



# San Diego High School - Business & Leadership

## ACS WASC Mid-Cycle Progress Report

April 30, 2018 - May 1, 2018



WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES  
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## **SITE LEADERSHIP**

**Dr. Carmen García**, Principal

**Paul Núñez**, Vice Principal

**Jennifer Ruffo**, Administrative Assistant

**Amy Klingborg**, WASC Coordinator

**Christine Summers**, Collaborator/Facilitator

**Steve Baker**, Head Counselor

**Crystal Álvarez**, Campus-wide Counselor

**Rubén Ávila**, Counselor

**Henry Ríos**, Counselor





# Chapter I

## School/Community Profile Data





## **I: Student/Community Profile Data**

### *San Diego Unified School District*

San Diego Unified School District (SDUSD), the second largest school district in California, serves over 130,000 students in grades K-12 from 15 ethnic groups and 60+ languages and dialects. The SDUSD is comprised of 117 elementary schools (including K-8s), 24 middle schools, 22 high schools, 13 atypical schools, and 49 charter schools. Nearly 60% of the students qualify for free/reduced lunch, 26.5% are English Language Learners, almost 15,000 receive Special Education services and over 1,300 are foster youth. The district's operating budget is one-billion dollars and the School of Business & Leadership receives a site budget based on projected enrollment.

### *School Community*

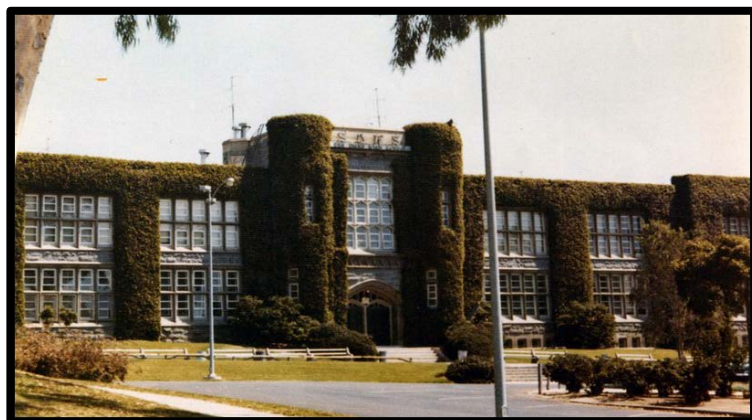
San Diego High School - Business & Leadership (B&L) is located on the northeastern edge of Downtown San Diego, within walking distance of San Diego City College, the new Downtown library, Balboa Park with its many museums and cultural activities, the San Diego Padres ballpark, numerous businesses, and a waterfront district and Embarcadero that is increasingly busy with activity. All of these and many more resources are easily accessible from our campus by walking, city bus or trolley.

### *WASC Accreditation*

In April 2017, the Western Association of Schools and Colleges removed probationary status and placed our school on a 6-year cycle with a mid-cycle visit.

### *School Background*

As the oldest high school in the county and 4<sup>th</sup> oldest in California, San Diego High School has a rich history of tradition and change. Initially opening its doors as The Russ



School in 1882, it soon outgrew its small, one-room size and evolved into the “Gray Castle” within 20 years. By 1907, the ‘Old Gray Castle’ was dedicated as San Diego High School and so began its storied tradition of famous alumni and accomplishments. The 1970s brought with it new earthquake retrofitting and the eventual demolition of the Old Gray Castle. By the 1980's, San Diego High was celebrating its centennial

anniversary and by the early 2000s it was serving students in grades 9 through 12.

However, by the 2004-05 school year, with an influx of millions of dollars from the Bill and Melinda Gates Foundation, San Diego High School was separated into 6 small themed-based schools—each with its own principal, staff, and cap of 500 students.

Nevertheless, over the last 13 years, three of the schools have closed or merged with others for various reasons, leaving Business & Leadership, International Studies, and Science & Technology as the remaining 3 schools.

Today, the School of Business & Leadership is one of 22 high schools in the SDUSD and serves 520 students in grades 9-12 supported by 49 teachers and staff members. A large majority of the 520 students are resident students and are either dropped off by a parent/guardian or take public transportation to school. The district does provide transportation for students with disabilities or those that attend our school via the Magnet program.

Moreover, 86% of the students at B&L are Hispanic/Latino, 5.7% are Black/African-American, 5.1 % White, and 3% identify as multi-cultural. More than 90% of the students qualify for the Free and Reduced Lunch Program. A large percentage of students are homeless or identified as youth in transition as well. All students participate in an a-g student centered course of study that is enriched with opportunities to participate in College and Career Technical Education (CCTE), Community College courses, Advanced Placement, internships and other elective courses offered throughout the campus, including at International Studies and Science and Technology.

### **Special Programs & Opportunities for Students**

#### College and Career Technical Education (CCTE)

The CCTE Pathways currently offered at B&L are:

##### *Academy of Finance (AOF)*

The Academy of Finance has been at San Diego High School since 1998 and currently serves cohorts within the 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grades. Currently students take courses in Business 100, Business Law, Advanced Accounting and Business & Financial Markets in addition to various Advanced/ Honors and AP courses at each grade level. AOF students also participate in local community events throughout the school year, including the Susan G. Komen Walk for the Cure, and experience job shadows and internships with industry partners including Balboa Park, Qualcomm, local schools, and many others during the summer and senior year.



##### *Culinary Arts Management*

Students in the Culinary Arts pathway take Business 100, Food Prep/Nutrition, and Culinary Arts Management courses that culminate in learning the ‘ins-and-outs’ of running a restaurant business. Attention to detail in business plans, business viability, and food prep and cooking are all interwoven in this pathway.



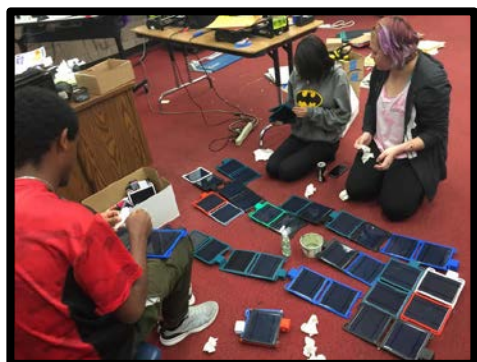
Students participate in Teen Iron Chef and ProStart competitions amongst their peers at other district high schools. Several times a week, the Blue Castle Café opens for business and students prepare, cook and serve lunch to paying students and staff members via The Rock, our student store.

### *Business Management & Organization (BMO)*

The student store, known as The Rock, is 100% run by our BMO students. These are AOF, Culinary Arts, Marketing, and any student that is interested in a real, hands-on experience in running a storefront business. Students learn the ‘tricks of the trade,’ take inventory, place product orders with vendors, run commercials for marketing purposes and staff the student store during lunch. Students also have opportunities to make real life pitches and actually start a business. Their annual trip to the Small Business Expo provides opportunities for connections in the industry.

### *Computer Technology: Software & Systems Development*

Students in this pathway participate in courses such as Foundations of Information Technology, AP Computer Science Principles, Computer Graphic Design and/or Game



Design. These students are interested in computer technology, coding and taking ideas and having them come to life via the combination of 3D printing, coding software and wiring. Students have opportunities to create devices that can make a real difference in others’ lives. For example, over the last two years they have created prosthetic limbs for needy children in Tijuana, Mexico as well as solar powered cell phone chargers that have been placed in the border region for undocumented immigrants to use if they have an emergency and their cellphone no

longer has a charge. A partnership with Border Angels provided students the opportunity to travel to the desert in East County to place the solar panels themselves. Additional partnerships include UCSD Supercomputer Center and the Harvard Computer Project.

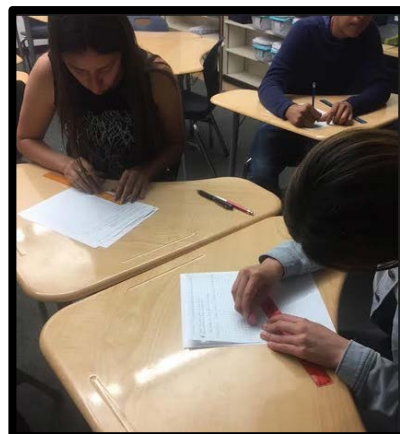
### Advanced Placement (AP)

Advanced Placement (AP) courses provide students with the opportunity to experience college-level rigor in high school and potentially earn college credit. Over the last 3 years, B&L has increased its AP course offerings to 15 different courses to include AP World History, US History, European History, Macro Economics, Government, English Language & Composition, English Literature & Composition, Spanish Language & Composition, Spanish Literature & Composition, Calculus, Environmental Science, Psychology, Computer Science Principles, Art Studio: Drawing Portfolio and Art Studio: 2D Design. Additionally, students have access to other AP course offerings across campus at either

International Studies or SciTech. Consequently, enrollment in AP courses has increased over the last 3 years including the number of first time AP course takers, as we continue to increase access, encourage students to participate and support them throughout the process.

### International Center (IC)

The International Center (IC) is shared campus-wide and is for students that are new to the country and/or the English language. Students are purposely placed in structured English immersion courses that support learning academic English while earning high school, a-g graduation credit. Students travel as a cohort throughout the school day and participate in physical education, Integrated Math I, AVID, and Biology 1-2 while also taking English-Language Development (ELD) 1-2 or 3-4 courses. Students are initially tested with the CELDT (ELPAC will be used soon) to ensure proper placement, and once they have demonstrated mastery, they are moved forward in their studies and mainstreamed as appropriate.



### Community College Courses



The SDUSD and City College District have developed an MOU that allows for district high school students to take Community College courses on high school campuses and/or college campuses. Over the last 2 years, 11<sup>th</sup> and 12<sup>th</sup> grade B&L students have had the opportunity to take college level English, Math, Chicano Studies, Black Studies, and Political Science courses. Currently, students are taking an English 101 course after having successfully

completed English 47A first semester and a mix of 11<sup>th</sup> and 12<sup>th</sup> graders are taking Chicano Studies 141A, Black Studies 140B, and Political Science 101. A San Diego City College Professor comes to campus twice a week to teach our student taking English 101 while the those participating in the other courses take them on the City College campus next door.



### Association of African-American Educators (AAAE) Mentorship



Currently we have over 40 students that are matched with a mentor that meet monthly or bi-monthly to check-in and monitor academic progress, etc. Culminating events at the end of the school year bring all of the mentors and mentees together to share their goals and dreams for the future.

### Advancement Via Individual Determination (AVID)

In an effort to academically support all students and grow a college-going culture on our campus, all students at B&L participate in the AVID program. AVID is designed to teach students the necessary skills to be successful learners at each grade level (study skills, time management, note-taking, organization, WICOR) and fosters a college-going and career-ready culture as they take on more rigorous a-g coursework. College admissions presenters from colleges/universities throughout the country visit and meet with 11<sup>th</sup> and 12<sup>th</sup> graders, college and peer tutors push into AVID to support students academically but also to discuss their own experiences in college. The focus of every grade level is outlined below:

9<sup>th</sup> grade AVID – *Setting a Strong Foundation for High School*

10<sup>th</sup> grade AVID – *Exploring the Possibilities*

11<sup>th</sup> grade AVID – *Setting Goals and Persevering*

12<sup>th</sup> grade AVID – *What Comes Next?*

### Community Partnerships

In order to strengthen student engagement across campus, we have an increasingly robust list of community partnerships to further support students and parents. Some of these include:

- San Diego Downtown Breakfast Club Rotary
- Camp LEAD
- Local university partnerships for college tutors, events such as *UC Achieve*
- CA Western Community Law Project
- SD Workforce Partnership
- Balboa Park including the Ruben H. Fleet Science Center, Aerospace and Automotive museums
- District Attorney student ride along
- CSEC Initiatives – student training, staff training
- US vs Hate
- UCSD CREATE
- UCSD Pals
- Mock trial



- San Diego Federal Court House
- San Diego City College – Upward Bound, Black College Expo, Hermanos Unidos/Brother's United (HUBU) Conference
- Qualcomm's Junior Achievement
- Rainforest Project
- San Diego Repertory Theatre
- Mexican Consulate of San Diego

#### Junior Reserves Officers Training Corp (JROTC)

JROTC is a campus-wide program at San Diego High and is open to all students. Under the direction of experienced military trained instructors, student cadets acquire self-discipline, sense of responsibility, patriotism, and responsiveness that will successfully prepare them for the future as citizens or military leaders or both.

#### IMIN/ARC After School Program

IMIN/ARC is a SDUSD grant funded after school program that provides enrichment and activities for our students.

#### *After school Tutoring*

Through this partnership, our students have benefitted from a teacher run afterschool tutoring program that is leveraged for our struggling students. Students receive one-on-one and/or small group tutoring 4 days/week by their own teachers.

#### *SAT/ACT Prep Courses*

For three years now, ARC has provided our students with free SAT and ACT prep courses. These include several weeks of test taking strategies and mock testing to prepare and familiarize students for the actual exams.

#### Aaron Price Fellows Program - [Aaron Price Fellows Program Video](#)

In its third year, the Aaron Price Fellows Program is a tremendous opportunity for our 9<sup>th</sup> grade students. The program follows students throughout their high school career and prepares them to be caring, knowledgeable, responsible, engaged members of their immediate community and global society.

#### Union of Pan Asian Communities (UPAC): Teen Recovery Center

The UPAC Teen Recovery Center is housed on our campus and is an intervention program for students that are found to be using tobacco, alcohol and/or illegal drugs and narcotics and experiencing difficulty coping in other areas of their lives. Participants meet twice a week for 16 weeks afterschool for sessions that include drug education, individual or group therapy, learning coping skills and empowerment. Administrators, counselors, and/or parent/guardians refer students to the program.



### Parent, Teacher, Student Association (PTSA)

Parent, Teacher, Student Association supports student advocacy and success on campus. Parent involvement has increased over the last several years as the school has worked closely with the PTSA to put together events that parents find interesting, helpful and informative. These events include:

- National Parent Involvement Day
- Panel Discussions on mental health, drug use, social media, among other topics
- Immigration forums
- Mental Health First Aid workshops
- Resource fairs



### YMCA TIDES Therapy

The partnership with YMCA TIDES Therapy program allows us to refer students that are in need of additional mental health support. TIDES therapists meet with students confidentially on our campus and provide individual and family sessions as needed.

### Family Health Centers Services

In an on-going effort to support more students and families, we have partnered with Family Health Centers to be able to support those students with mental health needs that the YMCA TIDES program cannot cover. This includes students that are undocumented, do not have MediCal or otherwise do not qualify within the TIDES framework.



### Counseling Center

The San Diego High Counseling Center houses all 9 counselors—including 2 from Business and Leadership—under one common area. As a team, the counselors have come together to better serve all 2500 students by having a unified message and sharing best practices. As a result, counselors have been able to support more and better serve students in the areas of academic planning, personal/social, and college/career planning. Weekly counselor meetings led by the Head Counselor and weekly monitoring meetings with administrators ensure students



are on track and making appropriate progress. A student needs-assessment showed a need for increased education on mental health and coping strategies as well as drug/alcohol use and abuse. As a result, partnerships with SAY San Diego and San Diego Youth Services were formed. Additionally, partnerships with local universities have allowed the counseling center to house tutors and mentors from UC San Diego, San Diego State University, University of San Diego and other agencies that all help support students in different capacities. Some of these include:

#### *Americorp PASS Tutors*

Americorp PASS Program provides mentorship and leadership support for our at-risk students. They focus on improving academics, behavior and attendance via classroom support and one-on-one pullouts, and provide students with opportunities for positive school engagement.

#### *Americorp VISTA*

The Americorp VISTA provides opportunities for students in grades 9-12 to learn about post-secondary options. Their outreach includes organizing fieldtrips to local universities, organizing college fairs and panels, classroom presentations on college and career readiness for 9<sup>th</sup> and 10<sup>th</sup> graders, college research for 11<sup>th</sup> graders and college application, FAFSA and scholarship support for seniors.

#### *EAOP & University Tutors & Mentors*

University students meet with underclassmen in one-on-one or small groups to talk about college/career and engage students in a conversation about their future. They discuss their transcripts and possible course choices down the road to better prepare them for the major of their choice. Additionally, other students are placed in classrooms—AVID, Science, English, Math—to assist with one-on-one or small group tutoring during class

#### Student Mentorship

In order to further support a college and career going culture, partnerships with Upward Bound SDSU, Upward Bound UCSD and WAHUPA Talent Search have been expanded to service more students. Also, a newly formed Upward Bound City College launched this semester. These programs work with struggling students and those academically astute and help each attain their goal of attending a college/university and/or obtaining a career of their choice through mentorship, weekly check-ins, student events, in close partnership with the school counseling team.

Additional mentorship opportunities include: *Technolochicas*, an initiative to raise awareness among young Latina women about careers in technology; UCSD Green Peas where students meet with medical students on a bi-monthly basis to foster mentorship and guidance for high school and college/career goals; and AoF mentors that meet monthly with AoF students.

### **Business & Leadership's Mission Statement and Student Learner Outcomes**

Included below are the 2015 Mission Statement and Student Learner Outcomes. The school is in the process of analyzing its academic programs/pathways and is considering a change in school name and a restructure of its pathways. We have held several meetings with key stakeholders to discuss options and opportunities for students. As a result, our mission statement and SLOs are being completely overhauled based on the anticipated school changes. To date, we have elicited a list of 20 potential SLOs drawn from key stakeholders. The process to select our final SLO's and updates to our pathways is ongoing and we expect these to be finalized by the end of the academic school year.

#### Mission Statement

We, at the School of Business and Leadership, are a community of highly motivated learners who access high academic standards, think critically, engage in collaboration based on mutual respect and demonstrate the leadership skills necessary to successfully meet college and work expectations in a global economy and society.

#### Student Learner Outcomes (SLOs)

As the students of the School of Business & Leadership become contributing members of their local and global communities, develop their individual strengths, and achieve academically, they will:

- Think Critically
- Communicate Effectively
- Collaborate Productively
- Advocate Confidently
- Lead Responsibly

### **Student Demographics**

#### *Enrollment by Ethnicity and Grade Level*

School Year: 2017-2018				
Ethnicity	Grade 9	Grade 10	Grade 11	Grade 12
American Indian or Alaska Native	0	0	0	1
Asian	1	1	0	1
Native Hawaiian/ Other Pac Islander	0	0	0	0
Black/African-American	7	10	5	8
Latino/Hispanic	134	115	90	107
White	9	7	4	6
2 or more races	5	2	2	2
Unspecified	1	0	1	1
Total	157	135	102	126

<b>Ethnicity</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
American Indian or Alaska Native	2	3	2	1
Asian	7	7	7	3
Native Hawaiian/Other Pac Islander	3	3	2	0
Black/African-American	58	57	43	30
Latino/Hispanic	553	578	483	446
White	20	19	27	26
2 or more races	10	14	12	11
Unspecified	-	5	4	3
<b>Total</b>	<b>653</b>	<b>686</b>	<b>580</b>	<b>520</b>

Business and Leadership's student body is comprised of 86% Latino/Hispanic students, 5.7% Black/African American, 5.1% White, and 3% other. Recently, we have had a decline in enrollment—a trend we are seeing across our district as well. This decline is also a reason we are looking to continue to strengthen our school's pathways.

#### *Language Proficiency & English Language Learners*

<b>School Year</b>	<b>Total Enrollment</b>	<b>English Learners</b>		<b>Number of Students Reclassified</b>
2014-15	653	149	22.8%	19
2015-16	686	182	27.5%	16
2016-17	580	148	25.5%	18
2017-18	520	117	22.5%	25*

\*number to date

The majority of students at B&L—approximately 73%—identify Spanish as their primary language, 26% cite English as their primary language and about 1% list other languages. There are currently 117 English Learners at B&L or 22.5% of the student population. In order to support our EL students, in particular students that have been in the United States for less than a year, we house an International Center (IC) where students from all 3 schools take structured English immersion courses while earning high school a-g graduation credit. These courses include: Integrated Math I or Integrated Math II, Biology 1-2, AVID, ELD 1-2, and Physical Education. For students ready to move out of the IC (via their scores on the CELDT, ADEPT, a writing sample and/or their academic performance in a core class), we offer ELD 3-4 and an opportunity to continue in the Integrated Math I or II, Biology 1-2 and AVID courses with the IC students. Currently, B&L has 14 students in the IC (out of 26 total) and 5 (out of 15 total) in the ELD 3-4 course. Interventions include AVID, English Language Development courses everyday and afterschool tutoring specifically for ELD students, in addition to subject specific tutoring with their Math, Biology, and English teachers.

*Student Attendance*

<b>School Year</b>	<b>Student Attendance Rates/ADA Percentage</b>	<b>Tardies</b>
2014-15	93%	22,304
2015-16	92.3%	18,732
2016-17	95%	13,728
2017-18	94%*	8,980**

\*ADA percentage to date

\*\*Tardies to date

Student attendance data over the last 4 years is outlined above. The ADA percentage for the 2014-15 school year was 93% with a slight dip the following year. Last year, we set a goal of 95% ADA and we met it while simultaneously improving our tardies over the last two years. To date, we have a 94% ADA this school year and 8,980 tardies and are projecting a maximum 12,000 tardies for this school year (based on current trend)—more than 10,000 less than three years ago.

*Free/Reduced Lunch Program*

Over 90% of Business and Leadership students qualify for free/reduced lunch, however because our campus is a Provision 2 school, 100% of our students eat breakfast, nutrition snack, and lunch for free.

*Suspension Incidents and Expulsion Data*

	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Suspensions	65	80	50	50*
Expulsions	5	4	0	2*

\*totals to date

The Business and Leadership suspension and expulsion rates have decreased over the last 4 years and the data indicates a downward trend. We attribute this trend to increased parent/guardian communication, consistent home visits, behavior management protocol, clear student behavior expectations, and a move toward restorative practices.

*Students with Special Needs*

Business & Leadership currently has 95 students with special needs enrolled in grades 9-12. Sixty-five students receive specific educational services, including: 11 under Other Health Impairment, 47 under Specific Learning Disability, 3 under Autism, and 4 students under Emotional Disturbance. These students are mainstreamed and receive services, accommodations, and modifications to their schedule (i.e. Study Skills class), as indicated in their IEPs. Additional services may include push-in support and/or one-on-one or small group pullout support by their special education case manager and assistants. Further, 30 students receive support in a specialized academic instruction classroom along with being mainstreamed out to other classes for one or two periods per day and rotate in small



groups through various subject areas (Language Arts, Social Science, Community Based Instruction (CBI), and Mathematics) for the remainder of the school day. Thirteen students qualify for special education under Intellectual Disability, 8 students under Autism, 2 students under Orthopedic Impairment, 2 students under Multiple Disabilities, and 1 student under Other Health Impairment. Currently, B&L has four special education teachers who serve students with mild/moderate needs, two special education teachers who serve students with moderate/severe needs, five special education assistants, one school psychologist, and other related services staff shared among the schools.

Students interact with mainstreamed students as much as possible to mimic real world interactions. Partnerships with Balboa Park allow our students with moderate/severe needs to attend dances and other special events off campus. Special Olympics events foster relationships with other high school students as well as with our sports teams as student athletes run skills clinics for the students to prepare them for their games.

### **Faculty/Staff Demographics**

The Business & Leadership faculty is comprised of 36 teachers, 17 males and 18 females. All 36 teachers hold a credential. Additional certificated faculty members include a Vice-Principal and two School Counselors.

The ethnic composition of the teaching staff is below:

<b>Ethnicity</b>	<b>Number of Teachers</b>
Latino/Hispanic	12
White/Caucasian	23
African-American/Black	1
Asian/Pacific islander	1

<b>Staff Member</b>	<b>Department</b>	<b>Roles</b>
<b>Ruben Avila</b>	Counseling	M-Z Counselor
<b>Mariana Balestreri</b>	English	Teacher
<b>Kelly Bartick</b>	Science	Teacher
<b>Galina Blass</b>	Physical Education	Teacher Softball Coach
<b>Sophia Cardone</b>	Math	Teacher LaCrosse Coach

<b>Staff Member</b>	<b>Department</b>	<b>Roles</b>
<b>Cyndi Cavanagh</b>	Special Education	Teacher
<b>Evie Jones-Chang</b>	Math	Teacher Club Advisor
<b>Amanda Crouch</b>	Special Education	Teacher
<b>Marisol Dueñas</b>	Special Education	Mild/Mod Teacher Caver Coffee Crew
<b>Debbie Gore</b>	Math	Teacher ILT Member
<b>VC Groves</b>	Visual & Performing Arts	Teacher
<b>Jennifer Harden</b>	Social Sciences/History	Teacher SSC Member Club Advisor
<b>Monica Harris</b>	AVID	Teacher
<b>Latricia Hernandez</b>	Special Education	Mild/Mod Teacher
<b>Brian Ketchum</b>	Special Education	Mild/Mod Teacher CCTE Teacher Special Education Lead
<b>Ray Kinne</b>	CCTE – Computer Technology	Teacher ILT Member Student of the Month Coordinator Rebranding Committee
<b>Amy Klingborg</b>	Science	Teacher AoF Academy Co-Director WASC Coordinator ILT Member Rebranding Committee
<b>Josh Lehman</b>	Social Science/History	Teacher

<b>Staff Member</b>	<b>Department</b>	<b>Roles</b>
<b>Michael Little</b>	CCTE – Business / AOF Courses	Teacher
<b>Lawrence Mayorga</b>	JROTC	Teacher
<b>Vivian Mirabal</b>	English	Teacher ILT Member
<b>Brian Murphy</b>	CCTE - Culinary Arts	Teacher ILT Member Rebranding Committee Club Advisor
<b>Emma Perez-Smith</b>	World Languages	Teacher ILT Member Club Advisor
<b>Jennifer Pickering</b>	CCTE – Business Law/ AOF Courses	Teacher ASB Advisor Student Store
<b>Eric Pray</b>	Visual & Performing Arts	Teacher Club Advisor
<b>Nicole Raiewski</b>	Math	Teacher Department Chair ILT Member Club Advisor
<b>Ed Ramos</b>	Physical Education	Teacher Cross Country / Track & Field Coach Club Advisor
<b>Stephanie Rico</b>	Science	Teacher
<b>Henry Rios</b>	Counseling	A-L Counselor
<b>Alfredo Soria</b>	Special Education	Mod/Severe Teacher Lead SSC Member Club Advisor
<b>Lars Staack</b>	JROTC	Teacher

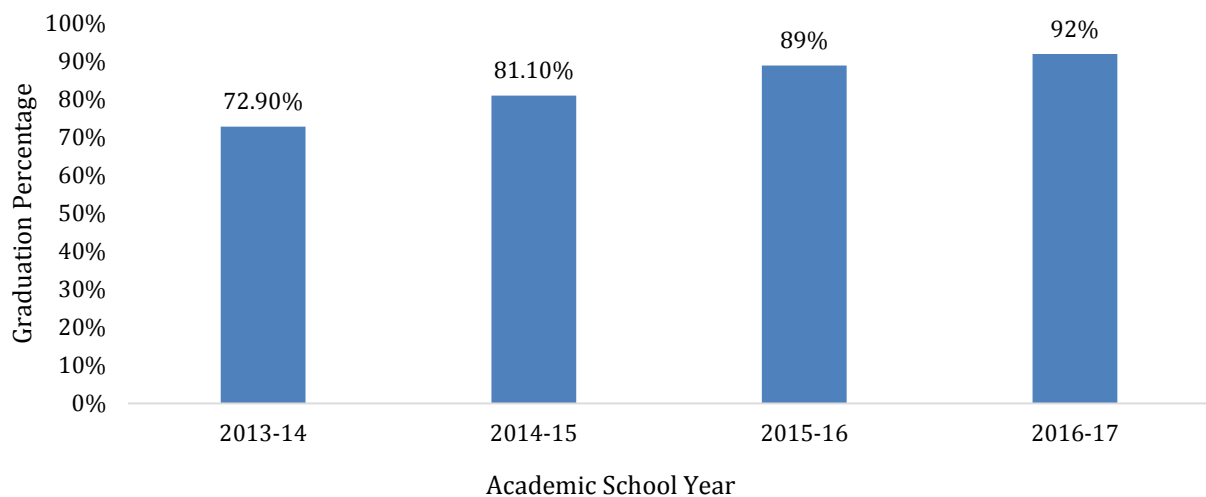
Staff Member	Department	Roles
Scott Taylor	AVID	Teacher Club Advisor
Aliya Weise	English	Teacher ILT Member
Tom Waller	Social Sciences/History	Teacher AoF Academy Co-Director Club Advisor College Trip Lead
Tom Wills	Math	Teacher ILT Member
Emily Zelaya	CCTE – Culinary Arts	Teacher
Bryant Zepeda	Special Education	Mod/Severe Teacher SSC Member Club Advisor

## Student Achievement Data

### *Cohort Graduation Rates*

School Year	Graduation Rate
2013-14	72.9%
2014-15	81.1%
2015-16	89%
2016-17	92%

### Business & Leadership Graduation Rate



High school graduation rates for Business & Leadership have improved over the last 4 academic school years. Four years ago, 72.9% of Business & Leadership students graduated in 4 years while last year's academic year saw a 92% graduation rate. We anticipate a continued increase in our graduation rate for the Class of 2018.

