicity of the physical and chemical properties of the elements relates to atomic structure
- Knows the biological, chemical, and physical properties of matter result from the ability of atoms to form bonds based on electrostatic forces between electrons and protons, and between atoms and molecules.
- Understands that the conservation of atoms in chemical reactions leads to principle of conservation of matter and the ability to calculate the mass of products and reactants.
- Knows that the Kinetic Molecular theory describes the motion of atoms and molecules and explains the properties of gases.
- Knows solutions are homogenous mixtures of two or more substances.
- Knows that energy is exchanged or transformed in all chemical reactions and physical changes of matter.

- Knows that chemical reaction rates depend on factors that influence the frequency of collisions of reactant molecules.
- Understands that chemical equilibrium is a dynamic process at the molecular level
- Knows that bonding characteristics of carbon lead to many different molecules with varied sizes, shapes, and chemical properties, providing the biochemical basis of life.
- Knows that nuclear processes are those in which an atomic nucleus changes, including radioactive decay of naturally occurring and manmade isotopes, nuclear fission and nuclear fusion.
- Knows that acids, bases, and salts are three classes of compounds that form ions in water solutions.

INVESTIGATION AND EXPERIMENTATION

THE STUDENT UNDERSTANDS THE PROCESSES AND UTILIZES THE TOOLS OF INVESTIGATION AND EXPERIMENTATION.

- Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other four strands students should develop their own questions and perform investigations.

BIOLOGICAL/LIFE SCIENCE STANDARDS & BENCHMARKS GRADES 9-12

THE STUDENT UNDERSTANDS THE STRUCTURES, FUNCTIONS AND INTERACTIONS OF LIVING SYSTEMS.

- Knows that the fundamental life processes of plants and animals depend on a variety of chemical reactions that occur in cells.
- Knows that genes are the set of instructions encoded in the DNA sequences of each organism.
- Understands evolution is the result of genetic changes that occur in constantly changing environments.
- Knows that stability in an ecosystem is a balance between competing effects.
- Knows that coordinated structures and functions of organ systems maintain the internal environment of the human body despite changes in the outside environment.
- Understands how plants use a variety of strategies to regulate their internal environments in response to environmental challenges.

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DANCE CONTENT STANDARDS GRADES 9-12

- Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.
- Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.
- Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.
- Students critically assess and derive meaning from works of dance, performance of dancers, and original works according to the elements of dance and aesthetic qualities.
- Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.

- Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.
- Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.
- Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.
- Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.
- Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.

ARTS CONTENT STANDARDS GRADES 9-12

- Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.
- Students apply processes and skills in acting, directing, designing, and script writing to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.
- Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.
- Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.
- Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.

VISUAL ARTS CONTENT STANDARDS GRADES 9-12

- Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.
- Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.
- Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.
- Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.
- Students apply what they learned in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

TECHNOLOGY STANDARDS - GRADES 9-12

- Students demonstrate a sound understanding of the nature and operations of technology systems and are proficient in the use of technology.
- Students understand the ethical, cultural, and societal issues related to technology. They practice responsible use of technology systems, information, and software. They also develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

- Students use technology tools to enhance learning, increase productivity and promote creativity. Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.
- Students use telecommunications to collaborate, publish, and interact with peers, experts and other audiences. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
- Students use technology tools to process data and report results. They also use technology to locate, evaluate and collect information from a variety of resources. They evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.
- Students use technology resources for solving problems and making informed decisions. They employ technology in the development of strategies for solving problems in the real world.
- Students understand the career preparation and job acquisition skills required for employment, professional growth, and employment transitions in the field of business occupations. They demonstrate competency by researching career options, applying job acquisition skills, preparing job search documentation, and modeling appropriate workplace demeanor.

PHYSICAL EDUCATION STANDARDS GRADES 9-12

- The student will be competent in many movement activities. The major emphases of study in the ninth grade are fitness, group activities, and aquatics.
- The student will understand how and why one moves in a variety of situations and will use this information to enhance his or her skills.
- The student will achieve and maintain a health-enhancing level of fitness.
- The student will exhibit a physically active lifestyle and will understand that physical activity provides opportunities for enjoyment, challenge, and self-expression.
- The student will demonstrate responsible personal behavior while participating in movement activities.
- The student will demonstrate responsible social behavior while participating in movement activities. The student will understand the importance of respect for all others.
- The student will demonstrate the interrelationship between history and culture and games, sports, play, and rhythms.