*Percentage of Ds/Fs Issued on Semester One Report Card*

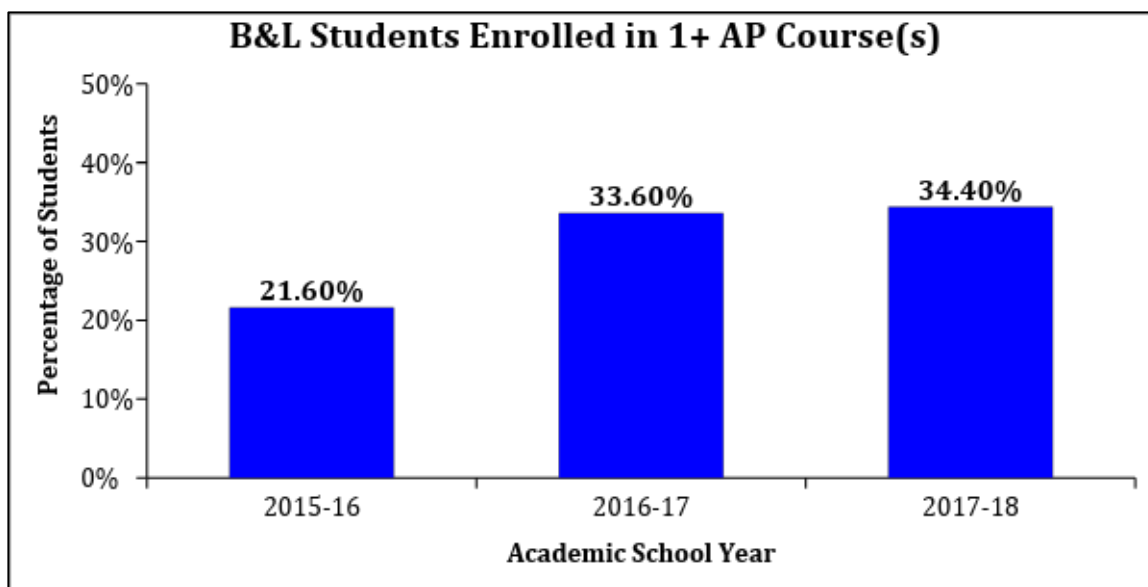
<b>Total Percentage of D/Fs Issued on Semester 1 Report Cards</b>			
	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Class of 2016	17%	NA	NA
Class of 2017	34%	21%	NA
Class of 2018	37%	28%	20%
Class of 2019	46%	35%	30%
Class of 2020	NA	38%	33%
Class of 2021	NA	NA	28%

The total number of D and F grades issued have decreased over the last several years. The percentage of Ds and Fs issued for the Class of 2018 was 37% at the 2015-16 Semester 1 Report Card period, however during the same grading period this year the Class of 2018 decreased that total by 17 percent. Similar downward trends can be seen for other classes as well. The high percentage in 9<sup>th</sup> and 10<sup>th</sup> grade continues to be the focus of interventions across all three schools on campus. It is important that we continue to engage the school community on fair and equitable grading practices with a focus on mastery based grading.

Moreover, the percentage Ds and Fs does not reflect the percentage of students that received a D/F on their transcript; it represents the total number of Ds/Fs issued. Many of the students that were issued Ds and/or Fs on their transcripts received multiple similar grades. This can be due to a number of reasons including chronic absenteeism, gaps in their academic knowledge from middle school, tardies, etc. We are planning to create a three week enrichment program to be offered the summer prior to students' 9<sup>th</sup> grade year to help bridge academic divides and to better prepare students on the ins/outs of high school.

## **AP Enrollment**

### *AP Enrollment Percentage at Business & Leadership*



Through our district's partnership with Equal Opportunity Schools (EOS), we have been able to survey students, monitor their progress and grow our AP course offerings based on student interest. As the data above indicates, AP enrollment is up over the last 3 years at Business & Leadership with 34% of the students taking 1 or more AP Courses. Of those students, 67% are taking 2 or more AP courses.

## **CAASPP ELA and Mathematics Data**

The Smarter Balanced Assessment Criterion (SBAC) is one tool we use to measure student achievement. We continue to use these data points, among many others, to plan, develop and refine curriculum and create interventions for our students.

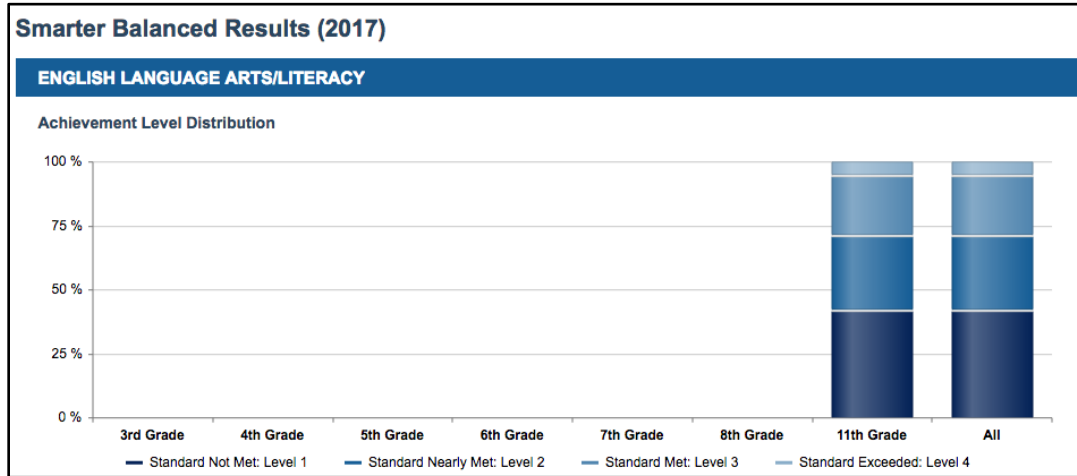
<b>CAASPP: Business &amp; Leadership - Percentage of Students Meeting or Exceeding State Standards</b>		
Grade 11	2015-16	2016-17
English Language Arts	24%	28%
Mathematics	5%	10%

### *CAASPP English Language Arts Results for 2016 & 2017 – Grade 11*

The ELA data above indicates a growth of 4% over the last two years in students meeting or exceeding state standards. We continue to work on strengthening our curriculum and intervention in English Language Arts. As a Tier 1 intervention, the campus-wide Instructional Leadership Team (ILT)—including the English department—is focused on vertically and horizontally aligning curriculum and creating common assessments using the SDHS Framework to increase student achievement. Furthermore, the use of the

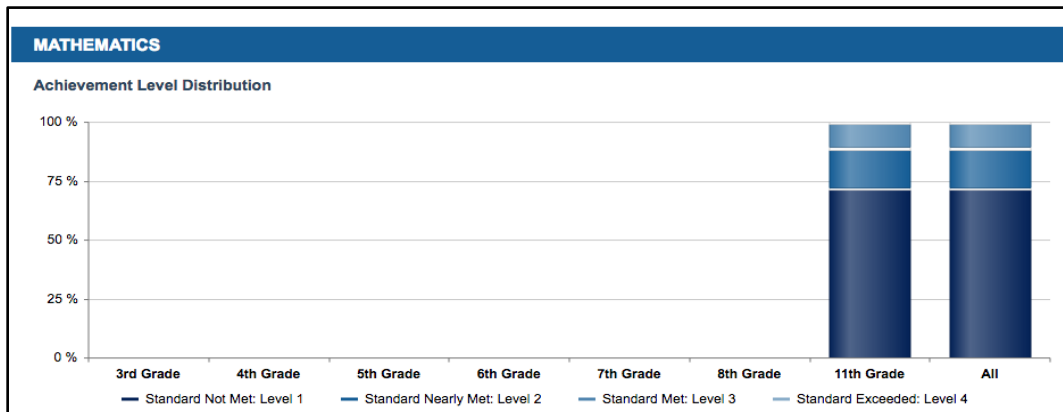


Springboard curriculum at the 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade levels continues to strengthen areas of need and help in pushing up the 29% of students that have scored in the “standard nearly met” range. Additional interventions include AVID for all students with a curriculum that emphasizes WICOR—writing, inquiry, collaboration, organization, and reading—and highlights the writing process and higher level thinking, among other strategies for student success.



#### *CAASPP Mathematics Results for 2016 & 2017 – Grade 11*

The percentage of students meeting or exceeding state standards in math has doubled over the last two years from 5 to 10 percent. However, math continues to be an area of concern at Business and Leadership. Our district’s shift to the Integrated Math curriculum four years ago created a change in course sequencing (Integrated Math courses in lieu of traditional Algebra, Geometry and Intermediate Algebra) and a change in the focus of the work in math. Student achievement indicates the need for strengthened curriculum in areas such as concepts and procedures, problem solving and communicating reasoning. For two years, B&L paired math and AVID courses. While AVID focuses on helping students in all areas of academic work (e.g. ELA, etc.), the pairings allowed math teachers to provide additional tutoring and intervention with struggling students. This school year, we uncoupled the AVID/Math pairing in order to create a National Science Foundation aligned math intervention course with the purpose of accelerating learning for our Tier 3 math students in Integrated Math I courses.



## Summary of Data

### *Implications of Data*

Taken as a whole, Business and Leadership's data suggests that student achievement, student behavior, student attendance, and academic rigor are improving. The best indicators are the increase in graduation rate (92%; up from 72.9% in 2014), increase in the number of students passing their courses with a C or better, increase in the number of students enrolled in AP coursework including first time AP course takers, increase in the number of ELs reclassified and a more streamlined EL pathway for ELD 1-2, increase in the attendance rate, a decrease in number of tardies, and a marked decrease in behavior incidents. Despite increased graduation requirements by the district, students at Business and Leadership are succeeding at higher rates in more academically rigorous courses.

However, the data reveal several areas where continued refinement and focus are needed. Specific subgroups—English Learners, students with special needs, and underserved students—continue to struggle to meet the standards set forth on standardized testing. In reviewing the data, it should be noted that SDUSD shifted to Integrated Math (Common Core Math) in Fall of 2014, therefore this year's Juniors will only be the second class to experience three years of high school Common Core math. Unfortunately prior to this year, our school has seen a turnover in Math I instructors severely affecting our student's foundational first year of math.

Despite the overall gains based on various data cut points, the critical learner needs include:

1. Continue to build a culture of achievement via high expectations (and with embedded supports) for academics, behavior and attendance;
2. Continue to focus on strengthening Tier I curriculum units and embedded pre/post assessments
3. Continue to streamline supports for Tier II and Tier III students
4. Continue to strengthen parent involvement and work as partners to improve student grades, attendance, and behavior

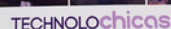
### **Important Questions for Staff Discussion**

As our staff continues to work toward meeting our goals, discussion continues to focus around several key questions, including:

- How can we continue to ensure curriculum alignment (vertically and horizontally) with embedded pre and post assessments in order to support students as they progress from grade and course level?
- How can we better support students struggling in Math, English and other core subjects?
- How do we continue to streamline the pathways to better meet student needs?
- What do each of us do to make sure we have positive contacts with students and their parents?

- How can we continue to motivate students to attend tutorials more often?
- How can we continue to encourage more students to take on more challenging courses (Honors/AP/Community College)?
- How can we continue to better understand our students and their needs?
- How can we ascertain that our grading reflects student mastery versus just a grade?
- How can we engage the school community to ensure equitable and fair grading policies that focus on mastery?
- What has been working and how can we duplicate those successes in areas for growth?
- How can we strengthen data to drive our instructional moves?
- How can we continue to strengthen our course alike PLCs?
- What additional steps can we take to improve attendance and reduce tardies?
- How can we continue to create a Multi -Tiered System of Supports to strengthen Tier I and better support our Tier 2 and Tier 3 students?





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## Chapter II: Significant Changes and Developments

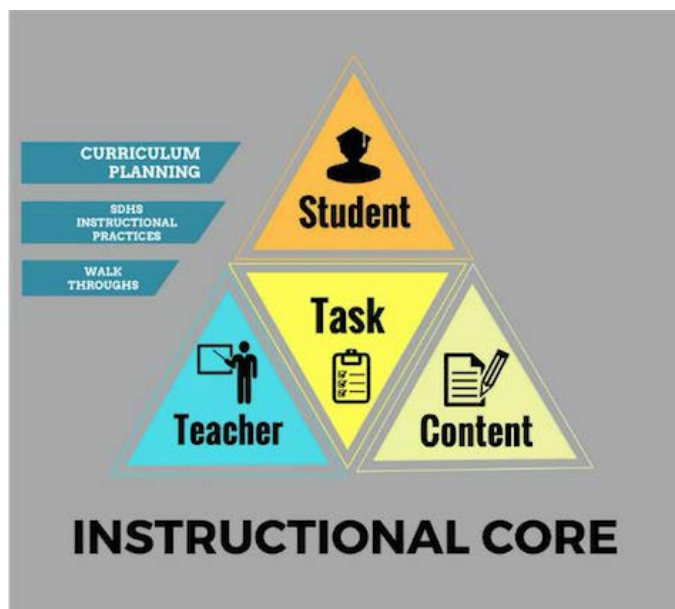
### *School Restructuring & Leadership Changes*

San Diego High School currently hosts three schools on the same campus: Business and Leadership, Science and Technology, and International Studies. Since the last WASC full self study visit to our campus in 2015, the San Diego Unified School District (SDUSD) restructured San Diego High School by closing one school (Media Visual and Performing Arts) and distributed those students to the remaining three schools. The SDUSD appointed one campus wide Principal, Dr. Carmen García, as the Lead Principal (instead of a Principal at each school) overseeing the three schools at SDHS. The rationale for the restructure by the Superintendent, Area Superintendent, and Board of Education was to ensure that all 2500 students on campus, regardless of which of the three SDHS schools they attended, needed to be given the opportunity, access and support to succeed in a rigorous, equitable and academically enriching environment.

Over the past two and a half years, Dr. García has been leading a team of administrators, formal and informal teacher leaders, parents, students, and community members in redesigning a common overarching set of expectations campus-wide and realigning our approach to ensure that all students are prepared for success in high school and beyond.

### *Campus-wide Instructional Leadership Team*

A 43 faculty member campus-wide ILT is responsible for setting the overarching vision of academic success for all students. Further, it collegially devises a campus-wide plan of academic excellence for the three schools; sets weekly professional development (pullout days, prep level, PLC's, department, committee and school specific); and leads departments in the vertical and horizontal alignment of rigorous curriculum with pre/post embedded assessments. The campus-wide ILT uses, as its anchor, Elmore's Instructional Core foci: student, teacher and content.

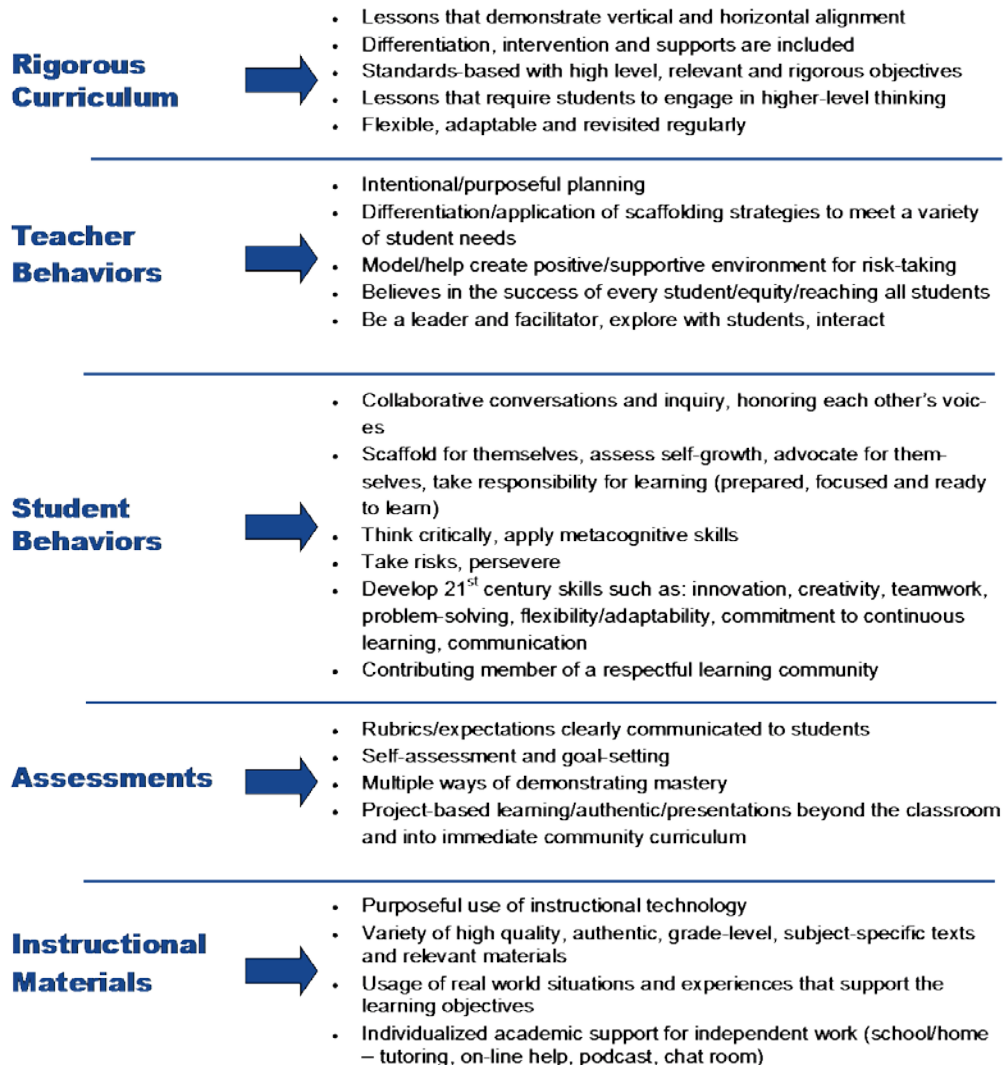


The Instructional Leadership Team (ILT) collaboratively created a framework of excellence for all students entitled “The SDHS Framework” grounded on research and best practices that ensures a culture of achievement across campus. In it, we define academic rigor as well as provide clear descriptions of teacher behaviors, student behaviors, curriculum, assessments, and instructional materials. Our aim is to ensure we have a solid multi-tiered system of supports embedded within our Response to Intervention framework.

# San Diego High School

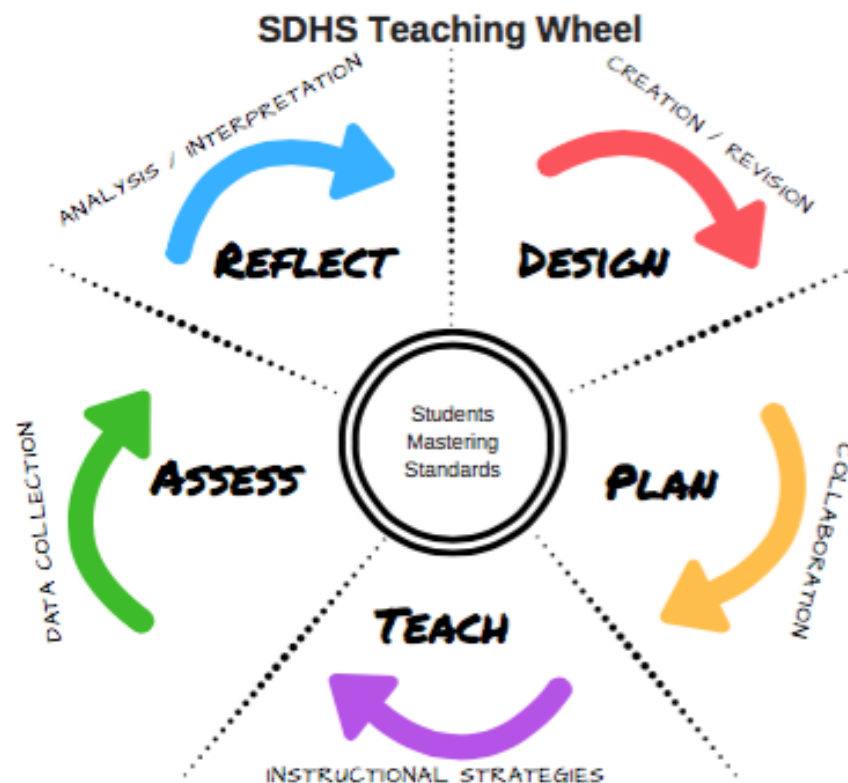


**Academic Rigor** is purposeful and relevant learning that honors student voices and encourages them to tackle challenging work by providing supports that foster intellectual curiosity and perseverance in a culture of achievement.





The ILT holds monthly retreats to continuously assess its plan as well as summer retreats to plan for the following academic school year. In the summer of 2017, the ILT further defined our ongoing cycle of continuous improvement and created the SDHS Teaching wheel—a tool that describes our theory of action.



The ILT also focused on ensuring that all departments and academies had a common prep to facilitate PLC discussions around curriculum alignment, data analysis, instructional practices, and supporting struggling learners among other things. On average, every course-alike PLC meets at least once a week to discuss the above mentioned items.

#### *ILT Critical Friends/Educational Partners*

For the past two and a half years, we have enlisted the support of experienced educational partners from the Panasonic Foundation and Perry and Associates. Dr. George Perry and Dr. Allan Alson serve as our pivotal critical friends, partners, and ILT retreat facilitators. Their collective expertise supporting schools and districts across the country have proved pivotal in our educational realignment efforts. We meet every two weeks; once on campus and the second time during our ILT retreat sessions.

#### *Business & Leadership Team*

The administrative leadership team at Business and Leadership includes Principal, Dr. García, Vice Principal, Paul Nuñez, Athletic Director, Jeanette Alvarado, campus-wide Head Counselor, Steve Baker, two academic counselors, Henry Rios and Ruben Avila, campus-wide counselor, Crystal Alvarez, and a campus-wide Literacy Resource teacher, Christine Summers. A campus wide pupil advocate assists with attendance related concerns, home

visits, connections to wrap around services, etc. Dean of Students, Julie Blied, is on a leave of absence but is expected to return at a future date. Former campus wide math resource teacher Rebecca Jimenez retired last year. English Resource teacher Rosaura Fountain recently was promoted to Vice Principal at another school but the Office of Language Acquisition deploys its centralized teachers on as needed basis.

#### *Centralized Counseling and Vice Principal Offices*

Two significant changes to our school have been the centralization of our academic counseling services (now in its second year) and our Vice Principal Offices (new this year) from three offices in different buildings to one suite in one building.

Our new counseling center, under the direction of our Head Counselor, Steve Baker, facilitates communication between the seven campus-wide counselors and two intervention counselors, students and parents; it serves as an inviting place for parents and students to receive immediate feedback and support. All nine counselors are available to support students and parents should the student's assigned counselor be unavailable. The campus-wide counseling team's mission is to *empower and support each student toward reaching their highest level of success in college, career, and life goals through genuine relationships, mutual respect, and equitable access and data driven services*. The counseling team has participated in several retreats where it has aligned its approach with the American School Counselor Association. (ASCA) national model of best practices with respect to academic, socio-emotional, and college and career supports for all students. The counseling team aims to ensure all student needs are met and supported. Toward this end, it has secured additional partners to support our wraparound services. Family Health Centers is now providing services to support students who need mental health counseling and who meet the mild/moderate designation. YMCA TIDES provides therapeutic services for students with MediCal and who meet the moderate/severe mental health designation. The therapists meet with students on campus and, if needed, provide mental health support for the family.

The counseling team has also helped to secure academic partnerships with our neighboring City College, San Diego State University (SDSU), University of San Diego, Pt Loma Nazarene University (PLNU), and University California San Diego (UCSD). For the past three years, City College has provided transfer level English courses on campus. New this year, our students are able to dual enroll in courses that include Chicano Studies, Black Studies, and Political Science at the community college (CC) campus. We plan to continue to strengthen our partnership with the CC in order offer additional course opportunities for our students that supplement their existing four year plan. SDSU, City College and UCSD support our school via Upward Bound and UCSD, USD, and PLNU provide tutors that support struggling learners.

Our counseling team has also been instrumental in ensuring that all 10<sup>th</sup> and 11<sup>th</sup> grade students take the PSAT at no cost to them. For the past three years, 9<sup>th</sup> grade students with a GPA of 3.0 or higher are invited to apply for the *Aaron Price Fellows* program via a partnership sponsored by Price Philanthropies. In addition, the Business and Leadership administration and two member counseling team hold weekly monitoring meetings to

ensure students are on track to graduate, are meeting a-g requirements, and are provided additional wraparound supports to help meet student needs.

### *Enrollment*

The school has seen a decline in enrollment since the last WASC visit due to high mobility rates in our community. In addition, approximately seven new teachers joined our school. Sadly, the district is currently experiencing a budget shortfall which will determine whether all seven will be returning next year. Nevertheless, we remain hopeful that we will maintain our cadre of teachers dedicated to the continuous improvement of our school for the foreseeable future.

### *Communication*

For the past two and a half years, our school has launched a daily *Good Morning, San Diego High School* (GMSDHS) video segment created by students where important upcoming events are highlighted for students, parents, and staff. In addition, our school sends comprehensive *Caver Weeklies* in English and Spanish to parents, staff and community members apprising them of important updates and of all events occurring on our campus.

### *Cross Pollination of A/B Schedule & Streamlined CTE Pathways*

All three schools are now on an A/B schedule allowing students to ‘cross-pollinate’ and take courses throughout campus. The A/B schedule offers eight, year- long classes shared across campus. The A/B schedule greatly benefits year-long curriculum, supports end of course/year exams, standardized testing, as well as enables extra periods for interventions, acceleration, and/or enrichment. A more robust elective offering affords students with more opportunities to explore their interests in campus-wide electives such as: Art, Engineering, Web Design, Theater and Stage Production, Culinary Arts, Journalism, Graphic Design and Business courses, among many others. Additionally, students are able to participate in the existing Career and Technical Education (CTE) pathways. The school of Business and Leadership is in the process of redesigning its pathways. Below, please find the existing CTE pathways and our collective ‘in progress’ proposed pathways:

#### **Existing Pathway**

##### **Academy of Finance**

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Business 100 →	Business Law →	Adv Acct 1-2 →	Business & Financial Markets
		Business Org Management 1-2 (elective) → Business Org Management 3-4 (elective)	

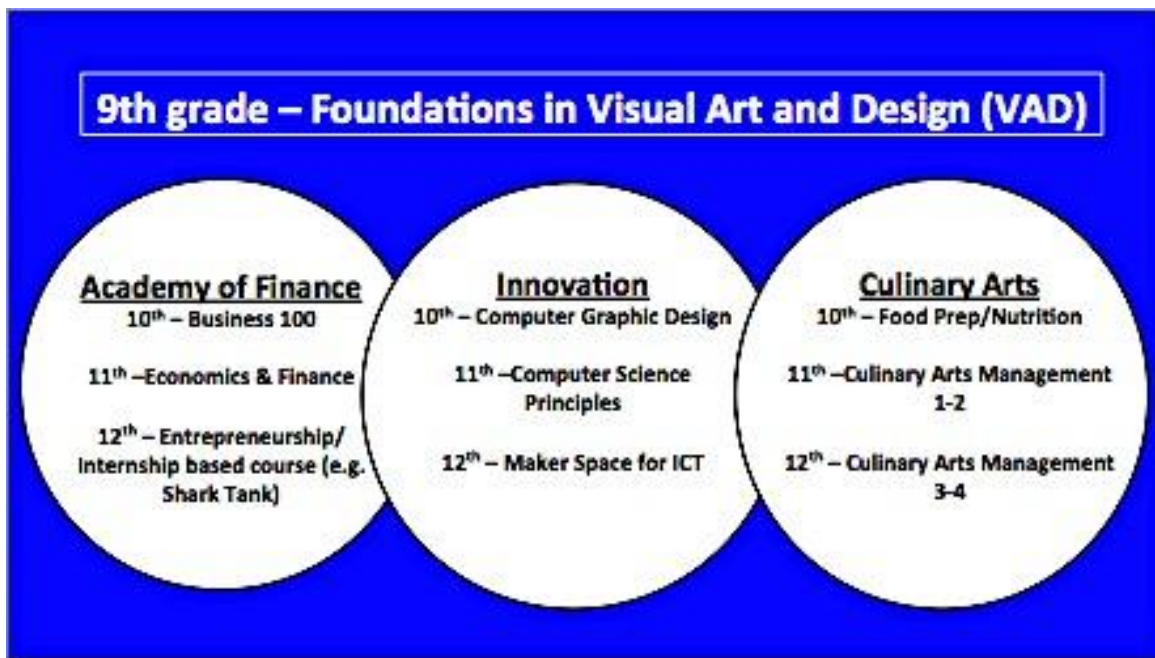
##### **Culinary Management Pathway**

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Business 100 →	Nutrition 1-2 →	Culinary Arts 1-2 →	Culinary Arts 3-4
		Concepts of Hospitality & Tourism 1-2 → Concepts of Hospitality & Tourism 3-4	

##### **Marketing Pathway**

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Business 100 →	Marketing 1-2 →	Modern Media Marketing 1-2 →	Modern Media Marketing 3-4
		Business Org Management 1-2 (elective) → Business Org Management 3-4 (elective)	

### ***In-Progress Proposed Pathway***



### ***College Trip for Juniors***

Juniors from throughout campus have the opportunity to attend a week-long College Trip aimed to motivate them to do well in high school and to make appropriate academic plans so that they can attend their dream school. New this year, is a second Southern California College Trip open to students who are interested in learning more about the Southern California public and private universities.

### ***AP Access for All Students***

As part of our efforts to increase access and equity for all students, our school partnered with Equal Opportunity Schools (EOS) to ensure AP access for all students. In it, school staff and students complete a survey and students with AP potential are highlighted. Counselor, parent and student outreach coupled with EOS efforts have allowed us to increase our student enrollment into AP and other advanced core and elective courses netting a positive impact on students from Business and Leadership (B & L). Students in B & L now have more opportunities to enroll in courses not previously offered or available. This 'cross pollination' increases opportunities to meet and collaborate with students and teachers from the other schools on campus. The changes have afforded students the ability to experience college level curriculum and the possibility to earn college credit through the AP exams and enrollment in our school's dual enrollment partnership with neighboring City College. In addition, we have also been authorized by the College Board to offer the *AP Capstone* program.

### ***Advancement Via Individual Determination (AVID) and Pilot Math Intervention Class***

All students on campus are enrolled in Advancement Via Individual Determination (AVID)

courses in grades nine through twelve. This approach allows more personalization on the tools necessary to be successful in high school. All AVID teachers have been trained in AVID methodology and incorporate tutoring, binder organization and checks, guidance of career/college pathways, as well as study skills. Every student receives a planner to help document their academic progress and responsibilities allowing each to build self-awareness and independence, and critical self-management skills. Students are also provided time during daily tutorial to work on assignments from their other courses helping them to improve their grades. In addition, AVID and other core teachers collaborate to ensure that students are implementing AVID practices in the classroom. Additionally, school counselors utilize AVID courses to address student progress and concerns toward achieving their academic and post-secondary goals, including four year plans. AVID is a key intersection of open communication between administrators, educators, parents, and students for realizing every student's potential.

For two years, the school of Business and Leadership aligned AVID with Math but decided to uncouple it so that we could pilot the pairing of Math I with a math Intervention course from the National Science Foundation (NSF). Two strong Math teachers volunteered to teach the pairing knowing the importance of ensuring students receive a solid math foundation beginning in the 9<sup>th</sup> grade. They attended a summer training from the creators of the math intervention curriculum. Students selected for the course showed math academic concerns while in middle school. We closely monitor the implementation of this new intervention course and will make adjustments after the first full year of the pilot.

### *English Language Learners*

Our redesigned new arrival center for students new to our country is succeeding. The two year program, entitled International Center (IC), allows students to be enrolled in two periods of ELD. In addition, students are mainstreamed into Integrated Math, Biology/Chemistry, Social Science, World Language, PE, and AVID. The former newcomer program prevented students from ever gaining a-g credits while the new program allows students to gain a-g compliance while acquiring and strengthening academic English. We also eliminated ESL 5-6, a non A-G course that prevented students from meeting graduation requirements. English teachers support English learners via the adopted Springboard curriculum and supplement their ELD instruction with the Springboard ELD Units.

### *Special Education*

The moderate to severe department restructured this past year making significant changes in order to increase productivity towards student goal progress. They adapted the daily program for the students to more closely mimic the typical school day of the general education environment. They now rotate among three specialized academic instruction classrooms, as well as deploy into the community for community based instruction. Students receive their core curriculum in a scaffolded setting divided by academic cognitive levels. Students now work with all staff in the moderate to severe program exposing them to more adults and their varied teaching styles on a daily basis mimicking a real world working environment. This has resulted in greater productivity for our students where the entire period now has all instruction delivered to them at their academic levels. The classes are divided into ELA, Math, and Social Studies and

Science, taught with a focus on functional skills that will directly impact their independent living and workplace readiness goals. Students are also mainstreamed into a 4 year electives program affording them the opportunity to experience as many elective classes as possible with their general education peers.

Our mild/moderate program is in its second year of realignment. The B&L Special Education lead teacher streamlines professional development for all case managers as well as ensures all students with IEPs are supported in their core classes. Toward this end, case managers and Special Education assistants push-in to general education courses to ensure IEP goals and supports are fully implemented.

Students with disabilities enjoy the depth and breadth of our campus-wide course offerings. Additional tiers of support were recently added to ensure students are successful. One tier includes the Multi Skills classes taught by Education Specialists. These courses allow students to learn in a small group environment where they are able to access the core curriculum. Case managers reteach concepts, content and strategies taught in the general education classrooms. The class is also an opportunity for students to complete their homework and for case managers to work directly with students on their caseloads. These courses also support students with organizational, writing, and typing skills. The Multi Skills class also offers opportunities for students to research, learn about specific careers, complete financial aid paperwork, create a resume, fill out job applications and practice the interview process when seeking a job.

The Transitions Skills course is also in its second year of implementation. Students enrolled in the class have mild to moderate and moderate to severe learning disabilities. This class offers students the opportunity to develop and refine social skills, to volunteer in the community, to focus on health and wellness, planning ahead, as well as improving social awareness (personal space, emotions and mindfulness). The Transition Skills Class is designed to expose students to life in the “real-world” where they learn independent living, self-help tips, steps, hints, and ‘how-to’ for independence, getting along with others, learning, and having fun. Students learn the standards that emphasize important interpersonal and communication skills – reading, writing, speaking, and listening. Students complete the ServSafe Food Handler Program training teaching students about food safety. Students in this Transitions skills class also oversee our “Caver Coffee Crew” where they personally prepare and deliver coffee to our teachers and staff. The Caver Coffee Crew has been featured and lauded in local print and news media.

The Applied English and Applied Math courses are also on their second year of implementation. These courses help students develop basic academic and daily living skills, oral/signed and written language skills.

### *Innovation Center*

Our library recently experienced a needed renovation. Our school’s credit recovery program is now part of our Innovation Center. Students in need of remediating courses are dually enrolled in our district’s virtual high school, I-High. Students experience a self-guided online platform through Edgenuity and also receive support from two full time

classroom teachers motivating each to succeed. This program provides students a pathway to earn required credits while still continuing to pursue the Business and Leadership coursework to receive a high school diploma. Moreover, an online Opportunity Success credit recovery teacher supports students with IEP's to recover credits via a smaller student-to-teacher ratio in an online credit recovery setting.

#### *IMIN/ARC Afterschool Program*

ARC is our after school partner via our after school ASSETs grant. ARC offers opportunities beginning before school at 6 am and after school until 6 pm. ARC is an *experiential education provider that strives to bridge the opportunity gap by creating transformational learning opportunities that empower youth*. In addition to extracurricular clubs like guitar, fashion, futsal, chess, flags, ballet folklórico, and cooking clubs to name a few, ARC has helped us to provide free ACT/SAT tutoring at no cost to the students. It serves as an extra layer of support with our campus' college going efforts. It also hosts after school and Saturday college trips to local universities.

ARC provides funding for daily after school tutoring. Teachers from all subject areas provide tutoring support/ assistance and many have incorporated incentives for attending the sessions. Our after school tutoring is assisting with the reduction in D's/F's. In addition, we offer specialized tutoring for student-athletes due to their varied practice schedules. In addition, the streamlined ARC 5<sup>th</sup> period Extended Day classes have been a very effective intervention for credit recovery. Students who have failed courses have an opportunity to recover credits by retaking the course during an extra period after the school day. Extended Day courses are offered based on need and run for 6 weeks Mondays through Thursdays. Students meet with their counselor for credit checks and to ensure students are placed in the correct fifth period course. Over the past two and a half years, at least 3 extended Day sessions with multiple courses have been offered throughout the school year.

#### *PASS Americorp Program*

Another organization that has joined our campus improvement efforts has been the PASS AmeriCorps Program. This intervention and mentoring program includes two mentors. Each mentor helps to support 25 students who are struggling academically, with attendance, and with citizenship. The 51 students (9th -12th grade) are monitored throughout the school year. To date, the PASS Americorps program has yielded encouraging results. These student results include a 50% to 56.86% reduction in D and F grades, 60 to 63.41% improvement in attendance, and 71% to 75% of students receiving no referrals or suspensions over the past two years, respectively.

#### *Union of Pan Asian Communities (UPAC)*

As we raise expectations across our school and as part of our mission to improve our school's culture, we launched multiple initiatives since 2015 that directly provide interventions for students with substance abuse and behavior problems. UPAC, or the Union of Pan Asian Communities, is an intervention program for students who abuse alcohol, drugs, and tobacco. UPAC is a private counseling service that is contracted through the district but placed on our campus. UPAC serves as an alternative to suspensions and

expulsions by offering students counseling, treatment, and drug testing twice a week after school for 5 months. Prior to UPAC's presence on campus, the drug and alcohol possession rate included 42 incidents in the 2013-2014 school year, 40 incidents in the 2014-2015 school year, and with the support of UPAC, 19 incidents took place in 2015- 2016, 9 incidents in 2016-2017, and 10 incidents this year.

Price Philanthropies, a local non-profit, has funded UPAC parent workshops designed to support parents whose children might be exhibiting risky behavior. These courses are meant to be preventive and have yielded rave reviews from the participants. Our goal is to continue to offer these courses to arm parents with resources to support their students.

#### *Wellness Center/Caver Closet*

Our partnership with the district's Nursing department has secured a new Wellness Center. The center launched a year and a half ago on a part time basis. Ultimately, we envision it to be a nexus of wraparound supports for students and parents. In addition, our school's Special Education lead, Marisol Dueñas, created a *Caver Closet*, a place where students can find basic necessities from clothes to shoes to toiletries at no cost to the students.

#### *Restorative Practices Initiative*

Restorative Practices—a combination of student-driven conflict resolution and community building, has been a key practice geared toward creating spaces for open dialogue and encouraging students and teachers (when applicable) to work through interpersonal conflicts in meaningful and constructive ways. Staff member and student representatives received trainings to learn how to facilitate the mediations.

#### *Caver 5 Discipline Policy and Behavior Management Plan*

For the past two years, SDHS initiated a new discipline policy that clearly communicates behavioral expectations entitled the *Caver 5*. These five include expectations for dress code, academic honesty, disruption of the learning environment, attendance, and cell phones. All teachers communicate the expectations embedded within the *Caver 5* to our students regularly. They are also included within the student's planner given to all students and on our *Caver Weekly* newsletter.

As a follow up to a 2015 WASC VC recommendation, a subcommittee of Business and Leadership teachers created a tool as an alternative to the referral process. The Behavior Management tool helps teachers remediate and document undesired student behavior while also building rapport with the student. The Behavior Protocol Log is embedded within the student planner. It facilitates communication between all stakeholders, is paired with Restorative Practices, and has made a significant impact on the number of referrals sent to the office. This can best be illustrated by incident counts reported from the past three academic years. In 2014-2015, there were 48 violent and 258 nonviolent incidents, in 2015-2016 there were 29 violent and 90 nonviolent incidents, in 2016-2017 there were 13 violent and 60 nonviolent offenses, and currently this academic school year there have been 12 violent and 38 nonviolent offenses. These collective efforts have resulted in improved behavior across campus.



### *Parent Involvement*

Our parent involvement efforts have been overhauled to ensure a more active parent participation and presence on our campus. Parents are invited to participate in course articulation selection grade level sessions with their students. For the past three years, 70% to 85% of our parents have attended our grade level articulation nights with their students. These sessions provide the school an opportunity to reinforce the importance of a-g requirements, high school and college preparedness, interventions and supports, community college course offerings, among many other topics. The school also holds multiple workshops and parent meetings to help our parents stay abreast of important information. These have included multiple FAFSA and financial aid nights, Coffee with Carmen, ACT and SAT informational sessions, immigration forums, college trip, cluster meetings, students of the month, CTE events, keynote speakers, UPAC parent informational workshops, commercial and sexual exploitation of children awareness sessions, Open House and Back to School nights, freshmen orientation session, and Title I parent involvement meetings, among others.

In addition, our newly resurgent English Learner Advisor Committee (ELAC) helps the school research, develop, and implement practices that enable students to accelerate their English acquisition. Moreover, the ELAC has created a subcommittee that annually focuses on continuing to improve attendance and reduce tardies campus-wide.

### *Parent Institute for Quality Education (PIQE)*

In order to supplement our existing school led parent involvement workshops and events, we invited PIQE to provide 8 week classes in both English and Spanish. These courses address the following topics with parents: understanding the high school system, a-g requirements, four year plans, importance of grades, higher education options, identifying financial aid options, among other topics. Parents ‘graduate’ at the end of the eight sessions and as a result are more involved in their children’s education. We are now offering level two PIQE courses for parents to continue to learn strategies to support their students.

### *Caver Weekly and PTSA*

The school also distributes weekly newsletters entitled *Caver Weekly* where parents, staff and stakeholders are apprised of all activities taking place on campus. Our Parent Teacher Student Association (PTSA) maintains a strong presence on our campus and helps to lead workshops to support parent and student needs.



# Chapter III

## Ongoing School Improvement



### **Chapter III: Ongoing School Improvement**

The School of Business and Leadership (B&L) clearly understands that school improvement efforts do not only occur during WASC cycles and that the successful implementation of school reform efforts, via the continued monitoring of the school-wide action plan, is ongoing and achieved through the collaboration of all stakeholders. The joint cooperation between the school administrators, teachers, parents, students, and community stakeholders has been instrumental in the implementation of our school reform efforts of the past three years.

The implementation of the action plan goals and VC recommendations began immediately after both 2015 and 2017 WASC visits. The Business and Leadership ILT oversaw the goals from the 2015 visit in preparation for the 2017 WASC visit and the campus-wide ILT (BLILT joined the campus- wide ILT in order to align expectations across campus and to eliminate duplicative efforts) as well as all of the B and L staff oversaw the efforts in preparation for the 2018 visit.

The counseling team focused on the goal of developing purposeful student driven guidance plans for students in grades 9-12 to ensure a-g compliance in time for graduation. Toward this end, weekly monitoring meetings continue to take place between counselors and administrators to ensure students are placed in the appropriate grade level course and that students in need of additional support are afforded either academic or socio-emotional wrap around services.

The campus-wide Instructional Leadership team oversees the efforts to provide a broad and challenging curriculum and to create a system to embed assessments into the school culture. The campus-wide ILT meets on a monthly basis to vertically and horizontally align curriculum across every subject and every grade level as well as to ensure assessments are embedded within each curriculum unit.

The principal keeps parents and stakeholders apprised of our progress via parent meetings, Coffee with Carmen, School Site Council, cluster, ELAC, PTSA, Alumni Association, Alumni Foundation, Lunch with Dr. Garcia, and advisory board meetings. In addition, the Caver Weekly, the school's robust newsletter, keeps community and parents apprised of our school's numerous activities.

Our student voice is embedded throughout our school improvement efforts. Our intervention counselor created a survey that asked for students' perceptions on motivation, school connectedness, socio-emotional needs, guidance lesson topics, goal setting, wrap around services, self efficacy, four year plans, post secondary plans, among others. In addition, counselors also held focus group sessions that shed light on the reasons why students struggle, what we could do as a school to better support them (teachers, school, and counselors), and what services they felt they could use more of on campus, to name a few topics. These data points informed our school reform efforts.

The preparation of the mid-cycle report included all stakeholders. The goals were embedded during every monthly staff meetings. A subcommittee then organized the supporting data, compiled all sections and edited for clarity and style.





# Chapter IV

## Progress on Critical Areas for Follow-up/Schoolwide Action Plan





## **Chapter IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan**

The 2017 WASC Visiting Committee recommended the following, along with several additional recommendations, for Business and Leadership to move forward:

- I. Continue to revisit and monitor progress on Action Plans with measurable goals  
In April 2017, B&L's Action Plan goals included:
  1. Continue to implement the SDHS Framework including vertically and horizontally aligning curriculum with embedded assessments
  2. Continued focus on English and Math achievement and preparedness
  3. Engage parents to participate in school-wide activities and programs and provide opportunities for them to acquire important knowledge and skills to become involved partners in supporting their student's education
  4. High expectations campus-wide for student achievement, behavior, attendance, punctuality and dress.
- II. Continue to revisit and monitor progress on all WASC committee identified critical areas of need from 2015, specifically:
  - a. the creation, delivery, and analysis of formative assessments at all grade levels in order to ensure that effective data is used to drive instruction
  - b. devise data-driven strategies to ensure that rigorous instruction is present, understood, and measurable in all classes
  - c. implement a student driven, four year guidance plan for all students to ensure a-g compliance and a timely graduation
- III. Continue to develop, implement, and monitor rigorous instructional strategies to reach every student in all classrooms

In addition, the Visiting Committee identified the following areas to be addressed to ensure that all stakeholders

- IV. Continue to revisit and monitor the 5 expected outcomes to be accomplished through the continuing WASC self-study process cycle.
- V. Revisit and revise the SDHS B&L Schoolwide Learner Outcomes to reflect the global competencies and 21st century goals expected of each student graduating from San Diego High School of Business and Leadership

**I1: Action Plan Goal #1**

*Continue to implement the SDHS Framework including vertically and horizontally aligning curriculum with embedded assessments (also addresses 2017 VC recommendation IIa-c, III & IV)*

Actions	Supporting Evidence	Impact on Student Achievement
<ul style="list-style-type: none"> <li>Continued ILT and Department meetings to co-create curriculum and assessments</li> <li>Guaranteed and viable curriculum that is standards aligned with pre and post assessments to address student access to the curriculum</li> <li>Common preps in all subject areas in the master schedule</li> <li>Continued peer collegial walkthroughs to collate and observe best practices</li> <li>Continued professional development to build capacity among staff</li> <li>Continued to provide professional learning opportunities for departments to share progress and gain feedback from other departments</li> <li>Supported/shared progress via department meetings and PLCs</li> <li>Continually evaluated progress with alignment of curriculum as it relates to the SDHS framework and conducted gap analyses to support next steps.</li> </ul>	<ul style="list-style-type: none"> <li>ILT monthly agendas for the past three years</li> <li>Weekly Department common prep meetings/PLC's</li> <li>Monthly Pullout days</li> <li>Department Tuesdays (typically twice a month)</li> <li>PLC, ILT, Capacity building Teacher led workshops</li> <li>Instructional strategies and interventions</li> <li>PD from professional organizations: NCTM, AVID, CCTE educating for careers, etc)</li> <li>Weekly Counselor/Administrator data/progress meetings</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum units to better identify the needs each student and to provide necessary supports</li> <li>Assessments connected to units and help to inform instruction</li> <li>Increase in student access to instruction as noted by student grades; for instance, reduction in number of D and F grade rates</li> <li>Improvement in SBAC performance levels</li> <li>Improvement in Student work</li> <li>Improved graduation rates</li> </ul>

<ul style="list-style-type: none"> <li>• Integrated data review meetings with administrators and counselors to address student achievement and student progress with grades.</li> </ul>		
<b>Actions Outlined By Department</b>		
<p><i>English</i></p> <ul style="list-style-type: none"> <li>• Grade level course alike school-wide ILT membership</li> <li>• Horizontal and vertical alignment across campus to ensure consistency; alignment is an ongoing process as student needs change</li> <li>• Meetings for calibration of assignments</li> <li>• Upload units and formative assessments to Curriculum Warehouse to ensure delivery of formative assessments at all grade levels</li> <li>• Use of standards-based curriculum (Springboard and AP)</li> <li>• Calibration of assessments (both formative and summative)</li> <li>• Aligning rubrics</li> <li>• Use of school-wide reading assessment results</li> </ul> <p><i>History/Social Studies</i></p> <ul style="list-style-type: none"> <li>• Developed department-wide unit plans and common assessments for courses</li> <li>• Use of common assessments and analysis</li> <li>• PLC meetings to analyze data</li> <li>• Departmental peer observations to observe best practices</li> <li>• Mock Trial as an extension to the curriculum</li> <li>• Grade conferencing for Academy of Finance Students</li> <li>• Grade print outs for 10th grade World History students.</li> </ul> <p><i>Math</i></p> <ul style="list-style-type: none"> <li>• Created common formative assessments</li> <li>• In our bi-weekly course alike meetings, we are creating unit plans collectively to ensure all standards are taught, as well as sharing strategies to avoid common misconceptions students might have</li> <li>• Collaborating in bi-weekly course-alike meetings to discuss best practice strategies for all students.</li> <li>• Teachers are also being sent to conferences to attend sessions covering best practice strategies for all students as well as specific at-risk groups of students.</li> <li>• Created templates/protocol for interpreting the assessments</li> <li>• Currently in process of using the data from the assessment review to drive revision of curriculum.</li> <li>• Depth of Knowledge (DOK) models are used when creating the common assessments to ensure a variety of entry points for all students, as well as to ensure academic rigor by</li> </ul>		

including questions from all levels of the DOK chart.

- We are able to include a variety of DOK level questions in our day-to-day instruction.

#### *Science*

- Developed common pre- and post assessments for each course alike based on the standards
- Uploaded to Curriculum Warehouse, where there is also a scoring rubric using the Marzano scale.
- Coordinated windows for assessment administration
- Discussed/analyzed the results at the department meetings/PLC's
- As a course alike, we analyzed the common assessments after administration.
- Also used an initial department-wide common assessment to identify student needs (ex. graphing) to better incorporate into all the units.
- All data are uploaded into Illuminate in order to centralize and standardize the data for complex-wide analysis.
- Created a streamlined method of communication where students are aware of assignments, deadlines, and materials (Canvas, Google Classroom, classroom binder, PowerSchool, etc.)
- As a department, we all provided tutoring time outside of the classroom.
- As a department, we frequently integrated technology into our lessons and activities.
- Developed and implemented lab activities that allow for all modalities of learning, and hands on experience.
- Frequently offer group work activities, and give students daily opportunities to use target vocabulary in meaningful ways and demonstrate understanding.

#### *AVID*

- Developed common units by grade level
- Uploading progress to date to SDHS Curriculum Warehouse
- Writing, Reading, and Vocabulary assessments to students to provide a baseline
- Use of briefly constructed responses to gauge students
- Use of college prompts
- Collaborative projects
- College tutorials
- Peer tutorials
- Adaptive assignments for students with special needs
- Use of additional scaffolding for ELD in target language to reach more students (International Center)

#### *World Language*

- Developed common units and assessments
- Developed common rubrics within units
- Implementation of assessments and units
- Assessment review and revision at weekly course alike meetings and monthly pullouts

- Use of collaborative conversation activities
- Language scaffolding
- Audio/visual presentation
- Use of exits slips to check for student understanding
- Informal student check-ins during class
- Use of additional afterschool tutoring and Saturday school for extra help and enrichment

#### *Special Education*

- Implementation of Study Skill classes
- Consultation and collaboration with general education teachers to ensure instruction is delivered in a variety of ways for increased student access
- Department meeting focused on shared assessments.
- Using info from our assessments to individually provide accommodations for each student's personal needs.
- Use of push-in support, re-teaching, and afterschool tutoring with SpEd supports to reach students and ensure understanding
- Student progress is assessed and measured multiple times throughout the year
- Consult with individual students to discuss progress, needs and concerns.
- Providing accommodations for formative assessments in Gen Ed classrooms.
- Uniform assessment folder created in reading, writing and math.