FAMILY & CONSUMER EDUCATION

FOUNDATION STANDARDS

- **Academics:** Students understand the academic content required for entry into postsecondary education and employment. Includes: mathematics, science, history/social science, visual and performing arts.
- **Communications:** Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts. Includes: reading, writing, listening and speaking.
- **Career Planning and Management:** Students understand how to make effective decisions, use career information, and manage personal career plans.
- **Technology:** Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments.
- **Problem Solving:** Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques.
- **Health and Safety:** Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials.
- **Responsibility and Flexibility:** Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings.
- **Ethics and Legal Responsibilities:** Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms.

- **Leadership and Teamwork:** Students understand effective leadership styles, key concepts of groups, dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution.
- **Technical Knowledge and Skills:** Students understand the essential knowledge and skills common to all pathways in the Family & Consumer sector.
- **Demonstration and Application:** Students demonstrate and apply the concepts contained in the foundation and pathway standards.

FASHION DESIGN, MANUFACTURING AND MERCHANDISING

FOUNDATION STANDARDS

- Students understand the main aspects of the fashion design, manufacturing, merchandising, and retail industry and the industry's role in local, state and global economies.
- Students understand and apply the elements and principles of design in various aspects of the fashion industry.
- Students understand the relationship between history and fashion.
- Students understand how trends and color forecasting are used in the development of new lines.
- Students understand and apply garment construction skills used in a variety of occupations within the industry.
- Students understand the skills and procedures necessary for sales and marketing in the fashion industry.
- Students understand and apply the procedures necessary to produce and maintain interior and exterior store displays.
- Students understand the current laws and worksite policies regarding inventory control and loss prevention.

INTERIOR DESIGN, FURNISHINGS AND MAINTENANCE

FOUNDATION STANDARDS

- Students understand and apply the elements and principles of design to various aspects of the interior design industry.
- Students understand and apply important aspects of space planning and know the characteristics of interior systems.
- Students understand the selection of window, wall and floor treatments.
- Students understand the selection of furniture, upholstery and slipcovers, and accessories for residential and commercial interiors.
- Students understand and apply the important aspects of residential and commercial interior design.
- Students understand the fabrication of treatments for windows, walls, floors and furnishings.
- Students understand the main design concepts that pertain to commercial and residential interior design.

CHILD DEVELOPMENT

FOUNDATION STANDARDS

Students Understand important elements of a child's physical, intellectual, emotional, and social growth and development:

- Understand the biological and environmental factors that influence the development of infants, toddlers and children.
- Know the developmental stages of infants, toddlers, and children.
- Understand the ways in which diversity, family, and culture influence the development of children.
- Relate the importance of learning environments, experiences, and interactions and their connections to each stage of physical, intellectual, social, and emotional development.
- Understand the importance of including infant, toddlers, and children with special needs.
- Relate the benefits of parental involvement to the development of a child's physical, intellectual, emotional, and social growth and development.

Students understand and apply the principles of positive interactions, guidance, and discipline in the workplace.

- Know the elements of positive guidance and discipline techniques that are based on the stages of children's development.
- Determine practical strategies for finding solutions to common behavioral problems.

Students understand and apply the essential components of an effective learning environment for the early childhood classroom.

- Use appropriate teaching techniques and interaction styles for working with children of varying ages, learning styles, and cultural backgrounds.

CALIFORNIA HIGH SCHOOL FIGHT SONG

We are California High School

Grizzlies ready for attack

Big C means to fight and strive

And win for Orange and Black

Fight – fight – fight

Grizzlies are forever watching

Day by day we prowl

And when we hear this song

We know we can't go wrong

From our lair we fiercely growl

Grrrrah!!! Grrrrrrrrrrah!!! Grrrrrrrrrrrrrrah!!!!