#### *Electives & CCTE Courses (Culinary Arts Management, Business coursework, Computer Science coursework)*

- Multiple PD days to align curriculum departmentally and within CCTE,
- Exchanged lesson plans and rubrics frequently, (where appropriate)
- Exchanged best teaching practices
- Warm-ups to access prior student knowledge and touch base with students and devise self-help strategies
- Often reviewed the data from online training modules and utilized that to focus on subjects that need more clarification.
- Rubrics used for each lab where students are expected to use foundational knowledge and are graded accordingly.
- Work closely with the district to align CCTE Standards.
- Work with Community college district and ILT best practices, utilizing tests and lesson plans to maintain rigor and standardization.
- Repetition of foundational knowledge of workplace expectations and safety and sanitation.
- Alignment of best practices for workplace practices and culinary management curriculum directly derived from CRAF- San Diego Chapter
- Extensive research and application of Marzano educational data-driven strategies
- Use icebreakers and collaborative conversation to determine student depth of knowledge to customize how instruction is driven



- Revising curriculum to make the material more accessible to more students.
- Providing students more time to process the information and skills being taught,
- Incorporating field trips with industry partners to allow the students to work with business concepts in a different setting
- Almost every task, project, formative and summative assessments are done in a collaborative manner with the goal that all students actively participate, interact, and problem solve. The goal is mastery and filling in any gaps that may exist in their learning.
- Use of partnerships with outside agencies (e.g. National Science Foundation AP Mobile Computer Science Project)
- Work with teachers from all over the world; continue developing and mentoring to provide high quality and engaging curriculum that encourages greater participation and diversity for students
- Active member of the California Computer Science Teachers Association in San Diego and collaborate weekly with district experts.
- Results from all assessments are statistically analyzed and compared with teachers nationally.
- Membership of SDHS ILT, UCSD, and San Diego State University for the last several years to improve use, application, and interpretation of collected data.
- Collaboration with Dr. Beth Simon and Guthells (UCSD), Art Lopez (Sweetwater/College Board) with the development of hands-on learning strategies/activities to aid in deep-learning of complex and difficult concepts.

#### Actions Outlined by Grade Level – Strategies used to supporting struggling students & addressing increased rigor in the classroom

##### *9<sup>th</sup> Grade*

- Providing instantaneous feedback
- Continued work on creating an environment that allows students to remain focused
- Additional scaffolding
- Breaking/chunking information up into pieces
- Use of college tutors and peer tutors
- Quick responses and monitoring
- Pushing the “why” of what we’re doing and “where we’re going” - gives the students a sense of purpose
- Providing samples and models
- Motivate students - let them know they CAN do the work
- Provide access to tutoring before school, during lunch, and after school.
- One-on-one tutoring during prep periods.
- Use messenger to contact parents about failing students
- Self-evaluations on how they have been doing throughout the year
- Giving students the chance to retake tests (mastery)

- Goal setting with students (individually) and having them share those goals with their parents.

#### *10<sup>th</sup> Grade*

- Use of PASS Americorp mentors/tutors
- Leveraging Upward Bound and WAHUPA Talent Search
- Leverage afterschool/lunch tutoring tutoring
- Use of intervention counselors
- SARB recommendation to school counselor or Pupil Advocate
- Wellness Center referral
- Phone calls home to speak to parents/guardians
- Print out assignments in PowerSchool and give to students to help them understand where they are in class
- Use of proximity and attention
- Use of rubrics and proficiency scales to address increased rigor and student understanding
- Collaborative Work
- Work Revision
- Collaborative Exams
- Modeling (thought process)
- Displayed work to improve and self edit

#### *11<sup>th</sup> Grade*

- One on one conferences
- Self Grade Checks and game plan on how to make up missing work
- Holding office hours weekly (after school and during lunch)
- Leveraging study skills class (IEP)
- Afterschool tutoring
- Use of Google Classroom which allows access to all assignments remotely
- Keep grades up to date in grade book
- Scaffolding - lots of time doing so
- Reduced penalty for late work
- Retake tests, can make homework and test corrections
- Whole group instruction
- Clear expectations and routine
- More math, vocabulary development, writing, deeper in core subjects

#### *12<sup>th</sup> Grade*

- Offer make up exams, provide study guides, offer workshops, collaborating with other course alike teachers
- After school and lunch tutoring hours
- Schedule meetings with parents
- Allow late work
- Review test materials beforehand

- Individual student conferences
- Scaffolding and differentiating lessons
- Checking for understanding activities
- Varying the Depth of Knowledge (DOK) levels in questions
- Creating multiple entry points into content

## **I2: Action Plan Goal #2**

Continued focus on English and Math achievement and preparedness (also addresses 2017 VC recommendation IIa-c, III & IV)

<b>Actions</b>	<b>Supporting Evidence</b>	<b>Impact on Student Achievement</b>
<ul style="list-style-type: none"> <li>• Continued development toward vertically and horizontally aligning curriculum in English and Math</li> <li>• Gathered and reviewed student data—SBAC, PSAT, student transcripts, course assessment and student work to inform instruction and adjust as needed.</li> <li>• Continued emphasis on communicating reasoning and vocabulary in math instruction</li> <li>• Continued emphasis on critical thinking, inquiry, and writing in English</li> <li>• Teaching strategies for decoding and interpreting word problems or difficult passages</li> <li>• Provided differentiated instruction where needed</li> </ul>	<ul style="list-style-type: none"> <li>• Course assessments</li> <li>• SBAC Scores</li> <li>• PSAT/SAT/ACT Scores</li> <li>• Student Grades</li> <li>• Tutorial Attendance</li> <li>• Positive parent phone calls</li> <li>• Tutors (peer and college) to core classes</li> <li>• Tutors (peer and from college) to math intervention class (60 hours per week from college tutors)</li> <li>• 45 hours per tutor per quarter from UCSD</li> </ul>	<p>ELA Goals:</p> <ul style="list-style-type: none"> <li>• At the end of 2017 school year, 81% of San Diego Business Students passed ELA courses. We are continuing to work to increase pass rates.</li> </ul> <p>SBAC Goals:</p> <ul style="list-style-type: none"> <li>• The number of students who have met or exceeded grade-level standards as measured by the ELA Smarter Balanced assessment has increased from 24% to 28%. We are committed to the work to improve continued progress.</li> </ul> <p>Math Goals:</p> <ul style="list-style-type: none"> <li>• At the end of 2016-2017 school year, 59% of San Diego Business and Leadership students passed Math courses. Currently (spring, 2018), 78% of students are on track to pass math courses. We will continue to work to increase pass rates.</li> </ul> <p>SBAC Math Goals</p> <ul style="list-style-type: none"> <li>• By June 2017, the percentage</li> </ul>

<ul style="list-style-type: none"> <li>Created math intervention courses for Tier 3 students to take concurrently with their Integrated Math course</li> <li>Created focused Saturday Academies with an emphasis on Math and English</li> <li>Collaboration between the teacher and special education teacher and/or assistant in English and Math to offer additional tutoring/support</li> </ul>		<p>of students who met or exceeded grade-level standards as measured by the Math Smart Balanced Test increased from 5 % to 10%. We are committed to the work to improve continued progress.</p>
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### I3: Action Plan Goal #3

*Engage parents to participate in school-wide activities and programs and provide opportunities for them to acquire important knowledge and skills to become involved partners in supporting their student's education (also addresses 2017 VC recommendation IV)*

Actions	Supporting Evidence	Impact on Student Achievement
<ul style="list-style-type: none"> <li>Continued to provide a welcoming environment for parents and families</li> <li>Continued to invite and encourage parents to become active members in PTSA, ELAC and other school-wide entities</li> <li>Caver Weekly in English and Spanish</li> <li>Replicated National Parent Involvement events throughout the school year</li> <li>Streamlined parent access to attendance clerks, counselors, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Calendars</li> <li>Program flyers</li> <li>Flyers</li> <li>Sign-in sheets</li> <li>Event documentation (pictures, video, etc.)</li> <li>Counselor logs</li> <li>Caver Weekly sent to families in both languages on a weekly basis</li> <li>Parent Institute for Quality Education (PIQE) Level 1 and Level 2 courses</li> <li>Workshops designed</li> </ul>	<ul style="list-style-type: none"> <li>At the end of the 2016-2017 school year, 100% of San Diego Business and Leadership Parents/Guardians received at least one proactive and personal communication from counselors to gain improve in Parent/Community Engagement.</li> <li>By the end of this school year, 100% of San Diego Business and Leadership</li> </ul>

<ul style="list-style-type: none"> <li>• Streamlined phone tree to improve access</li> <li>• Provided Parent Portal trainings</li> <li>• Provided PIQE parent workshops in English and Spanish</li> <li>• Provided Integrated Parent University classes</li> <li>• Provided UPAC parent workshops</li> <li>• Integrated Parent forums on topics they find useful—immigration, legal advice, mental health, drug use, adolescent communication, etc.</li> <li>• Streamlined access and communication with school counselors</li> </ul>	<p>based on parent needs: immigration, financial aid, drugs and alcohol, mental health, among others</p> <ul style="list-style-type: none"> <li>• Coffee with the Counselor</li> <li>• National Parent Involvement Day</li> <li>• Parent Portal</li> <li>• Parent Survey</li> <li>• ELAC Parent Survey</li> </ul>	<p>Parents/Guardians will have received proactive and personal communication more than once from counselors to improve Parent and Community Engagement.</p>
<p><b>Actions Outlined By Teachers for Parent Communication</b></p>		
<ul style="list-style-type: none"> <li>• Calling parents using Messenger on PowerSchool</li> <li>• Calling parents directly</li> <li>• Use of the RemindApp for both parent and student communication</li> <li>• Open house individual invitations</li> <li>• Email to parents for positive feedback and/or concerns</li> <li>• Parent-teacher conferences</li> <li>• Ask VPs, counselors, Special Ed, and security for help in communicating with parents if there is a language barrier.</li> <li>• Message books (carbon copy) - write a note for students doing well and have them share it with their parents and peers</li> <li>• Student of the Month communicates to parents that their student is doing well and invite them to come to campus to celebrate their child's success.</li> <li>• Positive Phone Contacts</li> <li>• Syllabus with parent signature</li> <li>• Teacher Websites</li> <li>• Parent Report (PowerSchool with required parent signature)</li> <li>• Autodialer to let parents know when students are missing assignments</li> <li>• Parent Connect meetings</li> <li>• Conversations centered on "How can we help you to help your son/daughter...?"</li> </ul>		



#### **I4: Action Plan Goal #4**

*Campus-wide high expectations for student achievement, behavior, attendance, punctuality and dress (also addresses 2017 VC recommendation IIa-c, III, IV, and V)*

<b>Actions</b>	<b>Supporting Evidence</b>	<b>Impact on Student Achievement</b>
<ul style="list-style-type: none"> <li>Continued to utilize GMSDHS</li> <li>Continued to implement the teacher developed and administrator supported SDHS behavior protocol</li> <li>Continued to implement the Caver Five School-wide expectations</li> <li>Continued to expand restorative practices</li> <li>Continued home visits for students needing support with attendance, behavior and tardies</li> <li>Continued to hold student assemblies to set expectations and outline support systems we have in place for them</li> <li>Continued to streamline reward systems for students that are doing well and incentivize additional students</li> <li>Extended Lunch on Tuesdays for students without D and F grades</li> <li>Provided tiered systems of support to meet the individual needs of students</li> <li>Applied for grants to help fund bus passes for students that cannot afford them</li> <li>Continued positive communication between school staff (teachers, counselors,</li> </ul>	<ul style="list-style-type: none"> <li>Behavior incidents log</li> <li>Attendance/ADA</li> <li>Number of Tardies</li> <li>Student feedback</li> <li>Staff feedback</li> <li>Parent feedback</li> <li>4-year plans</li> <li>Counselor Guidance curriculum</li> <li>EOS</li> <li>Enrollment in AP, Community College, and UCSD courses</li> <li>ILT meetings</li> <li>ELAC and Attendance subcommittee</li> </ul>	<p>As of June 2017:</p> <ul style="list-style-type: none"> <li>We achieved 94% graduation rate.</li> <li>Increased enrollment in AP and Community College courses.</li> <li>Attendance rate was 94%.</li> <li>Decreased number of tardies from the previous year.</li> <li>Teachers are continuing to use the behavior protocol to address behavior at the lowest level.</li> </ul> <p>By the end of the 2017-18 school year:</p> <ul style="list-style-type: none"> <li>We will have achieved 95% graduation rate.</li> <li>We will have doubled enrollment in Community College Course.</li> <li>We will have increased AP enrollment as compared to last year. To date 60% of enrolled students in AP courses are taking 2 or more AP courses.</li> <li>We are on track for more than 1000 fewer tardies this school year as compared to last.</li> <li>On track to have a decrease in the referral and</li> </ul>

<p>administration), parents, and students</p> <ul style="list-style-type: none"> <li>Continued to assess parents to gauge interests and needs</li> <li>Developed a 50 peer mentorship program</li> <li>Continued to stock and use the Caver Closet for needy students</li> <li>Continued to use motivational speakers and other intervention strategies to connect with and support students</li> <li>Provided staff meetings where teachers can brainstorm ideas to increase student achievement and support strategies for students</li> <li>Conducted research and staff discussions on equitable and fair grading practices focused on mastery</li> <li>Continued to grow a culture of achievement via AVID classes and Counselor presentations—a-g presentations, 4 year plans, graduation requirements</li> <li>Continued to provide tutoring opportunities for students</li> <li>Developed an AVID Peer Mentorship Program where students push into AVID classes and provide academic tutoring</li> </ul>		<p>suspensions rate of fewer than 50. We currently have 44 to date.</p> <ul style="list-style-type: none"> <li>More students attending the various trips to college campuses and CA state trip, southern CA trip, and local trip to (grow and support the 11<sup>th</sup> grade college trip). As a result, we are projecting more students will be attending post -secondary schools.</li> </ul>
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<ul style="list-style-type: none"> <li>● Fostered additional mentorship opportunities</li> <li>● Conducted additional student focus group sessions to gain student perspectives on a variety of topics</li> <li>● Continued to work with the ELAC subcommittee focusing on reducing tardies and chronic absences</li> <li>● Provided grade level specific student/parent meeting regarding expectations for academics, behavior, attendance, etc.</li> <li>● Continued to work with EOS and enrolled more students in AP and other advanced courses</li> <li>● Continued to work with our university partners to strengthen a culture of achievement</li> <li>● Continued to enroll students in the Community College</li> <li>● Cultivated and supported the 11<sup>th</sup> grade college trip for all Juniors</li> </ul>		
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<b>IIc. 2017 VC Recommendation</b> <i>Implement a student driven, four year guidance plan for all students to ensure a-g compliance and a timely graduation</i>		
<b>Actions</b>	<b>Supporting Evidence</b>	<b>Impact on Student Achievement</b>
<ul style="list-style-type: none"> <li>Streamlined course offerings</li> <li>Created 4-Year Plan/Course of Study</li> <li>Credit checks for each student</li> <li>Visited Classrooms to present various academic topics</li> <li>School Counselor conducted classroom presentations on developing a high school 4-year plan.</li> <li>Counselors held student one-on-one meetings to ensure course selection and articulation for the following school year</li> <li>Conducted pre-assessment before group presentations to determine prior knowledge</li> <li>Conducted student needs assessment</li> <li>Conducted Home Visits</li> <li>Conducted course articulation sessions with parents and students</li> <li>Supported students with college application and financial aid</li> <li>Encouraged enrollment in rigorous courses (AP, Community College, and UCSD)</li> <li>Schoolwide counselor to support tier II and Tier III students</li> </ul>	<ul style="list-style-type: none"> <li>Course offerings</li> <li>Articulation Form</li> <li>Articulation PowerPoint Presentations</li> <li>EOS Survey Results</li> <li>4-year Plans/Course of Study</li> <li>School Counselors</li> <li>Intervention Counselors</li> <li>Administration</li> <li>Registrar</li> <li>SDHS Pupil Advocate</li> <li>Content Teachers</li> <li>Student informational meetings with Counselor</li> <li>WAHUPA, Upward Bound, Cal Soap, TRIO</li> <li>AVID Teachers</li> <li>Parent Meetings</li> <li>Student Needs Assessment data</li> </ul>	<ul style="list-style-type: none"> <li>Starting with the Class of 2016, SDUSD adopted new graduation requirements that closely mirrored UC/CSU a-g university entrance requirements. As a result, our course offerings were streamlined to better meet the needs of our students by eliminating many non a-g courses.</li> <li>Furthermore, through our partnership with EOS, we were able to identify potential AP students and included additional AP courses during our articulation process. As a result, we now offer AP Psychology, AP Computer Science Principles, AP Drawing Portfolio and AP 2-D Design, AP Biology, and AP European History, among others. We have an increase in students enrolled in AP courses, including many first time AP course takers.</li> <li>The changes in course options and the work that our campus-wide ILT has undertaken to strengthen and align</li> </ul>

		<p>curriculum has added to the increasing success of our students in the classroom.</p> <ul style="list-style-type: none"> <li>● High school graduation rates for Business &amp; Leadership have improved over the last 3 academic school years. Four years ago, 72.9% of Business &amp; Leadership students graduated in 4 years while the last academic year saw a 92% graduation rate. We are on track to graduate 94% of our students.</li> <li>● More students are graduating, more underclassmen are on track to graduate and more students are taking AP courses and applying to 4 year universities.</li> <li>● A 4-year plan/Course of Study is co-created with and for each student.</li> <li>● The 4 year plan gives students an opportunity to earn a-g credit and meet graduation and university entrance requirements.</li> <li>● Credit checks are conducted on an on-going basis at least once per semester to ensure</li> </ul>
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		<p>students are on track to matriculate to the next grade and to graduate.</p> <ul style="list-style-type: none"> <li>● As noted in chapter one, D and F grades have decreased, more students are taking AP courses, and students are graduating at a higher rate.</li> <li>● Counselors visit classrooms periodically to inform students of academic updates as well as to provide resources for socio-emotional support.</li> <li>● Home visits help students complete their four year plans by ensuring parents and guardians are apprised of academic and behavioral expectations. Students improve both academically and behaviorally after home visits are conducted.</li> <li>● Our school aims to empower parents to be active participants in their children's education. Toward this end, all parents are encouraged to attend course articulation sessions where we provide informational sessions on a-g</li> </ul>
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		<p>coursework, four year plans, making sure their students are on track to graduate, offer resources available to support students, as well as the selection of rigorous courses for the subsequent year.</p> <ul style="list-style-type: none"> <li>● Roughly 70-85% of parents attended the course articulation sessions with their students</li> <li>● All presentations were translated to ensure the message was delivered effectively</li> <li>● 9-11<sup>th</sup> grade AVID teachers support students with the AVID curriculum to ensure students progress academically and complete their four year plans.</li> <li>● 12<sup>th</sup> grade AVID teachers and counselors support students with the college application and financial aid process. Counselors also provide technical support to all students.</li> <li>● In addition, financial aid nights are conducted by school personnel and post-secondary partners on how to complete the required forms.</li> <li>● Counselors and AVID also helped students</li> </ul>
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		<p>complete the Promise Scholarship application with the San Diego Community College (SDCC). AB19 now makes applying to the Promise Scholarship obsolete.</p> <ul style="list-style-type: none"> <li>• Students receive multiple Accuplacer presentations from school counselors and SDCC personnel.</li> <li>• Counselors walk students to neighboring City College to take the Accuplacer exam.</li> <li>• We encourage our most disenfranchised students to enroll in AP and other advanced courses. We believe that success begets success. As a result, additional AP courses were added to the master schedule based on student interest</li> <li>• In addition, our partnership with the SDCC has allowed students the opportunity to enroll in college level courses at no cost, gain high school and college credit, receive books at no cost and receive weighted GPA credit.</li> <li>• These accelerated courses help us to create</li> </ul>
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		<p>a culture of achievement on campus.</p> <ul style="list-style-type: none"> <li>• For the past two years, our district has funded additional counseling support to assist our Tier II and Tier III students. Our extra counselors partner with B&amp;L's school counselors to better assist all students with the goal of supporting all students reach our high expectations.</li> </ul>
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**2017 VC Recommendation Item V:**

*Revisit and revise the SDHS B&L Schoolwide Learner Outcomes to reflect the global competencies and 21st century goals expected of each student graduating from San Diego High School of Business and Leadership*

**Action:**

For the past academic school year, the school, along with its stakeholders, has been engaged in a process to analyze its pathways and course offerings in order to better support student needs. The school currently has a preliminary pathway revision plan (see chapter 2) and comprehensive list of 20 potential Student Learner Outcomes waiting to be further discussed, analyzed and finalized. We anticipate the refinement process will take a few more months.



# Chapter V

## Schoolwide Action Plan Refinements



## **Chapter V: Schoolwide Action Plan Refinements**

In light of the progress made on the Action Plan since our last WASC visit in March 2017, we updated our school wide action plan to reflect these changes.

### **Updated School Wide Action**

#### **Plan Systemic Overarching Goal**

Continue to integrate a Multi-Tiered System of Supports (MTSS) framework that addresses academic, behavioral, and social-emotional needs of students. The implementation of our school's MTSS framework will be achieved through ongoing capacity building, distributed leadership via the campus-wide ILT, department and course-alike leads and their respective Professional Learning Communities, parental and community involvement, and an on-going revisiting of existing course offerings and pathways to better support and engage all students. Ultimately, our school community will continue to thrive in our co-created shared culture of achievement via high expectations in all courses (with a special focus on English and Mathematics), increased parent involvement, and continuous improvement of academic, behavior and attendance for all students.

#### **Goals**

1. Continue to implement the SDHS Framework including vertically and horizontally aligning curriculum with embedded pre and post assessments.
2. Continue to focus on *all* course achievement and preparedness with a special emphasis on English and Mathematics.
3. Engage parents to participate in school-wide activities and programs and provide opportunities for them to acquire important knowledge and skills to become involved partners in support of their children's education.
4. Campus-wide high expectations for student achievement, behavior, attendance, punctuality, and dress.
5. Continue to evaluate and revise existing course offerings and pathways to better support and engage all students (courses, pathways, Student Learner Outcomes, etc).



<b>Goal 1: Continue to implement the SDHS Framework including vertically and horizontally aligning curriculum with embedded pre and post assessments</b>		
<b>Person(s) Responsible</b>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Vice-Principal</li> <li>• ILT Members</li> <li>• All teachers</li> <li>• SDUSD support staff</li> </ul>	<b>Action Steps:</b> <ul style="list-style-type: none"> <li>• Continue ILT and Department meetings to co-create curriculum and assessments</li> <li>• Common preps in all subject areas in the master schedule</li> <li>• Continue peer collegial walkthroughs to collate and observe best practices</li> <li>• Continue professional development to build capacity among staff</li> <li>• Continue to provide professional learning opportunities for departments to share progress and gain feedback from other departments</li> <li>• Support/share progress via department meetings and PLCs</li> <li>• Continually evaluate progress with alignment of curriculum as it relates to the SDHS framework and conduct</li> </ul>
<b>Timeline</b>	<ul style="list-style-type: none"> <li>• Ongoing Weekly Department common prep meetings</li> <li>• Monthly Pullout days</li> <li>• Department Tuesdays (typically twice a month)</li> <li>• By June 2018 every course alike subject will have 6 common units with embedded pre/post common assessments. Teachers are tasked with updating curriculum units and assessments on an ongoing basis.</li> </ul>	

<b>Report of Progress &amp; Assessment</b>	<ul style="list-style-type: none"> <li>• Curriculum units</li> <li>• Assessments</li> <li>• Student grades</li> <li>• SBAC Scores</li> <li>• Student work</li> </ul>	<p>gap analyses to support next steps.</p> <ul style="list-style-type: none"> <li>• Continue to upload updated curriculum units on the SDHS curriculum warehouse</li> <li>• Focus on creating purposeful and explicit lesson objectives in order to define success criteria for students</li> </ul>
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<b>Goal 2: Continued focus on all course achievement and preparedness with a special emphasis on English and Mathematics.</b>		
<b>Person(s) Responsible</b>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Vice-Principal</li> <li>• Math Teachers</li> <li>• English Teachers</li> <li>• AVID Teachers</li> <li>• All Teachers</li> <li>• School Counselors</li> <li>• Special Education Teachers</li> <li>• SDUSD support staff</li> </ul>	<p><b>Action Steps:</b></p> <ul style="list-style-type: none"> <li>• Continue to work toward vertically and horizontally aligning curriculum in all courses</li> <li>• Continue to strengthen course-alike PLC's to analyze common unit assessments to inform instruction</li> </ul>
<b>Timeline</b>	<p>Ongoing</p> <p>ELA Goals:</p> <ul style="list-style-type: none"> <li>• By 06/15/2018, 85 % of San Diego Business Students will be on track for passing in ELA courses, increasing from 83 % to 85%, a gain of 2% points.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to implement the SDHS Framework, focus on Elmore's Instructional Core, and implement the SDHS Teaching Cycle</li> <li>• Gather and review student data—SBAC, PSAT, student transcripts, course assessment and student</li> </ul>

<p><b>Timeline, continued</b></p>	<ul style="list-style-type: none"> <li>• By 06/15/2019, 88 % of San Diego Business Students will be on track for passing in ELA courses, increasing from 85% to 88%, a gain of 3% points.</li> <li>• By 6/15/2020, 90 % of San Diego Business Students will be on track for passing in ELA courses, increasing from 88% to 90%, a gain of 2% points.</li> </ul> <p>SBAC Goals:</p> <ul style="list-style-type: none"> <li>• By June 2018, the percentage of students who meet or exceed grade-level standards as measured by the ELA Smart Balanced Test will increase from 28% to 31%.</li> <li>• By June 2019, the percentage of students who meet or exceed grade-level standards as measured by the ELA Smart Balanced Test will increase from 31 % to 34%.</li> <li>• By June 2020, the percentage of students who meet or exceed grade-level standards as measured by the ELA Smart Balanced Test will increase from 34 % to 37%.</li> </ul>	<p>work to inform instruction and adjust as needed.</p> <ul style="list-style-type: none"> <li>• Continue to emphasize communicating reasoning and vocabulary in math instruction</li> <li>• Continue to emphasize critical thinking, inquiry, and writing in English</li> <li>• Teach strategies for decoding and interpreting word problems or difficult passages</li> <li>• Provide differentiated instruction where needed</li> <li>• Implement the DOK</li> <li>• Strengthen math intervention courses for Tier 3 students to take concurrently with their Integrated Math course</li> <li>• Create Literacy intervention course for Tier 3 students to take concurrently with their English courses</li> <li>• Create focused Saturday Academies with an emphasis on Math and English</li> <li>• Collaboration between general education teacher and special education teacher and/or assistant in English and Math to offer additional tutoring/support</li> </ul>
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<p><b>Timeline, continued</b></p>	<p>Math Goals:</p> <ul style="list-style-type: none"> <li>• By 06/15/2018, 78% of San Diego Business and Leadership students will be on track for passing Integrated Math courses, increasing from 59% (2017 baseline) to 78%</li> <li>• By 06/15/2019, 80 % of San Diego Business and Leadership students will be on track for passing Integrated Math courses, increasing from 78 % to 80 %.</li> <li>• By 6/15/2020, 82 % of San Diego Business and Leadership students will be on track for passing Integrated Math courses, increasing from 80% to 82%</li> </ul> <p>SBAC Goals:</p> <ul style="list-style-type: none"> <li>• By June 2018, the percentage of students who meet or exceed grade-level standards as measured by the Math Smart Balanced Test will increase from 10 % to 15%.</li> <li>• By June 2019, the percentage of students who meet or exceed grade-level standards as measured by the Math Smart Balanced Test will increase from 15 % to 20%.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a three week summer academic enrichment for incoming 9<sup>th</sup> graders to help bridge academic gaps</li> <li>• Continue to strengthen centralized and individual teacher tutoring</li> </ul>
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<b>Timeline, continued</b>	<ul style="list-style-type: none"> <li>By June 2020, the percentage of students who meet or exceed grade-level standards as measured by the Math Smart Balanced Test will increase from 20 % to 25%</li> </ul>	
<b>Report of Progress &amp; Assessment</b>	<ul style="list-style-type: none"> <li>Course assessments</li> <li>SBAC Scores</li> <li>PSAT/SAT/ACT Scores</li> <li>Student Grades</li> <li>Tutorial Attendance</li> </ul>	

<b>Goal 3: Engage parents to participate in school-wide activities and programs and provide opportunities for them to acquire important knowledge and skills to become involved partners in support of their children's education.</b>		
<b>Person(s) Responsible</b>	<ul style="list-style-type: none"> <li>Principal</li> <li>Vice-Principal</li> <li>All Teachers</li> <li>Dean</li> <li>School Counselors</li> <li>All Support Staff</li> <li>Parents</li> <li>ELST</li> <li>English/Math Resource</li> <li>Teachers</li> <li>Pupil Advocate</li> </ul>	<b>Action Steps:</b> <ul style="list-style-type: none"> <li>Provide a welcoming environment for parents and families</li> <li>Continue to invite and encourage parents to become active members in PTSA, ELAC and other school-wide entities</li> </ul>
<b>Timeline</b>	<ul style="list-style-type: none"> <li>Ongoing</li> <li>Weekly parent outreach</li> <li>Monthly workshops</li> <li>By 06/15/2018, 90% of San Diego Business and Leadership Parents/Guardians</li> </ul>	<ul style="list-style-type: none"> <li>Continue Caver Weekly in English and Spanish</li> <li>Replicate National Parent Involvement events throughout the school year</li> <li>Streamline parent access to attendance</li> </ul>

<p><b>Timeline, Continued</b></p>	<p>will receive proactive and personal communication from counselors at least 3 times per year to gain improvement in Parent and Community Engagement.</p> <ul style="list-style-type: none"> <li>• By 06/15/2019, 90% of San Diego Business and Leadership Parents/Guardians will receive proactive and personal communication from counselors at least 4 times per year to gain improvement in Parent and Community Engagement.</li> <li>• By 6/15/2020, 90% of San Diego Business and Leadership Parents/Guardians will receive proactive and personal communication from counselors at least 5 times per year to gain improvement in Parent and Community Engagement.</li> <li>• By 06/15/2018, 85% of San Diego Business and Leadership</li> </ul>	<p>clerks, counselors, etc.</p> <ul style="list-style-type: none"> <li>• Continue to offer PIQE I and PIQE II classes</li> <li>• Parent University classes</li> <li>• Parent forums on topics they find useful—immigration, legal advice, mental health, drug use, adolescent communication, etc.</li> <li>• Positive communication between school staff (teachers, counselors, administration) and parents</li> <li>• Continue to assess parents to gauge interests and needs</li> </ul>
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<p><b>Timeline, Continued</b></p>	<p>Parents/Guardians will receive proactive and personal communication from teachers at least 4 times per year to gain improvement in Parent and Community Engagement</p> <ul style="list-style-type: none"> <li>• By 06/15/2019, 90% of San Diego Business and Leadership Parents/Guardians will receive proactive and personal communication from teachers at least 4 times per year to gain improvement in Parent and Community Engagement</li> <li>• By 06/15/2020, 95% of San Diego Business and Leadership Parents/Guardians will receive proactive and personal communication from teachers at least 4 times per year to gain improvement in Parent and community Engagement</li> <li>• By 06/15/2018, at least 85% of San Diego Business Parents/</li> </ul>	
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<b>Timeline, Continued</b>	<p>Guardians will participate in at least one school-based activity in in Parent and Community Engagement.</p> <ul style="list-style-type: none"> <li>• By 06/15/2019, at least 90% of San Diego Business Parents/Guardians will participate in at least one school-based activity in in Parent and Community Engagement.</li> <li>• By 06/15/2020, at least 95% of San Diego Business Parents/Guardians will participate in at least one school-based activity in in Parent and Community Engagement.</li> </ul>	
<b>Report of Progress &amp; Assessment</b>	<ul style="list-style-type: none"> <li>• Calendars</li> <li>• Program flyers</li> <li>• Flyers</li> <li>• Sign-in sheets</li> <li>• Event documentation (pictures, video, etc.)</li> <li>• Counselor logs</li> </ul>	

<b>Goal 4: Campus-wide high expectations for student achievement, behavior, attendance, punctuality and dress.</b>		
<b>Person(s) Responsible</b>	<ul style="list-style-type: none"> <li>Principal</li> <li>Vice-Principal</li> <li>All Teachers</li> <li>Attendance Clerk</li> <li>School Counselors</li> <li>All Support Staff</li> <li>Parents</li> </ul>	<b>Action Steps:</b> <ul style="list-style-type: none"> <li>Continue to implement the Caver Five School wide expectations</li> <li>Continue to utilize GMSDHS</li> </ul>
<b>Timeline</b>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul> <p>By June 2018:</p> <ul style="list-style-type: none"> <li>We will achieve 94% graduation rate.</li> <li>Increase enrollment in AP and Community College courses.</li> <li>Increase attendance rate to 95%.</li> <li>Decrease tardies by 1/3</li> <li>Decrease referrals and suspensions by 1/3</li> </ul> <p>By June 2019:</p> <ul style="list-style-type: none"> <li>We will achieve 95% graduation rate.</li> <li>Increase enrollment in AP and Community College courses.</li> <li>Increase attendance rate to 96%.</li> <li>Decrease tardies by 1/3</li> <li>Decrease referrals and suspensions by 1/3</li> </ul> <p>By June 2020:</p> <ul style="list-style-type: none"> <li>We will achieve 96% graduation rate.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to expand restorative practices</li> <li>Continue home visits for students needing support with attendance, behavior and tardies</li> <li>Continue to hold student assemblies to set expectations and outline support systems we have in place for them</li> <li>Streamline reward system for students that are doing well and incentivize additional students</li> <li>Provide tiered systems of support to meet the individual needs of students</li> <li>Apply for grants to help fund bus passes for students that cannot afford them</li> <li>Continue to stock and use the Caver Closet for needy students</li> </ul>

<p><b>Timeline, Continued</b></p>	<ul style="list-style-type: none"> <li>● Increase enrollment in AP and Community College courses.</li> <li>● Increase attendance rate to 97%.</li> <li>● Decrease tardies by 1/3</li> <li>● Decrease referrals and suspensions by 1/3</li> </ul>	<ul style="list-style-type: none"> <li>● Continue to use motivational speakers and other intervention strategies to connect with and support students</li> <li>● Provide staff meetings where teachers can brainstorm ideas to increase student achievement and support strategies for students</li> <li>● Conduct research and staff discussions on equitable and fair grading practices focused on mastery</li> <li>● Continue to grow a culture of achievement via AVID classes and Counselor presentations—a-g presentations, 4 year plans, graduation requirements</li> <li>● Continue to provide tutoring opportunities for students</li> <li>● Continue to strengthen the AVID Peer Mentorship Program where students push into AVID classes and provide academic tutoring</li> <li>● Foster additional mentorship opportunities</li> <li>● Conduct additional student focus group sessions to</li> </ul>
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		<p>gain student perspectives on a variety of topics</p> <ul style="list-style-type: none"> <li>● Continue to work with the ELAC subcommittee focusing on reducing tardies and chronic absences</li> <li>● Provide grade level specific student/parent meeting regarding expectations for academics, behavior, attendance, etc.</li> <li>● Continue to work with EOS and enroll more students in AP and other advanced courses</li> </ul>
<b>Report of Progress &amp; Assessment</b>	<ul style="list-style-type: none"> <li>● Behavior incidents log</li> <li>● Attendance/ADA</li> <li>● Tardies</li> <li>● Student feedback</li> <li>● Staff feedback</li> <li>● Parent feedback</li> <li>● 4-year plans</li> <li>● Counselor Guidance curriculum</li> <li>● EOS</li> <li>● Enrollment in AP, Community College courses</li> </ul>	<ul style="list-style-type: none"> <li>● Continue to work with our university partners to strengthen a culture of achievement</li> <li>● Continue to enroll students in the Community College and UCSD courses</li> <li>● Grow and support the 11<sup>th</sup> grade college trip for all Juniors</li> </ul>

<b>Goal 5: Continue to evaluate and revise existing course offerings and pathways to better support and engage all students (courses, pathways, Student Learner Outcomes, etc).</b>		
<b>Person(s) Responsible</b>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Vice-Principal</li> <li>• All Teachers</li> <li>• Students</li> <li>• School Counselors</li> <li>• All Support Staff</li> <li>• Parents</li> <li>• CCTE office</li> <li>• Community Members</li> </ul>	<b>Action Steps:</b> <ul style="list-style-type: none"> <li>• Continue to engage stakeholders in the redesign of the pathways and courses.</li> <li>• Finalize SLO's with all stakeholders</li> <li>• Secure community partnerships to supplement the new plan</li> </ul>





# Appendices



## Appendix A: Sample Caver Weekly (English)



# CAVER WEEKLY

## Upcoming Events/Updates

### **ELAC Meeting**

Tuesday, March 20<sup>th</sup> – 10am

### **PTSA General Meeting**

Wednesday, March 21 – 6:30pm  
Performing Arts Theatre (PAT)

### **PTSA – Last day to purchase GradNite tickets for Seniors**

Friday, March 23<sup>rd</sup>  
See below for details.

### **Spring Break**

March 26<sup>th</sup> – March 30<sup>th</sup>  
School resumes Monday, April 2<sup>nd</sup>

### **PTSA: Walk-Talk-Trash**

Wednesday, April 5<sup>th</sup> – 8:30am  
Meet at Inspiration Point Parking Lot

### **SDHS Foundation Common Scholarship Application for Seniors (Class of 2018)**

Due April 6, 2018  
Can be submitted to the Counseling Center

### **PTSA: Earth Day Parking Lot Fundraiser**

Sunday, April 22<sup>nd</sup> – 10am to 5pm  
Proceeds go to Senior Class

### **Spring Open House**

Tuesday, April 24<sup>th</sup>

## **District Attorney Ride-Along Program**

On Wednesday, a group of SDHS students participated in the first ever “District Attorney Ride-Along” program.



## **PTSA Elections for Next School Year**

Your PTSA will be holding elections for next year’s officers on March 21. PTSA provides services to students on campus through programming and funding, and it facilitates Grad Nite for the seniors. Please consider joining us and helping lead an important campus organization.

If you are interested in getting involved, please contact Becky Jones at [rputnamj@cox.net](mailto:rputnamj@cox.net)

## SDHS At-a-Glance

**Grad Nite 2018 tickets** are only being sold until March 23<sup>rd</sup>! See below for details.

**San Diego High Foundation** Scholarship Common Application is out! See below for more details.

Buy a **yearbook**! They're now \$70 and they'll sellout.

Did you know that in California you can pre-register to vote as young as 16? We'll have **voter registration and pre-registration** on campus after spring break.

Still not too late to join a **PIQE session** this school year!

## Class of 2018- San Diego High Foundation Scholarship Application

For years now, the San Diego High School Foundation has awarded SDHS Seniors thousands of dollars in scholarships every year. Their application for the Class of 2018 was just released. All Seniors participated in an assembly this week where they received a copy of the application and an explanation of each scholarship. Please encourage your Senior to complete and submit the application. The deadline this year is April 6, 2018. Students can return their completed forms to the Counseling Center.

Link to the SDHS Foundation Scholarship Application:  
<https://drive.google.com/open?id=1tvF78QGcMXRwka8DEKsDHukLdlyeyeLz>

Link to William G. Fiss Memorial Scholarship Application:  
<https://drive.google.com/open?id=1fJluFUSvNSSIfYrJkH2fsbQUx7llorL>

## From our PSTA:

### Volunteers Needed!! – Earth Day Parking Fundraiser

Sunday, April 22nd 10am to 5pm

Shifts are approximately 3 hours. We are looking for parent and student volunteers from all classes. A community service letter from the PTSA will be distributed to student volunteers. The money raised is going to the senior class for partial prom scholarships.

Here is the link to sign up: <https://signup.com/client/invitation2/secure/2230814/false#/invitation>

Thank you!

San Diego High School PTSA

## Voter Registration on Campus

Thank you to Stephanie Thompson! Voter registration and pre-registration will begin on campus right after spring break every Tuesday during lunch.

## From our Athletic Director:

### Boys Varsity Basketball!

Congratulations to our Boys Varsity Basketball team on their storied season! Although they did not win the State semifinal game, their entire season proved to be an incredible success! Your hard work made us all proud!

### Men's LaCrosse

Monday 3/12 ~

Today's game against Foothills was the toughest of the season so far. Our athletes displayed a great amount of ability on the field. Sadly our team lost in the first overtime leaving the score at 8-7. Today the game ball went to #14 Erik Berzunza for his amazing shots throughout the game.

Friday 3/16 ~

What an amazingly exciting game against UCHS as they brought down their 5-0 rival! The boys fought hard for their 6-3 win and FIRST LEAGUE VICTORY!! Men's LAX was also featured on KUSI's PPR Friday night - pretty cool. We have 3 games this week. Tuesday at SDHS vs Patrick Henry at 5:00 and then away Thursday and Friday at Lincoln and Pt Loma. Come out and support the team!





It's still not too late to join PIQE this semester!

MAKING AMERICA STRONGER



## IS COMING TO: SAN DIEGO HIGH SCHOOL

1405 PARK BLVD  
SAN DIEGO, CA.92101

PRINCIPAL: DR. CARMEN GARCIA INVITES YOU  
WHEN: WEDNESDAY, March 7<sup>th</sup>, 2018  
TIME: 6:00 P.M.

### *The Curriculum we will be studying includes:*

- Understanding The High School System
- Identifying The Classes That Form Part Of The "4 Year Plan"
- Recognizing The Importance Of Grades (GPA)
- Reviewing Other Important Requirements And Programs
- Discussing Higher Education Options
- Identifying The Different Financial Aid Options

*Please fill out the form below and return it to the school with your child. A recruiter from the Parent Institute will contact you by phone to give you more information about this program. Thank You!*

Name of Parent:

Name of Children:

Phone ( )

Grade:



**Starting Date: March 7<sup>th</sup>, 2018**

**Day: Wednesday**

**English Class from 6:00 to 7:30 p.m.**

***Free childcare will be provided!!***

Signature of Parent:



# PTSA General Meeting - Wednesday, March 21 at 6:30pm in the PAT

San Diego High School

**PTSA**

everychild.onevoice.

cadaniño.unavoz.

And the



**SAFETY :- ) NET**

smartcyberchoices.org

## PTSA GENERAL MEMBERSHIP AGENDA

Wed., March 21, 2018

San Diego High Auditorium (PAT)

**5.45pm– 6.00pm** – Check– In/Registration

**6.00pm– 6.30pm** –PTSA Business– Elections

**6.30pm– 7.55pm**– B&L, SCI-TECH, IS Students  
and Staff as panelists

### ***Life in the Cave: A Panel Discussion***

*moderated by Kristen Amicone from the San Diego Police Foundation*

- \* Policies and Procedures
- \* Drugs and Alcohol
- \* Social Networking

**7.55pm– 8.00pm** - Announcements

FOOD  
PIZZA AND VEGGIES

PRIZES

INTERPRETACION  
AL  
ESPANOL

### ***Cavers:***

If you attend the whole presentation  
PTSA will give you a **community  
service hours letter** at the end of the  
program!

**JOIN YOUR  
PARENT-TEACHER-  
STUDENT-ASSOCIATION**  
**Student \$6.00**  
**Adult \$10.00**

San Diego High School Parent Teacher Student Assoc. • San Diego High School 1405 Park Blvd., San Diego, CA, 92101

A 501(c)(3) Non-Profit Organization • California State PTA IRS Group Exemption Number 0646

# JROTC Cadet Ball 2018





## From our Special Education Department: School Games Soccer Tournament

On Thursday, students from Lincoln, Morse, Hoover and San Diego High participated in the annual School Games Soccer Tournament. Students had a great time on the field and in the stands cheering on their peers!





## From our Associated Student Body:

On Wednesday, ASB students and Ms. Pickering participated in leadership lessons provided by the San Diego County Office of Education (SDCOE) and facilitated by Sal Garcia. Thank you to Gabino Serrano, Class of 2018 President, for coordinating the event.



## College Trip For Students Attending with Ms. Oakes & Mr. Herman – Class of 2019

Ms. Oakes and Mr. Herman will be taking students to colleges and universities throughout Southern California.

**Do you have a 2.0 WPGA, a 3.0 citizenship, no Fs in core classes and no suspensions? Then WE WANT YOU!**

**What:** SoCal JR College Trip

**Why:** to check out SoCal colleges and get information from past SDHS alumni who are currently attending those schools

**Where:** 10 colleges in the SoCal area (including UCLA, CSU LA, UC Riverside, Cal Poly Pomona, USC, UCSD, SDSU to name a few), plus the National College Fair at the SD Convention Center

**When:** same time as the other two trips -- April 17-20 (Tu-Fr) -- THE COLLEGE TRIP WILL BE FOUR 1-DAY TRIPS, you are home each evening

**Who:** come see Mrs. Oakes in room 1157 or Mr. Herman in room 1104

**Price:** suggested \$25-50 donation to help offset costs

## From Chef Brian Murphy: SDHS Culinary Arts ProStart Program

Students from San Diego High School are about to compete in the California ProStart Cup, a high-stakes culinary arts and business competition presented by BJ's Restaurants and hosted by the California Restaurant Association Foundation (CRAF) on March 18-19 at the Sheraton Fairplex Hotel & Conference Center in Pomona.

Students will have inspiration this year from chef and keynote speaker Jet Tila of TV's Chopped, the Rachael Ray Show, and Guy's Grocery Games. Students can compete in three competitions, culinary, management, and innovation, for a chance to win major scholarships.

**Culinary Cup:** Participants have just one hour to prepare a starter, entrée, and dessert using only two butane burners. Competitors must calculate the cost of their recipes and are judged on knife skills, teamwork, and communication.

More than 250 students will compete and be judged by 65 industry representatives from brands like BJ's Restaurants, California Pizza Kitchen, Urban Plates, Hard Rock Café, and Sharky's Woodfired Mexican Grill. Winners will go on to represent California at the National ProStart Invitational in Rhode Island, April 28-29. Most notably, competitors are vying for more than \$2.3 million in available scholarships and will get to meet with more than 35 employers, colleges and universities who will be on site.

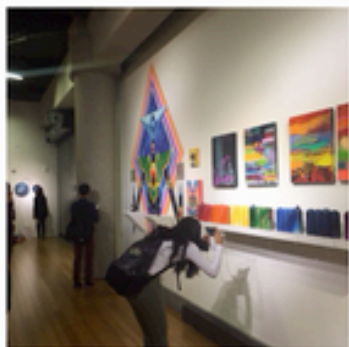
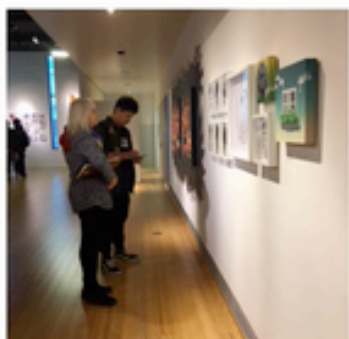
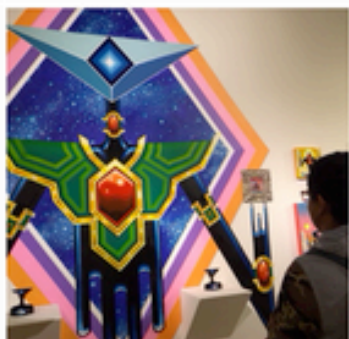
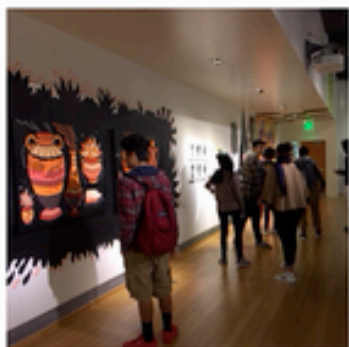
Students held a practice run during lunch this week in the quad of the school.





## City College Art Gallery Walk

Mr. Pray and Ms. Mohill took their students across the street to the City College Fine Art Gallery last week.





## From our Music Director:

### HAPPY BIRTHDAY MR. DIAZ! (March 17th)

It has been a busy few weeks in the Music department:

Members of Re[Choir]ed making final preparations for festival at USD

March 5th – Mr. Dean Hickman worked with Orchestra and Band as we prepare for festival.

March 13th - Members of Re[Choir]ed attended an all-day festival/clinic/performance at University San Diego.

March 16th – Members from choir traveled to Point Loma Nazarene University to attend a college choral rehearsal and a clinic with Dr. Keith Pedersen.

Interested in attending any of our booster meetings or running for a board position? Fill out this survey to help decide on a date to host our meetings. <https://goo.gl/forms/lv6jRV09d5VPzdUI3>

### Important Upcoming Dates:

April 12th – Choral Festival at Mira Mesa High School

April 13th – Band and Orchestra Festival at Olympian High School

Exact times will be confirmed soon!





## Robotics

From Mr. Bogan: The San Diego High School robotics team had another successful year. No, we did not win the San Diego Regional competition but we did design our most sophisticated robot yet. Our team members learned advanced Java computer programming from skilled computer programmers. And, they learned advanced techniques in computer aided design and mechanical engineering. In addition, we had a successful year in fund raising; the team members took complete charge. A special thanks goes out to our volunteer mentors Paul Ferrell (senior mentor and mechanical engineer), Nick Howerton (programmer), Phil Erickson (retired engineer), Thein Nguyen (San Diego HS parent and engineer), Carlos Herrera (San Diego HS teacher), and David Dill (former San Diego HS student).



## AP World History Saturday Study Session

AP World History review in the library. Mr. Goddard, Ms. Edwards, and Ms. Gibson's students working together to prepare for the May 17th exam. Ms. Taylor even came to help out!





## SDHS Students Visit the Opera

Ms. Magoffin took a group of students to the opera last week to watch Daniel Catán's *Florencia en el Amazonas*.



## From Mr. Waller: SDHS Students Participate in Mock Trial

Seniors from AoF, I.S. and Business attended a mock trial at Weinburger Federal Courthouse. Maritza Martinez was found guilty by her peers and sentenced by Judge Erick Bedolla to 3 years.





## From our Art Department: SDUSD Art Show

SDHS students with their families at the district art show on Thursday evening.



## Check Your Mood Week at SDHS for Class of 2018 – Week of April 2nd

Dear Parent or Guardian:

The teen years are marked by a roller-coaster ride of emotions—difficult for teens, their parents, and educators. It is easy to misread depression as normal adolescent turmoil; however, depression (among the most common of mental illnesses) appears to be occurring at a much earlier age, and the past decade has seen teen suicide rates double.

To proactively address this issue, San Diego High School is partnering with San Diego Youth Services HERE Now program to provide a “Check Your Mood Week” filled with discussions about emotions and ways to help your friends.

Our goals in participating in this program are straightforward:

- To help our students understand that depression is a treatable illness, and help them assess whether or not they may have symptoms consistent with depression
- To explain that suicide is a preventable tragedy that often occurs as a result of untreated depression
- To provide students training in how to identify serious depression and potential suicidality in a friend
- To impress upon teens that they can help themselves or a friend by taking the simple step of talking to a responsible adult about their concerns. San Diego Youth Services will also present in the SOS Signs Suicide®

Prevention Program for one 50 minute period starting on Monday March 5<sup>th</sup>, 2018, following each presentation youth will be asked to complete a card stating whether or not they have questions or concerns regarding the presentation for themselves or for a friend. Those students with questions or concerns will be checked in on with by a San Diego Youth Service staff. If you are concerned, we encourage you to speak with your son or daughter and follow up with a mental health professional for a complete evaluation. **If you do NOT wish your child to participate in “Check Your Mood Week”, please complete the form below and return it to the counseling center to the attention of Steve Baker.** If we do not hear from you, we will assume your child has permission to participate in this program. If you have any questions or concerns about this program please do not hesitate to contact me at (619) 525-7455 X2396 or [sbaker1@sandi.net](mailto:sbaker1@sandi.net).

Sincerely,

Steve Baker  
SDHS Head Counselor

## Check Your Mood Week – Class of 2018 – Week of April 2nd

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If you have any questions or concerns about this program please do not hesitate to contact me at (619) 525-7455 X2396 or [sbaker1@sandi.net](mailto:sbaker1@sandi.net).

Sincerely,

Steve Baker  
Head Counselor

---

I \_\_\_\_\_ [Name of Parent/ Guardian], do not give permission for \_\_\_\_\_ [Name of Student] to participate in the “Check Your Mood Week”, to take place starting March 5<sup>th</sup>, 2018.

(X) \_\_\_\_\_  
[Signature of Parent/Guardian]



## From our PTSA, continued: April 5, 2018

### **PLEASE JOIN CAP VOLUNTEERS FOR THE MONTHLY CLEAN-UP OF SAN DIEGO HIGH SCHOOL ALONG PARK & RUSS BOULEVARDS**

**WHAT: “WALK-TALK-TRASH” MONTHLY CLEAN-UP  
ALONG PARK BLVD.**

**WHO: SDHS CAP COMMITTEE  
CAMPUS ACTION PARTNERS**

**WHEN: WEDNESDAY, APRIL 5, 2018**

**TIME: 8:30AM – 9:30AM**

**MEETING LOCATION: INSPIRATION POINT PARKING LOT,**  
located on President’s Way, east of Park Blvd.

Volunteers can park in the southwest corner of the lot, closest to I-5.

Please arrive by 8:15am to check-in.

In our continued efforts to beautify our campus and bring pride to our school, the SDHS CAP Committee is looking for volunteers

to help spruce up areas around the campus. As our year-round project, the CAP Committee selected the front of the school along

Park & Russ Boulevards.

Our goal is to keep the sidewalks, parking lots and adjacent plantings cleared of trash, dead branches and weeds.

We will provide trash bags, some tools and equipment. Please bring your own gloves. After our hard work, we will meet in the PTSA Parent Room (located inside the Library) for light refreshments provided by our Caver Coffee Crew.

**Mark your calendars for upcoming dates:  
May 2, 2018**

Thank you in advance for your support!

SDHS CAP COMMITTEE  
Marci Paraiso Heider '62 – Alumni Association  
Linda Coulter Henry '66 - Alumni Association  
Gabriela Contreras-Misirlioglu, Parent PTSA  
Amy Villafranca, PTSA Alumni  
SDHS Foundation: Rae Riner, President  
Marisol Dueñas, SDHS Education Specialist

## From our PTSA: GradNite Tickets on Sale!

### SENIOR GRADNITE AT SIX FLAGS MAGIC MOUNTAIN!!!

Sponsored by the PTSA

DATE: FRIDAY, MAY 25-MAY 26th

COST: \$150.00

Cash or check made out to San Diego High School PTSA

**CREDIT CARD PURCHASES NOW ACCEPTED ON-LINE:** <https://www.sdhsptsa.com/grad-night/>

**\*COST for on-line credit card purchases: \$155.00\***

TICKET SALES: Every Tuesday @ lunch thru March, 23<sup>rd</sup>

Payment plans accepted with full payment due on March, 23<sup>rd</sup>

*\*Signed permission slip by parent is required with payment\**

LOCATION: Side window of the library facing the Quad

FLIER (full details): [http://www.sdhseniors.com/uploads/5/3/9/2/53925379/2018\\_grad\\_nite\\_flier.pdf](http://www.sdhseniors.com/uploads/5/3/9/2/53925379/2018_grad_nite_flier.pdf)  
or Pick up from room 1101 (inside door – do not disturb class)

PERMISSION SLIP:

[http://www.sdhseniors.com/uploads/5/3/9/2/53925379/2018\\_grad\\_nite\\_waiver.pdf](http://www.sdhseniors.com/uploads/5/3/9/2/53925379/2018_grad_nite_waiver.pdf) or Pick up from room 1101 (inside door – do not disturb class)

More information:

<http://www.sdhseniors.com/grad-nite-2018.html>

Questions: [gradnitesdhsptsa@gmail.com](mailto:gradnitesdhsptsa@gmail.com)

## From our Yearbook Advisor:

### Buy a Yearbook!

Yearbooks are currently **\$70. Order one before they sell out.**

### Personal Recognition Pages for Seniors

The deadline to purchase an ad on [Jostens.com](http://Jostens.com) has passed. For purchases through the finance office (cash or check), email [rgottlieb@sandi.net](mailto:rgottlieb@sandi.net) to see if there are pages left.

Purchase and design a full, half, or quarter page in the yearbook dedicated to your student. Prices and details are at [yearbooksdhs.weebly.com](http://yearbooksdhs.weebly.com)

### Seniors:

We will continue to accept baby pictures this week.

**Yearbook wants to include your baby picture in our Senior section. Email a jpeg of your baby picture to [sdhsyb@gmail.com](mailto:sdhsyb@gmail.com) We can help with scanning but will not be collecting original photos.**

*We reserve the right to not include or crop any inappropriate images without explanation. Our student staff does their best to include all photos, however, publication is not guaranteed.*

### Donate a yearbook!

We are now collecting donations to provide yearbooks to senior students who cannot afford them.

Recipients will be identified by counselors. Please consider making a donation at the finance office or at [Jostens.com](http://Jostens.com). The number of yearbooks given will depend on donations.







**Advertise your Business! Deadline has passed. However, Email [rgottlieb@sandi.net](mailto:rgottlieb@sandi.net) to check if there are still pages available.**

Full, half, quarter, or 1/8<sup>th</sup> page ads. By purchasing an ad in the SDHS, award winning Yearbook, you are promoting your business to the entire SDHS community including students, families, staff, volunteers, and alumni. Our students and staff frequent local businesses all over the city. Prices and details are at [yearbooksdhs.weebly.com](http://yearbooksdhs.weebly.com)

## Counselor Contact Information



**SDHS Head Counselor**  
**Steve Baker**  
[sbaker1@sandi.net](mailto:sbaker1@sandi.net)  
 International Studies  
 Last Names: Q-Z

Business & Leadership	International Studies	Science & Technology
<b>Henry Rios</b> <a href="mailto:hrios@sandi.net">hrios@sandi.net</a> Last Names: A-L 	<b>Beatriz Montes</b> <a href="mailto:bmontes@sandi.net">bmontes@sandi.net</a> Last Names: A-Gud 	<b>Irene Ortega</b> <a href="mailto:iortega1@sandi.net">iortega1@sandi.net</a> Last Names: A - L 
<b>Ruben Avila</b> <a href="mailto:ravila@sandi.net">ravila@sandi.net</a> Last Name: M-Z 	<b>Patrick Chen</b> <a href="mailto:pchen@sandi.net">pchen@sandi.net</a> Last Names: Gue-P 	<b>Anna Sorensen</b> <a href="mailto:asorensen@sandi.net">asorensen@sandi.net</a> Last Names: M - Z 

**Intervention Counselors**  
 Business & Leadership, International Studies, Science & Technology



**Anna Toscano**  
[atoscano@sandi.net](mailto:atoscano@sandi.net)



**Crystal Alvarez**  
[calvarez1@sandi.net](mailto:calvarez1@sandi.net)

## FREE Cal-SOAP Opportunities for Students:

Cal-SOAP is offering various free SAT/ACT Preparation opportunities this spring and summer. We appreciate you sharing these with students.

\* One-day Preparation Workshops for Juniors: Cal-SOAP offers one-day test preparation workshops on various dates and locations. Registration is online at <http://sandiegocalsoap.com/star/Events> under the “Test Prep” tab. SAT Prep dates include April 21 at Chula Vista High or May 12 at UCSD. ACT Prep dates include April 7 at Chula Vista High or May 19 at UCSD. Instructor: Karla Whitaker.

\* SWAG Students With Academic Goals SAT Prep Academy: SWAG is an intensive, 3-week SAT Prep Academy located at Bayview Baptist Church, weekdays June 14-29. Students must currently be in Grade 9, 10 or 11 (in Grade 10, 11 or 12 in Fall 2018.) The program includes SAT Instruction, Tutoring, Lunch, Team-Building and Field Trips to three local universities. **SWAG applications are due March 23**; it is a competitive process and acceptance is not guaranteed. Families must attend an Orientation in May and students must take a pre-test on June 2. Information and Application: <http://sandiegocalsoap.com/star/Events#567>

\* SAT Scholars: SAT Scholars is an intensive SAT Prep Academy located at USD (University of San Diego) over the course of 7 Saturdays: June 30-August 11. Students must currently be in Grade 9, 10 or 11 (Grade 10, 11 or 12 in Fall 2018) and must have taken Integrated Math III or higher by June 2018. Each session is 8:30am-12:30pm. Unlike SWAG, this program doesn't include field trips, food, tutoring, etc. It is strictly SAT Preparation instruction. SAT Scholars applications are due April 13; it is a competitive process and acceptance is not guaranteed. Information and Application: <http://sandiegocalsoap.com/star/Events#569>

## Centralized Tutoring After School in the Library

Teachers are available for tutoring in the library.

### **ARC/IMIN After-School Tutoring Schedule SDHS Library**

Day of the Week	Teacher	Subject	Time
<b>Monday</b>	Wills Whitelock Duenas	Math Science All Subjects	2:30-4:00
<b>Tuesday</b>	Alcaraz Taylor Zepeda	Spanish and all subjects Social Studies All Subjects	2:30-4:00
<b>Wednesday</b>	Whitelock Segura Wills	Science Social Studies Math	2:30-4:00
<b>Thursday</b>	Alcaraz Fenton Duenas	Spanish and all subjects Social Studies All Subjects	2:30-4:00
<b>Friday</b>	Zepeda Tutors	All subjects	2:30-4:00

Please Note:

Students may get help for any and all subjects during tutoring time. The subjects listed above are the specialties of each teacher!



# GRANDPARENTS

## *Raising* Grandchildren

*And other relative caregivers*

**Are you raising a grandchild or young relative?**

**JOIN US**  
**FOR A FREE DAY AT THE**



Spend quality time at the zoo with your grandchild or young relative as you connect with other families!

**Saturday, April 7th, 2018**

**Check-in : 8:15AM-10AM**

**Scheduled program: 11AM-2PM**

**Resource presentation and lunch will be provided!**

Free shuttle bus services inside the zoo for those with limited mobility.

**Limited tickets available!**

**REGISTRATION REQUIRED** | Call 619-521-7488 or sign up online at  
<https://www.surveymonkey.com/r/GRGZOO>

**BY MARCH 29th!** (Limited tickets per family)



Hosted by Central & South, North Central & East, and North Regions of the Health & Human Services Agency.



Save the Date!

SAN DIEGO  
CITY COLLEGE



4TH ANNUAL

**SOCIAL JUSTICE**  
**& EDUCATION**  
CONFERENCE 2018

**Beyond Borders: Dismantling Barriers, Building Bridges**

**MARCH 20-22, 2018**

Featuring: "She Was Warned" Panel

Dr. Cheryl Grills - Keynote Speaker

"VAMP" Performance

Denice Frohman - Keynote Speaker

Puerto Rico Rising - Closing Ceremony/Fundraiser

## CA Western Community Law Project: Free Legal Clinics



- If you have these questions or any other questions about your rights, please stop by one of the Community Law Project clinics. Hours and locations on reverse side.

WE PROVIDE FREE AND CONFIDENTIAL LEGAL INFORMATION  
AND REFERRALS



For more information, you can visit our website at [www.cwclp.org](http://www.cwclp.org) or  
send an email to: [CLP@cwsu.edu](mailto:CLP@cwsu.edu)



# CA Western Community Law Project: Free Legal Clinics

## CWSL Community Law Project - CLINIC LOCATIONS 2018

Please check CLP website at [www.cwclp.org](http://www.cwclp.org) for updates and closure dates

### CITY HEIGHTS - Hoover High School

4474 El Cajon Blvd., San Diego, CA 92115

Each Tuesday afternoon - 12:00 p.m. - 2:00 p.m.

(Closed during school holidays)

Reopens on January 9th 2018 | Closed on 3/27/18

### CITY HEIGHTS - Rosa Parks Elementary School

4510 Landis Street, San Diego CA 92105

Each Friday morning - 8:30 a.m. - 11:00 a.m.

(Closed during school holidays)

Reopens on January 19<sup>th</sup> 2018 | Closed on 2/16/18 and from 3/30/18 to 4/20/18

### DOWNTOWN - First Lutheran Church

1420 Third Avenue, San Diego, CA 92101

Each Monday evening - 5:30 p.m. - 8:00 p.m.

(Except Federal holidays)

Reopens on January 8<sup>th</sup> 2018 | Closed on 1/15/18 and 2/19/18

### MID-CITY Mobile Clinic

First Thursday of the Month - 3:00 p.m. - 6:00 p.m.

(Location and directions available online at [www.cwclp.org](http://www.cwclp.org))

### SOLANA BEACH - Saint Leo's Mission

963 Genevieve Street, Solana Beach, CA 92075

One Wednesday evening per month - 5:00p.m. - 8:00p.m

Clinics on 1/10/18, 2/7/18, 3/7/18, and 4/4/18



# Youth Behavioral Health Services

High-quality Comprehensive Treatment for Children and Teens  
with Behavioral and Emotional Health Challenges



FAMILY HEALTH CENTERS  
OF SAN DIEGO

## Every Child has the Potential to Thrive!

Family Health Centers of San Diego offers comprehensive age appropriate behavioral health and early intervention services specifically tailored towards the unique needs of kids and teens. Our highly skilled team of child psychiatrists and child therapists help families address:

- Mood disorders and anxiety
- Attention-deficit/hyperactivity disorder (ADHD)
- Disruptive behavior disorders
- Eating disorders
- Sexual Orientation and Gender Identity Issues
- Schizophrenia
- Treatment for trauma related to abuse, neglect and divorce



If you or your family members have questions, learn more by visiting [fhcsd.org](http://fhcsd.org) or by calling **(619) 515-2338**. Translation services are available. *Se Habla Espanol.*

*We accept Medi-Cal, Covered California and uninsured patients with payment options on a sliding fee scale.*

## From Business & Leadership:

### Academy of Finance (AOF)

The Academy of Finance is looking for mentors for the Class of 2018 and 2019 as well as internship opportunities for our Seniors. Please contact Amy Klingborg ([aklingborg@sandi.net](mailto:aklingborg@sandi.net)) or Tom Waller ([twaller@sandi.net](mailto:twaller@sandi.net)) if you're interested.

### Culinary Arts Management ProStart Program Grant – From: Mr. Murphy

This week Mr. Murphy shared that the SDHS culinary program received a grant of \$750 from the CA Restaurant Association Foundation for our ProStart program! Congratulations!

## From International Studies:

### From Parent Connect

Thanks to everyone who supported the Parent Connect Gala this past month. It was a really fun event and we were so excited to see everyone getting to know one another at the event and having such a good time.

We tried some new things such as the cake auction, the teacher gift board and a larger location. Everyone seemed to really like these changes and we had some very positive feedback from guests at the night of the event. Do let us know if you have any feedback on things you liked about the event as well as ideas on ways to improve the event. You can email your feedback to me at [cdamico3@gmail.com](mailto:cdamico3@gmail.com).

We made a little less money this year from the event last year. We are looking at ways to increase the income for the 2019 event. The numbers are:

Total Earned: \$19,174

Total Costs: \$4,700

Balance to Spend on our Students & School Needs: \$14,474

Last year the event made around \$19,000.

If you were not able to come to the event but would like to make a donation to the IS program to help cover the extra costs of the IS and IB programs for our students that would be wonderful! Donation pay for things such as IB tests, college trip, books and supplies and anything else to help this program shine for our students, please consider donating whatever you can. If together we could raise an additional \$4,526 in donations we could get up to the giving level of last year.

You can make a donation via the Parent Connect website at: <https://isparentconnect.com/gala/>

Or you can mail a check made out to "Parent Connect" to my work address below and I will get it turned into the treasurer and it will be applied to the needs of the IS program. The address is:

c/o OpenMinds

[4236 Adams Ave](#)

[San Diego, CA 92116](#)

Thanks all!

Christine D'Amico



## 2017-2018 Teacher Tutoring/Office Hours

Teacher	Subject/Room Number Teacher Tutoring/Office Hours
Alcantar	Mathematics/ Rm. 1108 Lunch: Monday, Tuesday & Thursday Afterschool: Wednesday 2:35pm-3:30pm; Or by appointment
Alcaraz	SpEd/505
Alomia	Science/Room 1020 Afterschool: Monday and Wednesday 2:30-4:00pm
Alvarado	Gym/Girls PE Office/Must knock! Afterschool: Monday & Wednesday 2:30-3:15pm (knock on office door)
Ambler	Gym/Boys PE Office Lunch: Wednesday
Armstrong	English, 9 <sup>th</sup> Rm. 1101 Before school: Monday-Friday 6:30-7:00am Afterschool: Wednesday and Thursday 2:45-3:30pm Room is also available for students that need a quiet place to work.
Bahena	History/Room 930 M-Th 2:30-3:30pm
Balestreri	English/Room 166 Mon-Fri: 7am to 7:25 Mon, Wed, Thurs: 2:30 to 3pm Appointment needed for any other hours.
Barraza	Spanish/ Rm. 855 Lunch: Wednesdays or by appointment any other day during lunch Afterschool: Most days 2:30 – 3:00pm
Bartick	Science/Room 1010 Lunch: Monday-Friday Afterschool: Monday, Wednesday, Thursday 2:30-3:30pm
Berman	Biology, Rm. 1025 Lunch: Monday, Wednesday, Thursday Or by appointment; contact teacher for peer tutoring
Bogan	GeoTech/504A Monday and Thursday 2:30 pm – 4: 00 pm
Brown	English, Film/ Rm. 802 Lunch: Monday, Wednesday, Thursday, & Friday Or by appointment afterschool
Burtson	Physics/Rm. 700A Lunch: Tuesday-Friday
Cardone	Math/Rm. 156 Mondays, Wednesdays, and Thursdays after school



Cavanagh	
Chang-Jones	Math/Rm 158 Afterschool: Monday & Thursday 2:30-3:30pm
Connaughton	Biology/ Rm. 1006 Period 1A on A-Days (with permission from your 1A teacher) Afterschool: A-Days 2:30-3:30pm
Coulon	English/French 1,2 and French 3,4 /Rm. 911 Afterschool: Monday, Wednesday & Thursday: 2:30-3:00pm Or by appointment
Daly	
Decino	
Deliivanova	Mathematics/Rm. 1155 Lunch: Everyday Afterschool: Monday 2:30-3:30pm
Demer	Biology, Chemistry/Rm. 1024 Lunch: Monday, Wednesday, Thursday, Friday Afterschool: Wednesday 2:30-3:30pm (or by appt.)
Dershem	English and Theatre/Rm. 851 Before school: Monday through Friday 6:30-7:15am Lunch: Monday-Friday Afterschool: Monday, Wednesday, Thursday 2:30-3:00pm; Or by appointment
Ducat	English/Rm 935 M-F 6:30am-7:15am M-F lunches (after school by appointment)
Duenas	English/Math/ Room 150 Before school: Monday, Wednesday, Thursday Afterschool: Monday, Wednesday, Thursday 2:30-3:30pm
Dupont	Math/Rm. 1107
Edwards	AP World History & IB Econ /Rm. 1154 Monday and Friday 2:30-3:30, other days as announced in class
City College English	
Fenton	AVID/Rm 652 M and W from 2:30 to 3:30 and any day at lunch by appointment
Fields	Math/ Rm 553 Lunch Mon-Fri After School Mon/Wed/Fri by appointment
Gibson	World History/ Rm. 552 lunch Monday to Thursday

Gillette	English Rm. 908 Lunch: Monday, Wednesday, Thursday, Friday Afterschool: Monday and Friday 2:35-4:00pm
Goddard	History/ Rm. 940 Lunch: Monday-Friday (most days) Or by appointment
Gore	Math/Room 155 Lunchtime: By appointment Afterschool: Monday, Wednesday, Thursday 2:30-3:30pm
Gottlieb	English/Yearbook/Rm. 901 Lunch: Monday-Friday Afterschool: By appointment
Groves	Art/Rm 403 Lunch: B days Afterschool: Thursdays 2:30 – 4:00pm Or by appointment
Guillermoprieto	Spanish/Rm. 803 Lunch: Monday-Friday Periods 1-4 by appointment
Guo	Mandarin/Rm 854
Harden	AP Psychology, AP European History, World History/Rm 161 Daily 6:30-7:30am and lunch After school Monday, Wednesday and Thursday 2:30-4:00
Hardin	AVID/Rm. 921 Lunch: Monday - Friday
Harris, M.	
Harris, T	Monday, Tuesday, and Thursdays after school until 3:30. Lunches M-F
Herman	
Hernandez	
Herrera	
Jackson	Math/Room 951 Afterschool: By appointment
James	English/AVID/Rm. 852 Before school: Monday-Thursday 7:00-7:25 am Lunch: Some days Afterschool: By appointment, Monday-Thursday 2:30-3:30pm
June	English/Room 934 M-Th at lunch and M, W, Th until 3:00
Ketchum	
Kinne	
Kirilova	TOK/Rm. 1103 Lunch: Monday through Friday (most days)

	Afterschool: Monday, Wednesday, Thursday, Friday 2:30-3:00pm; Or by appt.
Klingborg	Biology/ Rm. 1001 Mon, Wed, Thurs Fri from 2:30-4pm
Kocivar	Rm. 408 by appointment
Krueger	German, 9 <sup>th</sup> AVID, CAS/ Rm. 801 Afterschool: Monday and Thursday 2:30-3:15pm
Lehman	Govt/Econ & World History, Room 159 Mon-Fri 2:30 - 4:00
Leka	AVID/Rm 164
Licon	Mathematics/Rm. 1105 Lunch: Monday, Wednesday, Thursday, Friday Afterschool: Wednesday & Thursday 2:30-3:30pm
Liddell	Web Design/Video Production Rm. 909 Lunchtime by appointment
Little	Business/ Room 104 Wednesdays after school, from 2:30 until needed
Lopez	Spanish/ Rm. 954 Mondays and Wednesdays during lunch or by appointment
Magoffin	English/AVID, Rm 853
Mayorga/Staack	AJROTC/Room 600 Before school: Monday-Friday 6:00-07:30am After school: Monday-Friday 2:30-4:30pm
Mirabal	English/Room 167 W/Th 2:30-3:30, M--by appointment.
Mohill	Art/Room 653 Wednesday 2:30 – 3:30 and B Days at lunch
Montgomery	
Murphy	
Nakamoto	Chemistry/Rm 105 Monday at lunch and every Wednesday afterschool for an hour
Nephew	History/Room 951 By appointment.
Oakes	TOK 1 and 2; IB Support : Rm. 1157 Lunch: Monday-Friday [by appt. only] After school: M, W-F: 2:30-3:00pm [by appt. only]
O'Connor	Science/Room 554 Afterschool: Monday & Thursday 2:30-4:00pm
Pantaleone	
Patel	

Perez-Smith, E.	
Perez-Smith, V.	
Peters	M-F 7:00-7:30am and Monday, Wednesday, Thursday and Friday 2:30-3:30pm by appointment for my office/tutoring hours. All of my classes are AVID 9.
Pickering	Business Law/Rm. 106A Afterschool: Monday-Friday 2:30-3:00pm
Pinon	
Poncey	French, Drama/ Rm. 856 Before School: Monday-Friday 7:00am Afterschool: Any day when there are no theatre rehearsals.
Pray	History/Art Afterschool: Monday & Wednesday 2:30-3:30pm
Raiewski	Math/ Room 1158 Thursdays from 2:30 to 3:30 in my classroom 1158
Ramos	
Reed	English, AVID/ Rm. 1153 Lunch: By appointment Afterschool: Monday-Wednesday 2:30-3:00
Rivers	
Robertson	Chemistry/ Rm. 1029 Afterschool: Monday & Wednesday 2:30-4:00pm OR by appointment
Robinson	English, AVID, Film/ Rm. 805 Afterschool: Monday, Wednesday, Friday 2:30pm-3:00pm Or by appointment; Students are also welcome to use netbooks afterschool
Rodgers	Band/Orchestra/Choir Lunch: By appointment Afterschool: Monday & Wednesday: 2:30 - 5pm; Friday: 2:30 - 4pm
Rosales	
Sanchez	
Schenk	lunch on A days and after school Monday - Thursday from 2:30 PM - 3:30 PM by appointment only
Seeler	
Segura	Lunch: By Appointment Afterschool: Thursday 2:30-3:30 & By Appointment
Sleeper	Science/Room 405 Afterschool: Thursday 2:30-4:00pm
Smelser	
Soria	
Steussy	Room 1102 lunch everyday also 2:30-3 everyday

Stevens	Wednesday afterschool, 2:35 to 3:30.
Stewart	
Sunderland	
Taylor, M.	Spanish/Room 652 Tuesday: lunch Monday, Wednesday, Friday: 2:30-3:30
Taylor, S.	Lunch M-F After school M,W,Th 2:30-3:30
Towler	Biology, Technology/Rm.900 Lunch: Monday through Friday (at least 3 days per week) Afterschool: By appointment; 2:30-3:30pm
Vieira	
Wagner	Mathematics/Rm. 1107 Lunch: By Appointment Afterschool: Wednesday & Thursday 2:30-3:30pm
Waller	History/Room 1156 Lunch: Monday, Wednesday, Thursday, Friday After school: Monday, Wednesday, Thursday, Friday 2:30-3:30pm Spring semester I will not be available after school on B days
Weise	lunch time any day. I can also be available every Wednesday after school hours until 3:30
Whitelock	Physics/ Room 651 Tuesday-Thursdays lunch or by appointment
Whitlock	AVID/Rm. 1151 Lunch: Monday-Friday After school: Monday-Thursday till 3:30
Williams	"A" days; lunch by appointment "B" days; after school until 3pm
Wills	Lunchtime: By appointment Afterschool: Monday & Wednesday 2:30-3:30pm
Zepeda	



# The Caver Five

Below you will find 5 common San Diego High School (SDHS) Caver expectations for all students across campus. These expectations include: dress code, electronic devices, attendance, academic honesty, and disruption of the learning environment.

## **Dress Code:**

The dress code will be enforced during the school day and at all school-sponsored events at San Diego High School. Items that fall into the categories below will not be permitted at any time.

Clothing or accessories that:

- promote sex, violence, drugs, or alcohol
- are deemed to be gang related, promote weapons, vulgar images, and/or profane slogans
- are deemed inappropriate, offensive, or which may cause a disruption of the campus environment
  - Examples include, but are not limited to:
    - Strapless clothing
    - Bare midriffs or exposed cleavage
    - Visible undergarments
    - Shorts, skirts, or dresses shorter than fingertips fully extended
    - Bare feet or inappropriate shoes

## **Electronic Devices:**

The Board of Education allows for student possession of electronic devices on campus before school, during lunch, and after school. However, there may be times during the day when teachers allow students to use their device for educational purposes. Electronic device use during class time is permitted by individual teachers, on a teacher-by-teacher basis. Prior to using a device, students need to ensure they have their teacher's permission. Failure to do so may result in the temporary confiscation of the device so it does not have a negative impact on class time. Please note that SDHS staff are not responsible for any personal item brought by students to school. Students, who bring such personal items, do so at their own risk. Any item deemed by staff to be distracting or unsafe may be confiscated and claimed by a parent/guardian. Follow these simple steps to avoid temporary confiscation of your device:

- Make sure your device is on silent and securely stored during class.
- Headphones should not be visible; they are only to be used when you have teacher permission.
- Everyone makes mistakes! Teachers will give warnings for first time offenses. If you have your device out and a teacher asks you to either put it away or give it to them, respect and follow the request.
- Trying to argue or negotiate with your teacher impacts the learning environment. You can be sent to the office and your device will then have to be picked up by a parent/guardian.

## The Caver 5, continued

### Attendance:

Attendance in class is important for academic success; therefore, it is expected that all students will attend class daily and be on time. Students missing class or arriving 30 or more minutes late for class without a valid pass will be marked **ABSENT**. Absences must be cleared or they will be considered trancies.

Missing 5 or more classes is likely to cause harm to a student's education due to missing course content and instructional time. Therefore, students with multiple absences, are at-risk of failing a class. Being in school on time is essential to being a successful student. Students that are habitually late will be assigned either Saturday School, lunch detention, and/or may lose privileges (field trips, athletic participation, dances, etc.) All absences/tardies affect grades and citizenship and must be cleared through a parent contact, attending Saturday School, or via individual teacher arrangements (i.e. after-school tutoring). **REMEMBER: Assignments can be made-up, but instructional time cannot! Be in class!**

### Academic Honesty:

Academic dishonesty is any action or attempted action that may result in creating an unfair academic advantage for a student or an unfair academic advantage or disadvantage for any other member(s) of the academic environment. Academic dishonesty infractions include, but are not limited to:

- Cheating on assignments/tests
- Fabrication
- Unauthorized collaboration
- Plagiarism
- Theft or alteration of materials
- Pattern of test/Major report avoidance
- Pressure for unsubstantiated grade changes
- Abusive conduct with computers and the network
- Unauthorized electronic entry

Any student found responsible for academic dishonesty may be subject to one or more of the following consequences:

- Parent Notification
- Zero grade for the assignment
- Lowering of citizenship grade
- Lowering of academic grade
- Removal of network privileges
- Saturday school and/or suspension

## The Caver 5, continued

### **Disruption of the Learning Environment:**

Students are expected to behave in a mature manner that enhances the academic culture of our school. Respect for all individuals and property in the learning community is essential to the mission of San Diego High School. Students are expected to know and follow all classroom and school guidelines at all times.

The following are examples of behaviors that detract from the academic culture:

- Defying/Disrespecting a staff member
- Defacing or damaging school or personal property
- Disturbing classroom instruction and/or school functions
- Fighting
- Harassing someone sexually, physically, or emotionally (including text, email, social media)
- Leaving campus without permission
- Possessing, selling, or furnishing weapons, drugs, alcohol, or tobacco
- Showing inappropriate public displays of affection
- Using profanity or vulgar language

# San Diego Central Library

330 Park Blvd. (Next to PETCO Park) (619) 236-5800 (**Open Daily!**)



<https://www.sandiego.gov/public-library/kidsandteens/hwcenter>

**FREE:**

**HOMEWORK HELP**

**FREE TUTORING**

**COMPUTER ACCESS & RESEARCH TOOLS**

**TEEN CENTER**

**HOMEWORK CENTER**

**COLLEGE & CAREER PLANNING**

**JOB SEARCH RESOURCES**

**SCHOOL SUPPLIES & MATERIALS**

**MEDIA GAMING ROOM**

**ONSITE SNACK BAR**

## Appendix B: Sample Caver Weekly (Spanish)



# SEMANARIO CAVER

## Futuros Eventos/Última Información

### **Reunión de I.S. Parent Connect**

Miércoles 10 de enero – 6pm en el PAT

Entre los temas se incluirán los costos asociados con los exámenes AP, IB, SAT, ACT y solicitudes de admisión a universidades así como becas, subsidios y otras cosas gratuitas

### **Feriados de Martin Luther King Jr.**

Lunes 15 de enero, 2018

No hay clases

### **Reunión general de la PTSA**

Miércoles 17 de enero, 2018

¡Mayores detalles muy pronto!

### **Shows Musicales de Annie**

Enero 18 – 4:00pm

Enero 19 – 6:00pm

Enero 20 – 12:30pm

### **Desfile de Azul y Blanco**

Viernes 19 de enero

### **Baile de Gala de la ASB**

Sábado 20 de enero

Lowe's Coronado 7:30pm – 12am

### **Finaliza el 1<sup>er</sup> semestre**

Viernes 26 de enero, 2018

### **Café con los Consejeros**

Viernes 2 de febrero– 7:30am

Centro de Orientación

### **Recaudación de fondos de gala de Parent Connect**

¡Aparte la fecha! - 2 de febrero

## ¡Solamente quedan 3 semanas del primer semestre!

Por favor anime a su hijo/hija que se esfuerce en sus estudios y que busque tutoría para obtener apoyo adicional. Ofrecemos tutoría centralizada encabezada por maestros diariamente después de clases en el salón 160. Asimismo, los maestros ofrecen tutoría individual en sus salones de clases. Vean el horario de tutoría por maestros más abajo.

## ¡Felicitaciones, te extrañaremos!



Con sentimientos encontrados les informamos que, Rosaura Fountain recientemente fue nombrada como subdirectora en una escuela de inmersión IB dual en Lemon Grove. Aunque estamos contentos y complacidos por Rosaura, la echaremos mucho de menos. En nombre de la comunidad de SDHS, agradecemos a Rosaura por sus tres años de

servicio a nuestro personal, padres y alumnado. Sabemos que marcará una increíble diferencia en su nuevo cargo. Rebecca Jiménez asumirá el cargo de subdirectora interina comenzando el 15 de enero hasta que Daniza regrese a fines del semestre. Rebecca prestó servicios como decana de estudiantes de SciTech el año pasado. ¡Bienvenida en tu regreso de jubilada, Rebecca!

## Un Vistazo de SDHS

**Arco con flecha -** ¡viene a SDHS! Si les interesa, favor de comunicarse con el Sr. Stevens al [vstevens2@sandi.net](mailto:vstevens2@sandi.net)

Varios grupos estudiantes afortunados de SDHS verán **Hamilton** en las próximas semanas cuando llegue a San Diego.

**¡Las clases de educación para manejo regresaron!** ARC/IMIN ofrecerá otra ronda de educación para manejo comenzando el 16 de enero. Ver la sección de ARC abajo para mayores detalles sobre cómo apuntar a sus hijos.

El programa **Upward Bound de City College** alargó su fecha límite para aceptar solicitudes al jueves 11 de enero.

**La Feria de Alta Tecnología del Centro de Ciencias Fleet** regresa el 25 de enero de las 5-8pm en el Centro de Actividades de Balboa Park. ¡Es gratuito!

**Recaudación de fondos de gala de Parent Connect** es el 24 de febrero.

El año pasado, el **Club de Servicio de César Chávez** recolectó más de 1,300 libras de alimentos donados durante su campaña de colecta de alimentos. ¡Su meta de este año es obtener más!

**¡Los cursos gratis de preparación para la prueba SAT** ya se aproximan!

La **biblioteca de SDHS** está siendo totalmente remodelada para prestar mejor servicio a los estudiantes y a sus familias.

**Articulación** (seleccionar sus clases para el año entrante) se llevará a cabo el mes entrante. ¡Muy pronto tendremos mayor información!

**¡La fecha límite de aceptación de solicitudes para Upward Bound de City College se alargó hasta el 1/11/2018!**

Alargamos la fecha límite para la aceptación de solicitudes para nuestro nuevo programa *Upward Bound con City College*. Las solicitudes se vence el jueves 11 de enero, entregarlas en el Centro de Orientación.

Los alumnos no necesitan asistir (o planear en asistir) al City College para participar en este programa.

Entre los componentes se incluyen tutoría y mentoría con alumnos y consejeros universitarios de lunes a jueves de las 3:30 a las 5:30 y componente académico en City College el sábado de las 9:00am a las 12:30pm. Por consiguiente, ellos tendrán una experiencia durante el verano en la cual toman cursos a nivel universitario en grupo y en campus. Estudiantes de primeras generaciones y provenientes de bajos ingresos deberían de solicitar ¡aunque todas las familias son bienvenidas!

¡Esta es una magnífica oportunidad para su hijo/a! Si tiene alguna duda, favor de comunicarse con Raquel Peshkepia [rpeshkepia@sdccd.edu](mailto:rpeshkepia@sdccd.edu). Ella estará también en nuestro plantel esta semana hasta el miércoles en el salón 152. Pueden obtener las solicitudes y devolverlas en el salón 152 o bien en el centro de orientación.

## Mensaje de la Directora de Música: Shows Musicales Annie

Tenemos programados varias presentaciones de Annie en las siguientes semanas:

Enero 18 – 4:00pm

Enero 19 – 6:00pm

Enero 20 – 12:30pm

¡Gracias por todo su apoyo para nuestro creciente programa de música! Para información actualizada favor de visitar nuestro sitio en la red: [www.sdhsmusic.weebly.com](http://www.sdhsmusic.weebly.com), denos un "like" en Facebook, San Diego High School Music Boosters, y síganos en Instagram, @SDHSMusic.

## Mensaje de la Directora de Atletismo:

### Lucha Libre

La lucha libre varonil Varsity compitió en la preparatoria Mission Hills y JV estuvo en Escondido. El equipo de chicas estuvo en Eastlake.

El sábado pasado, los atletas compitieron en un torneo de estudiantes del 9no y 10mo grado y realizaron un magnífico trabajo.

Alexander Schwaebe: 1<sup>er</sup> lugar

Ezekiel Paredes: 1<sup>er</sup> lugar

Carla Leon: 3<sup>er</sup> lugar

Gibson Puckett: 3<sup>er</sup> lugar

Sophia Levario: 3<sup>er</sup> lugar

Oscar Ponce: 3<sup>er</sup> lugar

Sergio Vollmer: 3<sup>er</sup> lugar

## Jaime Brown se reúne con el Superintendente del Estado

Jaime Brown, maestra de nuestra escuela y maestra del año de California, recientemente se reunió con el Superintendente de Educación Pública del Estado en una ceremonia en Sacramento.



## Mensaje de la Asesora del Anuario:

Por favor ayuden al anuario identificando a sus hijos (especialmente a los del doce) que tienen talentos demostrados fuera de la escuela, o que de otra manera no reciben reconocimiento en el anuario. Queremos incluirlos en nuestra página de talentos nuevamente este año, Ejemplos de alumnos que:

\* Se presentan en teatro/danza/música fuera de la escuela \* Que han ganado un concurso de ensayos o publican redacciones \* Que han ganado un concurso de arte o que su trabajo ha recibido reconocimiento o ha sido publicado \* Han participado en hacer películas \* Han estado en una banda \* Participan en deportes no patrocinados por la escuela (rugby, esgrima, gimnasia) \* Tienen negocios/comercios/empresas \* Han inventado algo/lo ha patentado \* Han desarrollado una aplicación de computación o videojuego \* O, cualquier cosa que ustedes crean que nos interesaría saber.

Si saben de un alumno similar, favor de mandarme en un correo electrónico (rgottlieb@sandi.net) su nombre, escuela, correo electrónico o sus clases 4B si es posible, y el talento.

**¡Compre un Anuario!** - Los anuarios actualmente cuestan \$65 y subirán hasta \$70 el 2/24.

Tenemos personalización disponible: puedes tener tu nombre e íconos, o uno de las nuevas cimeras impresa en la cubierta por \$6.

Pueden comprarlo en la oficina de finanzas (dinero en efectivo o con un cheque a nombre de SDHS), o en Jostens.com<<http://Jostens.com>> (tarjeta de crédito)

Los primeros 150 alumnos que compren un anuario son elegibles para de presentar una cita personal. Aún tenemos lugares.

**Páginas personales de reconocimiento para alumnos del 12avo grado (Seniors) deben pedirse para el 2/16/2018**

Compre o diseñe una página entera, mitad de página, o un cuarto de ella en el anuario para dedicársela a su hijo/a. Los precios y detalles están en el sitio de la web [yearbooksdhs.weebly.com](http://yearbooksdhs.weebly.com)

<http://yearbooksdhs.weebly.com>

**Seniors:**

El Anuario quiere incluir tu foto de bebé en nuestra sección de alumnos del 12avo. Email un jpeg de tu foto de bebé a [sdhsyb@gmail.com](mailto:sdhsyb@gmail.com)<<mailto:sdhsyb@gmail.com>> antes del 2/23/2018. Podemos ayudarte a escanear pero no recibiremos las fotos originales.

Nos reservamos el derecho de no incluir o recortar imágenes sin explicación. Nuestro personal hace lo mejor que puede para incluir todas las fotos, sin embargo, la publicación no se garantiza.

**¡Done un Anuario!**

Ya estamos colectando donaciones para proporcionar anuarios a esos alumnos del 12avo grado que no pueden costear la compra de uno. Estos alumnos serán identificados por los consejeros. Por favor considere en hacer una donación en la oficina de finanzas o en Jostens.com<<http://Jostens.com>>. El número de anuarios a dar dependerá del número de donaciones.

**¡Anuncie su empresa! FECHA LÍMITE: 2/16**

Anuncios en una página entera, mitad, un cuarto o un 1/8th de página. Al comprar un anuncio en el Anuario ganador de premios de SDHS, ustedes están promoviendo sus negocios a toda la comunidad de SDHS incluyendo estudiantes, familias, personal, voluntarios, y exalumnos. Nuestro alumnado y personal frecuentemente procuran comercios locales en toda la ciudad. Los precios y detalles están en [yearbooksdhs.weebly.com](http://yearbooksdhs.weebly.com)<http://yearbooksdhs.weebly.com>



## Mensaje del Programa para Después de Clases (ARC/IMIN): ¡Regresan las Clases de Manejo!

Contamos con una sesión nueva para clases de manejo. Este es un programa de 6 semanas que comienza el 16 de enero, 2018 al 20 de febrero, 2018 y se impartirá en el salón 909. Este es un curso en línea para conducir un automóvil que es totalmente GRATIS traído por IMIN/arc. Este curso es para estudiantes que están interesados y comprometidos a obtener su permiso para aprender a conducir un auto.

Para ser admitido, los alumnos deben:

1. Tener un “Formulario de Inscripción/Participación arc 2017-2018” en archivo o traer uno antes de la primera sesión (ver abajo)
2. Entregar un “Formulario de Inscripción para Clases de Manejo de la Escuela Preparatoria San Diego” (ver abajo)
3. Asistir al primer día de enseñanza

Esta sesión incluirá instrucción práctica de manejo para aquellos alumnos que cumplan con los requisitos de asistir a todas las clases y terminar sus 30 horas en línea. Los alumnos que califiquen entrarán a una rifa para ganarse un tiempo de práctica de manejo (*behind the wheel*).

El anexo incluye el formulario de inscripción para clases de manejo y el formulario de inscripción, por favor compartan con los consejeros y cualquiera otra persona que podría estar interesada. Esta es una clase que se llena pronto, el primero que llegue tendrá un lugar. **Todos los alumnos necesitarán entregar ss paquetes de inscripción en el salón 601.**

**Formulario de Inscripción para Clases de Manejo de la Escuela Preparatoria San Diego:**

<https://drive.google.com/open?id=1zNu5RosyTZsg1f8RaAgBMxjWuqBo2vRG>

**Formulario de Inscripción/Participación arc 2017-2018:**

<https://drive.google.com/open?id=1RuYKEz6pu4nyqjUOi83UAWts4Yw-SYPG>

## Mensaje del Departamento de Educación Especial:

El programa de enseñanza moderada/severa está estableciendo un laboratorio de habilidades de terapia ocupacional (OT) en el salón 109. Necesitamos las siguientes donaciones que por favor pueden dejar en el salón 109 entre las horas 7:30am-2:30pm. ¡Muchas gracias!

Lista de ítems deseados para el laboratorio de habilidades

Contenedores de 1 galón vacíos y limpios (leche o agua); Contenedores de un cuarto de galón (medio litro) vacíos y limpios; Cajas de cartón de alimentos (cereal, galleta salada, barras de, granola, pasta)

Ropa (camisas, pantalones, pantalones de mezclilla, blusas, zapatos); Perchas para camisas/pantalones; Perchas para faldas/perchas para pantalones; Perchero (rack) para ropa que se pare solo; 2 canastas plásticas para el lavado

3-4 botellas de aerosol plásticas limpias; Escoba/recogedor de basura; Aspiradora

3-4 toallas para secar trastes; 1 escurridor

Dipakkumar Patel (Sunjay)

Especialista de Educación -Maestra Líder de Enseñanza Moderada/Severa



## Mensaje del Departamento de Educación Especial y Caver Coffee Crew:

Gracias a todos los que apoyaron la recaudación de fondos de venta de tamales del **Caver Coffee Crew** - ¡fue un GRAN éxito recaudando más de \$600.00! el dinero se destinó para reabastecer lo necesario para mantener avanzando nuestro pequeño y más importante celebrar con ellos y su arduo trabajo con una fiestecita de temporada que se llevó a cabo antes de las vacaciones. La Srta. Montgomery, Srta. Claudia y dos de nuestras maravillosas voluntarias, Srta. Maggie y Srta. Jackie – los acompañaron a un paseo en un barco transbordador a la Isla Coronado donde el grupo disfrutó de pizza, postre de helado y ¡todo el refresco que pudieran beber! Como podrán ver ellos estaban MUY FELICES ☺ Todo fue posible gracias a USTEDES – estamos muy agradecidos... Muchas, pero muchas gracias.

A continuación algunas fotos de los momentos felices.



## Mensaje del Club de Servicio César Chávez: Campaña de Colecta de Alimentos

En todo enero, el Club de Servicio César Chávez llevará a cabo una campaña de colecta de alimentos no perecederos. En los salones de clases de los maestros en toda la escuela se encuentran cajas así como el salón de la Srta. Licon (1105) y en la oficina principal. Ver abajo para maestros que ofrecen crédito adicional por donación.



### Teachers Offering Extra Credit:

- |             |                   |
|-------------|-------------------|
| • Alcantar  | • Krueger         |
| • Edwards   | • Demer           |
| • Bartick   | • Guillermoprieto |
| • Goddard   | • Licon           |
| • James     | • Connaughton     |
| • Brown     | • Jones           |
| • Klingborg |                   |

## Mensaje de los Mentores de PASS AmeriCorp:

### San Diego High School

Hello Cavers! Students are buckling down and looking for ways to improve their grades now that the first progress report has passed. We offer lunch and after school tutoring, and encourage PASS students to come with their friends for help as often as they need. Many students are staying after school to work on homework and thinking about how their choices today impact their lives tomorrow. For Red Ribbon Week, students dis-

cussed what their dreams are for their future and how making healthy choices about drugs now will help them to accomplish their dreams in the future. Thank you, Dana and Elizabeth, for choosing to spend one of your lunches spreading this important message! For Veterans' Day, students practiced gratitude and kindness by writing a letter to a Veteran, thanking them for their service. Langston went above and beyond to teach his

*Suzanne Bray and Amy DeNinno,  
PASS AmeriCorps Members*

classmates about the importance of honoring Veterans by creating a PowerPoint and presenting to his class.  
Happy Holidays!



**Wendy was nominated as student of the month by her history teacher for her hard work!**

# Mensaje de Nuestros Consejeros: ¡Aparte la fecha! - Café con los Consejeros







## Café con los Consejeros

El viernes 2 de febrero de las 7:30am a las 9:00am nos gustaría invitar a todos los padres/tutores a nuestra sesión mensual de “Café con los Consejeros”. Esta será una oportunidad para conectarse con los consejeros de la escuela y abordar asuntos relacionados a la orientación escolar y eventos que ocurren en nuestro campus. Marque su calendario ya que estas sesiones se realizarán el primer viernes de cada mes.

## Información para Comunicarse con los Consejeros



**SDHS Head Counselor**  
**Steve Baker**  
[sbaker1@sandi.net](mailto:sbaker1@sandi.net)  
International Studies  
Last Names: Q-Z

Business & Leadership	International Studies	Science & Technology
<b>Henry Rios</b> <a href="mailto:hrios@sandi.net">hrios@sandi.net</a> Last Names: A-L 	<b>Beatriz Montes</b> <a href="mailto:bmontes@sandi.net">bmontes@sandi.net</a> Last Names: A-Gud 	<b>Irene Ortega</b> <a href="mailto:iortega1@sandi.net">iortega1@sandi.net</a> Last Names: A – L 
<b>Ruben Avila</b> <a href="mailto:ravila@sandi.net">ravila@sandi.net</a> Last Name: M-Z 	<b>Patrick Chen</b> <a href="mailto:pchen@sandi.net">pchen@sandi.net</a> Last Names: Gue-P 	<b>Anna Sorensen</b> <a href="mailto:asorensen@sandi.net">asorensen@sandi.net</a> Last Names: M - Z 

### Intervention Counselors Business & Leadership, International Studies, Science & Technology



**Anna Toscano**  
[atoscano@sandi.net](mailto:atoscano@sandi.net)



**Crystal Alvarez**  
[calvarez1@sandi.net](mailto:calvarez1@sandi.net)



## Tutoría en la Biblioteca

¡Los maestros están disponibles en el salón 160!

### ARC/IMIN After-School Tutoring Schedule SDHS Library

Day of the Week	Teacher	Subject	Time
Monday	Wills Whitelock Duenas	Math Science All Subjects	2:30-4:00
Tuesday	Alcaraz Taylor Zepeda	Spanish and all subjects Social Studies All Subjects	2:30-4:00
Wednesday	Whitelock Segura Wills	Science Social Studies Math	2:30-4:00
Thursday	Alcaraz Fenton Duenas	Spanish and all subjects Social Studies All Subjects	2:30-4:00
Friday	Zepeda Tutors	All subjects	2:30-4:00

Please Note:

Students may get help for any and all subjects during tutoring time. The subjects listed above are the specialties of each teacher!

Servicios de salud mental para jóvenes ofrecidos por nuestros socios de la comunidad

# Youth Behavioral Health Services

High-quality Comprehensive Treatment for Children and Teens with Behavioral and Emotional Health Challenges



FAMILY HEALTH CENTERS  
OF SAN DIEGO

## Every Child has the Potential to Thrive!

Family Health Centers of San Diego offers comprehensive age appropriate behavioral health and early intervention services specifically tailored towards the unique needs of kids and teens. Our highly skilled team of child psychiatrists and child therapists help families address:

- Mood disorders and anxiety
- Attention-deficit/hyperactivity disorder (ADHD)
- Disruptive behavior disorders
- Eating disorders
- Sexual Orientation and Gender Identity Issues
- Schizophrenia
- Treatment for trauma related to abuse, neglect and divorce



If you or your family members have questions, learn more by visiting [fhcsd.org](https://fhcsd.org) or by calling **(619) 515-2338**. Translation services are available. Se Habla Espanol.

*We accept Medi-Cal, Covered California and uninsured patients with payment options on a sliding fee scale.*



# Mensaje de Comercio y Liderazgo:

## Academia de Finanzas (AOF)

Esta academia busca mentores para las Promociones de 2018 y 2019 así como oportunidades de pasantías para nuestros alumnos del doceavo grado. Favor de comunicarse con Amy Klingborg ([aklingborg@sandi.net](mailto:aklingborg@sandi.net)) o Tom Waller ([twaller@sandi.net](mailto:twaller@sandi.net)) si les interesa.

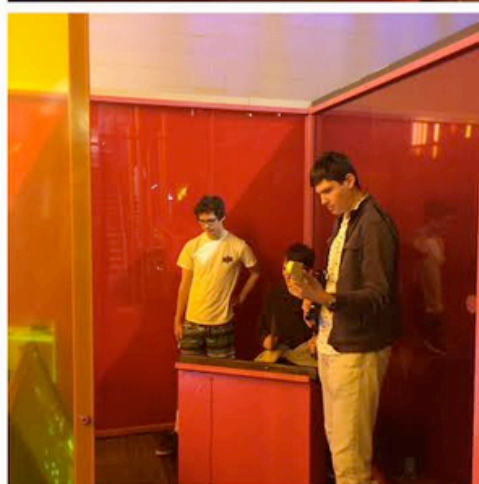
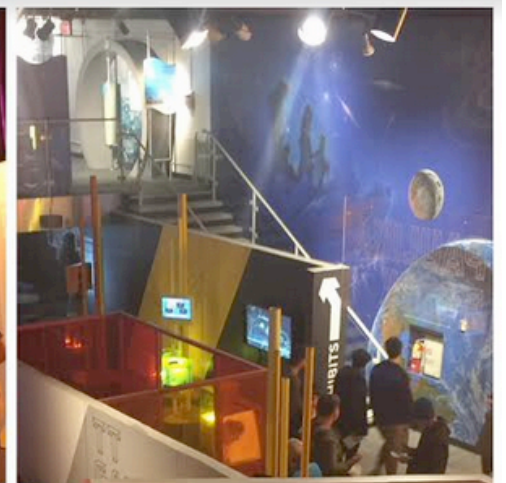
**Servicios Educativos SWAHUPA** busca reclutar alumnos de Comercio y Liderazgo. Ellos ofrecen asesoría orientación universitaria, conexiones a tutoría, preparación e información sobre SAT/AC, exploración vocacional, ayuda sobre asistencia monetaria, mentoría, talleres para padres y estudiantes, y mucho más. Si les interesa esta oportunidad para su hijo/a, por favor comuníquense con Jesús Ortiz en el salón 152 o por correo electrónico al [jgortiz@wahupa.org](mailto:jgortiz@wahupa.org).

## Alumnos de Diseño de Juegos y Diseño de Gráfico en Computadora – Mensaje del Sr. Kinne

Antes de las vacaciones invierno alumnos de las clases CS, diseño gráfico, diseño de juegos visitaron Ruben H. Fleet para presenciar la exhibición *The Game Masters* (también llevé estudiantes de *Maker club* y a un grupo de estudiantes del Sr. Zepeda) abajo hay una descripción del evento. Hubiesen visto a Rubén Ávila en la tarima de karaoke.

*Game Masters*: la exhibición muestra a los mejores diseñadores de videojuegos del mundo, desde la era de salas de máquinas pagadas a las consolas de hoy y juegos en línea. Y con 100+ juegos disponibles, se armó la juega (No era necesario tener monedas de 25¢.)

El trabajo de más de 30 diseñadores que han logrado un enorme impacto en el campo se explora por medio de una obra de arte con concepto raro, entrevistas con nuevos comisionados y exhibiciones digitales interactivas. Esta es la primera exhibición a gran escala que lleva a los visitantes tras las bambalinas para ver cómo se hacen los videojuegos así como echarle un vistazo a las persona que verdaderamente los hicieron. Desde favoritos como *The Sims* y *Minecraft* a las experiencias de sumersión de *World of Warcraft*, esto es una colección histórica de los videojuegos más populares en el planeta, así como juegos independientes con un seguimiento parecido a un culto.



*Game Masters* es una exhibición desarrollada por el Centro Australiano para la Imagen Movable (ACMI por sus siglas en inglés). Hizo su primera presentación en California en el Centro de Ciencias Fleet el 1ero de julio de 2017, y debe clausurar el 15 de enero de 2018.

## Mensaje de Comercio y Liderazgo, continúa:

El Sr Kinne, continúa:

Durante las vacaciones de invierno, varios líderes de derechos civiles emergentes se aventuraron en el desierto con los Ángeles de la Frontera para dejar agua y cargadores de teléfonos celulares que ellos fabrican con la esperanza de posiblemente salvar una vida.

Con la ayuda de voluntarios como ustedes, los Ángeles de la Frontera dejan docenas de contenedores de un galón de agua en el desierto por los caminos de alto transito de indocumentados. ¿Por qué? Después de 1994, 11,000 hijos e hijas, hermanas y hermanos, esposos y esposas han muerto. ¿La mayor causa de muerte? Deshidratación.





## Mensaje de Comercio y Liderazgo, continúa:

Los alumnos del doceavo grado de AOF se despidieron de sus tutores...



## Mensaje de Ciencias y Tecnología:

MedTech, Geotech e iTech buscan mentores y oportunidades de pasantías para alumnos de los grados 9, 10 y 11. Si les interesa o conocen a alguien que podría estar interesado, por favor comuníquense con los siguientes directores de la academia:

MedTech- Skye Piñon ([scookepinon@sandi.net](mailto:scookepinon@sandi.net))

GeoTech & iTech – Jennifer Ducat ([jducat@sandi.net](mailto:jducat@sandi.net))

**Servicios Educativos SWAHUPA** busca reclutar alumnos de Ciencias y Tecnología. Ellos ofrecen asesoría orientación universitaria, conexiones a tutoría, preparación e información sobre SAT/AC, exploración vocacional, ayuda sobre asistencia monetaria, mentoría, talleres para padres y estudiantes, y mucho más. Si les interesa esta oportunidad para su hijo/a, por favor comuníquense con Jesús Ortiz en el salón 152 o por correo electrónico al [jgortiz@wahupa.org](mailto:jgortiz@wahupa.org).

## Mensaje de Estudios Internacionales:

### **I.S. Parent Connect:**

¿Tiene preguntas sobre gastos anticipados relacionados a estudiantes y los recursos disponibles?

Usted está invitado a nuestra futura **reunión de Parent Connect de Estudios Internacionales el 10 de enero de las 6-7:30 pm en el Teatro de Artes Escénicas** qué cubrirá:

1) Costos que afectan a las familias: exámenes SAT, ACT, AP, IB, solicitudes de admisión a universidades, etc...

2) Apoyo relacionado para familias: becas, subvenciones de Parent Connect, exención de cuotas, cosas gratuitas

Si usted tiene preguntas específicas que quiera abordar en la reunión, por favor díganoslas con anticipación por medio de este link: <https://goo.gl/forms/OuqRcqM3h98m7f293>

### **¡Aparte la fecha! 24 de febrero – Recaudación de Gala de Parent Connect**

**Se necesitan donaciones la recaudación de gala del 24 de febrero de Parent Connect – Mensaje de: Christine D'Amico**

¡Feliz Año a todos!

Es difícil de creer que ya terminaron las vacaciones de invierno y ya empezamos a reunir ítems para nuestra subasta y reunión de gala de Parent Connect 2018.

Este evento será el 24 de febrero y es una gran oportunidad de conectarse con otros padres, conocer gente maravillosa, apoyar a la escuela y a nuestro alumnado con algo de las demandas económicas del programa y hallar un tesoro en la subasta.

Ustedes tienen un grupo entero de padres que donan su tiempo en esta subasta para cerciorarse que:

- este año los alumnos del onceavo grado hagan un viaje visitando universidades en CA
- haya ayuda para aquellos que la necesitan con los gastos de pruebas IB
- haya dinero para una celebración primorosa en la clausura del año
- podamos ayudar a los maestros con materiales adicionales y libros que necesitan para hacer de este año escolar tan poderoso como sea posible para el estudiantado.

Pueden ayudar tomándose tiempo para encontrar ítems que podamos agregar a nuestra subasta. Aún necesitamos mucho para hacer que este año sea exitoso. Podemos usar cualquier cosa, canastas, artículos para agregar a las canastas, tarjetas de regalo, viajes, experiencias, libros, vino y bebidas, comida no perecedera. Todo ayuda a crear una subasta divertida y festiva. ¡Sería fabuloso que al terminar el evento pudiésemos reunir más de \$20,000 para donarlo a la escuela de regreso! Qué regalo tan bueno sería para nuestros alumnos que trabajan tan duro y para los dedicados maestros.

La tarea es pequeña si todos ponernos nuestro granito de arena. Si cada uno de nosotros junta 5 ítems para el evento tendremos lo que necesitamos. Yo guardaré cualquier cosa que nos donen así que llámenme al [619-665-1264](tel:619-665-1264) o mándenme un correo electrónico al [cdamico3@gmail.com](mailto:cdamico3@gmail.com) y verán que si todos contribuimos tendremos la mejor subasta de años y será un éxito para los estudiantes.

Christine D'Amico

Madre de un graduado de IS, de un alumno del 12avo y uno del 9no grado

## Horario de tutoría/oficina para 2017-2018

Maestro/a	Materia/# del salón Horario de tutoría/oficina de los maestros
Alcantar	Matemáticas/ Salón 1108 Almuerzo: lunes, martes y jueves Después de clases: miércoles 2:35pm-3:30pm; o por cita
Alcaraz	Educación Especial/505
Alomia	Ciencias/Salón 1020 Después de clases: lunes y miércoles 2:30-4:00pm
Alvarado	Gimnasio/oficina educación física femenil/deben tocar la puerta! Después de clases: lunes y miércoles 2:30-3:15pm (tocar la puerta de la oficina)
Ambler	Gimnasio/oficina educación física Almuerzo: Miércoles
Armstrong	Inglés , 9 <sup>th</sup> Salón 1101 Antes de clases: lunes-viernes 6:30-7:00am Después de clases: miércoles y jueves 2:45-3:30pm El salón también está disponible para estudiantes que necesiten un lugar callado para trabajar.
Bahena	Historia /Salón 930 Lunes-jueves 2:30-3:30pm
Balestreri	Inglés /Salón 166 Lunes-viernes: 7am a 7:25 Lunes, miércoles, jueves: 2:30 a 3pm Se necesita cita para cualquier otra hora.
Barraza	Español/ Salón 855 Almuerzo: miércoles o por cita en cualquier otro día durante el almuerzo Después de clases: la mayoría de días 2:30 – 3:00pm
Bartick	Ciencias/Salón 1010 Almuerzo: lunes-viernes Después de clases: lunes, miércoles, jueves 2:30-3:30pm
Berman	Biología, Salón 1025 Almuerzo: lunes, miércoles, jueves O por cita; comunicarse con el maestro para tutoría por un compañero
Bogan	GeoTech/504A Lunes y jueves 2:30 pm – 4: 00 pm
Brown	Inglés , Film/ Salón 802 Almuerzo: lunes, miércoles, jueves, y viernes O por cita después de de clases
Burtson	Física/Salón 700A Almuerzo: martes-viernes
Cardone	Matemáticas/Salón 156 Lunes, miércoles, y jueves después de clases



Cavanagh	
Chang-Jones	Matemáticas/Salón 158 Después de clases: lunes y jueves 2:30-3:30pm
Connaughan	Biología/ Salón 1006 Período 1A en días A (con permiso de su maestro de 1A) Después de clases: días-A 2:30-3:30pm
Coulon	Inglés /Francés 1,2 and Francés 3,4 /Salón 911 Después de clases: lunes, miércoles y jueves: 2:30-3:00pm O por cita
Daly	
Decino	
Deliivanova	Matemáticas/Salón 1155 Almuerzo: todos los días Después de clases: Lunes 2:30-3:30pm
Demer	Biología, química/Salón 1024 Almuerzo: lunes, miércoles, jueves, viernes Después de clases: miércoles 2:30-3:30pm (o por cita)
Dershem	Inglés and teatro/Salón 851 Antes de clases: de lunes a viernes 6:30-7:15am Almuerzo: lunes-viernes Después de clases: lunes, miércoles, jueves 2:30-3:00pm; o por cita
Ducat	Inglés /Salón 935 De lunes a viernes 6:30am-7:15am De lunes a viernes al almuerzo (después de clases por cita)
Duenas	Inglés /Matemáticas/ Salón150 Antes de clases: lunes, miércoles, jueves Después de clases: lunes, miércoles, jueves 2:30-3:30pm
Dupont	Matemáticas/Salón 1107
Edwards	Historia Mundial AP y Economía IB/Salón 1154 Lunes y viernes 2:30-3:30, otros días como se anuncia en clase
City College English	
Fenan	AVID/Salón 652 Lunes y miércoles de las 2:30 a 3:30 y cualquier otro día al almuerzo por cita
Fields	Matemáticas/ Salón 553 Almuerzo lunes-viernes Después de clases lunes/miércoles/viernes por cita
Gibson	Historia Mundial / Salón 552 Al almuerzo lunes a jueves
Gillette	Inglés Salón 908

	Almuerzo: lunes, miércoles, jueves, viernes Después de clases: lunes y viernes 2:35-4:00pm
Goddard	Historia / Salón 940 Almuerzo: Lunes-viernes (la mayoría de días) O por cita
Gore	Matemáticas/Salón 155 Almuerzo: por cita Después de clases: Lunes, Miércoles, Jueves 2:30-3:30pm
Gottlieb	Inglés /Anuario/Salón 901 Almuerzo: lunes-viernes Después de clases: por cita
Groves	Art/Salón 403
Guillermo Prieto	español/Salón 803 Almuerzo: lunes-viernes Períodos 1-4 por cita
Guo	Mandarín/Salón 854
Harden	Psicología AP, AP Historia Europea , Historia Mundial/Salón 161 Diariamente 6:30-7:30am y al almuerzo Después de clases lunes, miércoles y jueves 2:30-4:00
Hardin	AVID/Salón 921 Almuerzo: lunes - viernes
Harris, M.	
Harris, T	Lunes, martes, y jueves después de clases 3:30. Al almuerzo de lunes-viernes
Herman	
Hernandez	
Herrera	
Jackson	Matemáticas/Salón 951 Después de clases: por cita
James	Inglés /AVID/Salón 852 Antes de clases: lunes-jueves 7:00-7:25 am Almuerzo: algunos días Después de clases: por cita, lunes-jueves 2:30-3:30pm
June	Inglés /Salón 934 Lunes-jueves al almuerzo y lunes, miércoles, jueves hasta las 3:00
Ketchum	
Kinne	
Kirilova	AK/Salón 1103 Almuerzo: de lunes a viernes (la mayoría de días) Después de clases: lunes, miércoles, jueves, viernes 2:30-3:00pm; o por cita.
Klingborg	Biología/ Salón 1001 Lunes, miércoles, jueves, viernes a las 2:30-4pm

Kocivar	Salón 408 Por cita
Krueger	Alemán, 9 <sup>th</sup> AVID, CAS/ Salón 801 Después de clases: lunes y jueves 2:30-3:15pm
Lehman	Gobierno/Economía e Historia Mundial, Salón 159 De lunes a viernes 2:30 - 4:00
Leka	AVID/Salón 164
Licon	Matemáticas/Salón 1105 Almuerzo: lunes, miércoles, jueves, viernes Después de clases: miércoles y jueves 2:30-3:30pm
Liddell	Diseño de Web/producción de vídeos Salón 909 Al almuerzo por cita
Little	Business/ Salón 104 Miércoles después de clases de las 2:30 hasta la hora que se necesite
Lopez	Español/ Salón 954 Lunes y Miércoles durante el almuerzo O por cita
Magoffin	Inglés /AVID, Salón 853
Mayorga/Staack	AJROTC/Salón 600 Antes de clases: lunes-viernes 6:00-07:30am Después de clases: lunes-Friday 2:30-4:30pm
Mirabal	Inglés /Salón 167 Miércoles/jueves 2:30-3:30, lunes por cita.
Mohill	Art/Salón 653 Miércoles 2:30 – 3:30 y días B al almuerzo
Montgomery	
Murphy	
Nakamoa	Química/Salón 105 Lunes al almuerzo y cada miércoles Después de clases por una hora
Nephew	Historia /Salón 951 Por cita
Oakes	AK 1 y 2; apoyo IB: Salón 1157 Almuerzo: lunes-viernes [por cita solamente] Después de clases: lunes, miércoles, viernes: 2:30-3:00pm [por cita solamente]
O'Connor	Ciencias/Salón 554 Después de clases: lunes y jueves 2:30-4:00pm
Pantaleone	
Patel	
Perez-Smith, E.	
Perez-Smith, V.	
Peters	L-V 7:00-7:30am and lunes, miércoles, jueves y viernes 2:30-3:30pm por cita en el horario de mi oficina/tutoría. Todas mis clases son AVID 9.

Pickering	Derecho Mercantil/Salón 106A Después de clases: lunes-viernes 2:30-3:00pm
Pinon	
Poncey	Francés, Drama/ Salón 856 Antes de clases: lunes-viernes 7:00am Después de clases: cualquier día cuando no hay ensayo de teatro.
Pray	Historia /Art Después de clases: lunes y miércoles 2:30-3:30pm
Raiewski	Matemáticas/ Salón 1158 Jueves de las 2:30 a 3:30 en mi salón 1158
Ramos	
Reed	Inglés , AVID/ Salón 1153 Almuerzo: por cita Después de clases: lunes-miércoles 2:30-3:00
Rivers	
Robertson	Química/ Salón 1029 Después de clases: lunes y miércoles 2:30-4:00pm O por cita
Robinson	Inglés , AVID, Film/ Salón 805 Después de clases: lunes, miércoles, viernes 2:30pm-3:00pm O por cita; los alumnos pueden usar sus <i>netbooks</i> después de clases
Rodgers	Band/orquesta/coro Almuerzo: por cita Después de clases: lunes y miércoles: 2:30 - 5pm; viernes: 2:30 - 4pm
Rosales	
Sanchez	
Schenk	Almuerzo en los días A y después de clases lunes - jueves de las 2:30 PM - 3:30 PM por cita solamente
Seeler	
Segura	Almuerzo: por cita Después de clases: jueves 2:30-3:30 y por cita
Sleeper	Ciencias/Salón 405 Después de clases: jueves 2:30-4:00pm
Smelser	
Soria	
Steussy	Salón 1102 al almuerzo todos los días y a las 2:30-3 todos los días
Stevens	Miércoles después de clases, 2:35 a 3:30.
Stewart	
Sunderland	

Taylor, M.	Español/Salón 652 Martes: Almuerzo Lunes, miércoles, viernes: 2:30-3:30
Taylor, S.	Almuerzo lunes-viernes Después de clases lunes, miércoles, jueves 2:30-3:30
Awler	Biología, Tecnología/Salón 900 Almuerzo: de lunes a viernes (por lo menos tres días a la semana) Después de clases: por cita; 2:30-3:30pm
Vieira	
Wagner	Matemáticas/Salón 1107 Almuerzo: por cita Después de clases: miércoles y jueves 2:30-3:30pm
Waller	Historia/Salón 1156 Almuerzo: Lunes, miércoles, jueves, viernes Después de clases: lunes, miércoles, jueves, viernes 2:30-3:30pm No estaré disponible durante el semestre de primavera después de clases en los días B
Weise	Al almuerzo un día. También puedo estar disponible cada miércoles después de clases hasta las 3:30
Whitelock	Física/ Salón 651 Martes-jueves al almuerzo o por cita
Whitlock	AVID/Salón 1151 Almuerzo: lunes-viernes Después de clases: Lunes-jueves hasta las 3:30
Williams	Días "A"; al almuerzo por cita Días "B"; después de clases hasta las 3pm
Wills	Almuerzo: por cita Después de clases: lunes y miércoles 2:30-3:30pm
Zepeda	



# The Caver Five

Abajo encontrarás las expectativas comunes "Caver" de la Escuela Preparatoria San Diego (SDHS) para todos los alumnos del plantel.

## **Código para Vestir:**

Se reforzará el código de vestir durante el día escolar y en todos los eventos auspiciados por la escuela en la Preparatoria San Diego. Los artículos que recaen dentro de las categorías mencionadas abajo no se permitirán en ningún momento.

Ropa o accesorios que:

- promueven sex, violencia, drogas, o alcohol
- que se consideran estar relacionadas a pandillas, que promueven armas, imágenes vulgares, y/o eslóganes profanos
- que se consideran inapropiados, ofensivos, o que puedan causar una irrupción en el ambiente escolar
  - Entre los ejemplos se incluyen, pero no se limitan a:
    - Ropa sin tirantes
    - Blusas/camisas a medio torso o que expongan la clavícula
    - Ropa interior visible
    - Shorts, faldas, o vestidos más cortos de donde llegan las yemas de los dedos al extender los brazos hacia abajo
    - Descalzos o zapatos inadecuados

## **Dispositivos electrónicos:**

La Mesa Directiva de Educación permite que los alumnos porten dispositivos electrónicos en el plantel antes y después de la escuela, y durante el almuerzo. Sin embargo, hay ocasiones durante el día cuando los maestros permiten a los estudiantes usar sus dispositivos con propósitos educativos. Un dispositivo electrónico usado durante tiempo de clases es permitido por maestros individuales, o bien de un maestro a otro. Antes de usar un dispositivo, el alumno necesita cerciorarse de contar con el permiso de su maestro. Si no lo hacen, podría traer como resultado la confiscación temporaria de dicho dispositivo para que no tenga un impacto negativo en el tiempo de clases. Por favor toma en cuenta que el personal de SDHS no es responsable de ningún artículo personal traído por un estudiante a la escuela. Los alumnos que traen objetos personales, lo hacen por su propio riesgo. Cualquier artículo que el personal considere que sea distractor o inseguro podría ser confiscado y debe ser reclamado por los padres/tutores. Sigue estos pasos básicos para evitar que se te confisque temporariamente tu dispositivo simple:

- Asegúrate que tu dispositivo esté sin sonido y guardado de forma segura durante clase.
- Los audífonos no deben estar visibles, solamente deben ser usados cuando se cuenta con el permiso del maestro.
- ¡Todos cometemos errores! Los maestros darán un aviso a los que cometen la ofensa por primera vez. Si tienes tu dispositivo afuera y un maestro te dice que lo guardes o que se lo entregues, respeta y haz lo que se te dice.
- Tratar de discutir o negociar con tu maestro impacta el ambiente de aprendizaje. Te puede mandar a la oficina y tu dispositivo tendrá entonces que ser recogido por los padres/tutores.

## Caver 5, continúa

### Asistencia:

La asistencia en clase es importante para el éxito académico; por lo tanto se espera que todos los estudiantes asistan a clases diariamente y sean puntuales. A los alumnos que pierdan clase o que lleguen 30 minutos o más tarde a una clase sin un pase válido se les pondrá una marca de **AUSENTE**. Las faltas de asistencia deben ser aclaradas o se les considerará infractores (*truant*).

El perder 5 o más clases probablemente cause daño a la educación del alumno debido a que pierde el curso del contenido y tiempo de enseñanza. Por lo tanto, los alumnos con varias faltas, están a riesgo de reprobado una clase. Estar en la escuela puntualmente es esencial para ser un estudiante exitoso. Los alumnos que habitualmente son impuntuales serán asignados ya sea a la Escuela Sabatina, a detención al almuerzo, y/o pueden perder privilegios (excursiones, participación atlética, bailes, etc.) Todas las faltas/retrasos afectan las calificaciones académicas y de conducta y deben ser aclaradas por un padre que se comunique, asistir a la Escuela Sabatina, o bien por un arreglo individual del maestro (ej. tutoría después de clases). **RECUERDA: Puedes reponer todo tipo de trabajo escolar asignado, ¡pero no el tiempo de enseñanza! ¡Preséntate a clase!**

### Honestidad Académica:

La deshonestidad académica es cualquier acción o intento de acción que podría traer como resultado crear una ventaja académica injusta para un estudiante o una ventaja académica injusta o una desventaja académica injusta para cualquier otro(s) integrante(s) del ambiente académico. Entre las infracciones académicas deshonestas se incluyen pero no se limitan a:

- Hacer trampa en tareas/pruebas
- Fabricación
- Colaboración no autorizada
- Plagio
- Robo o alteración de material
- Evitar exámenes/proyectos principales
- Presión para cambio no corroborado de calificaciones
- Conducta abusiva con computadoras y la red de comunicación
- Entradas electrónicas sin autorización

Cualquier alumno que se encuentre responsable de deshonestidad académica podría estar sujeto a una o más de las siguientes consecuencias:

- Aviso a los padres
- Una calificación de cero para el trabajo
- Reducción de calificación de conducta
- Reducción de calificación académica
- Cesó de privilegios para la red de comunicaciones
- Escuela Sabatina y/o suspensión

## Caver 5, continúa

### **Irrupción del Ambiente de Aprendizaje:**

Se espera que los estudiantes se comporten de una manera madura que caracterice la cultura académica de nuestra escuela. El respeto para todos los individuos y para la propiedad en la comunidad de aprendizaje es esencial para la misión de la Escuela Preparatoria San Diego. Es de esperarse que todos los alumnos sepan y sigan todas las normas del salón de clases y de la escuela.

Lo siguiente son ejemplos de comportamientos que distraen la cultura académica:

- Desafío/irrespeto a un integrante del personal
- Pintarrajar o dañar propiedad escolar o personal
- Disturbar la enseñanza en el salón de clases y/o funciones escolares
- Peleas
- Acosar a alguien sexual, física o emocionalmente (incluyendo mensajes de texto, correos electrónicos, medio sociales)
- Alejarse del plantel sin permiso
- Poseer, vender o proveer armas, drogas, alcohol, o tabaco
- Dar muestras de afecto inapropiadas en público
- Usar profanidades o lenguaje vulgar

## Biblioteca Central de San Diego

330 Park Blvd. (Enseguida de PETCO Park) (619) 236-5800 (**¡Abierta diariamente!**)



<http://www.sandiego.gov/public-library/kidsandteens/teens.shtml#games>

### Ofrecen Gratuitamente:

AYUDA CON LA TAREAS

**TUTORÍA GRATIS**

ACCESO A COMPUTADORAS Y HERRAMIENTAS DE  
INVESTIGACIÓN

**CENTRO PARA ADOLESCENTES**

CENTRO PARA TAREAS

**PLANEACIÓN UNIVERSITARIA/VOCACIONAL**

RECURSOS PARA BUSCAR TRABAJOS

**MATERIALES Y ÚTILES ESCOLARES**

SALA DE MEDIOS Y VIDEOJUEGOS

**MERIENDAS ALLÍ MISMO**

## Appendix C: Student Handbook



**SDHS  
School of  
Business and Leadership  
2017-2018**



**1405 Park Blvd.  
San Diego, CA. 92101  
(619) 525-7455 Ext. 2105**

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## **SCHOOL INFORMATION DIRECTORY**

<b>Address:</b>	1405 Park Blvd Room 102 San Diego, CA. 92101
<b>Phone:</b>	(619) 525-7455 Ext. 2105
<b>Fax:</b>	(619) 525-7337
<b>Website:</b>	<a href="http://www.sandiegounified.org/sdhs">www.sandiegounified.org/sdhs</a>
<b>School Office Hours:</b>	7:00 a.m. – 3:00 p.m.
<b>Grade Levels:</b>	9 -12
<b>School Principal:</b>	Dr. Carmen García
<b>Vice Principal:</b>	Paul Nuñez Ext. 2110
<b>Secretary:</b>	Irma Patty Baez, Ext. 2110
<b>Attendance:</b>	Margarita Madrigal Ext. 2105
<b>Library:</b>	Ext. 2353
<b>Nurse:</b>	Catherine Serrano Ext. 2303
<b>Registrar:</b>	Laura Huezo Ext. 2134
<b>School Police Officer:</b>	Ext. 2251
<b>Financial Office:</b>	Leonor Alatorre Ext. 2109

## CALENDAR/ SCHEDULE

### **Holidays/Vacation Days**

September 4	Labor Day Observance
November 10	Veterans Day Observance
November 20-24	Thanksgiving Break
December 18	Winter Vacation Begins
January 3	School Reopens
January 15	MLK Observance Day
February 16	Lincoln Observance Day
February 19	Washington Observance Day
March 26	Spring Vacation Begins
April 2	School Reopens
May 28	Memorial Day Observance

### **Important Dates**

August 28	First Day of School
October 11	PSAT Test for all 10 <sup>th</sup> graders and all 11 <sup>th</sup> grade students
October 1 – November 30	UC/CSU Admissions Application Window Open
January 26	End of Semester 1 Grading Period
January 29	Spring Semester Begins
February - March	Registration for AP Exams
May	IB & AP Exams
June 13	End of Semester 2 Grading Period



## A/B Calendar

### August

M	T	W	T	F
28 - A	29 - B	30 - A	31 - B	

### September

M	T	W	T	F
				1 - A
4	5 - B	6 - A	7 - B	8 - A
11 - B	12 - A	13 - B	14 - A	15 - B
18 - A	19 - B	20 - A	21 - B	22 - A
25 - B	26 - A	27 - B	28 - A	29 - B

### October

M	T	W	T	F
2 - A	3 - B	4 - A	5 - B	6 - A
9 - B	10 - A	11 - B	12 - A	13 - B
16 - A	17 - B	18 - A	19 - B	20 - A
23 - B	24 - A	25 - B	26 - A	27 - B
30 - A	31 - B			

### November

M	T	W	T	F
		1 - A	2 - B	3 - A
6 - B	7 - A	8 - B	9 - A	10
13 - B	14 - A	15 - B	16 - A	17 - B
20	21	22	23	24
27 - A	28 - B	29 - A	30 - B	

**December**

M	T	W	T	F
				1 - A
4 - B	5 - A	6 - B	7 - A	8 - B
11 - A	12 - B	13 - A	14 - B	15 - A
18	19	20	21	22
25	26	27	28	29

**January**

M	T	W	T	F
1	2	3 - B	4 - A	5 - B
8 - A	9 - B	10 - A	11 - B	12 - A
15	16 - B	17 - A	18 - B	19 - A
22 - B	23 - A	24 - B	24 - A	26 - B
29 - A	30 - B	31 - A		

**February**

M	T	W	T	F
			1 - B	2 - A
5 - B	6 - A	7 - B	8 - A	9 - B
12 - A	13 - B	14 - A	15 - B	16
19	20 - A	21 - B	22 - A	23 - B
26 - A	27 - B	28 - A		

**March**

M	T	W	T	F
			1 - B	2 - A
5 - B	6 - A	7 - B	8 - A	9 - B
12 - A	13 - B	14 - A	15 - B	16 - A
19 - B	20 - A	21 - B	22 - A	23 - B
26	27	28	29	30

**April**

M	T	W	T	F
2 - A	3 - B	4 - A	5 - B	6 - A
9 - B	10 - A	11 - B	12 - A	13 - B
16 - A	17 - B	18 - A	19 - B	20 - A
23 - B	24 - A	25 - B	26 - A	27 - B
30 - A				

**May**

M	T	W	T	F
	1 - B	2 - A	3 - B	4 - A
7 - B	8 - A	9 - B	10 - A	11 - B
14 - A	15 - B	16 - A	17 - B	18 - A
21 - B	22 - A	23 - B	24 - A	25 - B
28	29 - A	30 - B	31 - A	

**June**

M	T	W	T	F
				1 - B
4 - A	5 - B	6 - A	7 - B	8 - A
11 - B	12 - A	13 - B	14	15

## Daily Class Schedule 2017-2018

Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b> 7:30- 9:00	<b>1</b> 7:30-8:40	<b>1</b> 7:30- 9:00	<b>1</b> 7:30- 9:00	<b>1</b> 7:30- 9:00
<b>Nutrition</b> 9:05- 9:15	<b>Nutrition</b> 8:40 – 8:45	<b>Nutrition</b> 9:05- 9:15	<b>Nutrition</b> 9:05- 9:15	<b>Nutrition</b> 9:05- 9:15
<b>2</b> 9:15-10:45	<b>2</b> 8:50-10:00	<b>2</b> 9:15-10:45	<b>2</b> 9:15-10:45	<b>2</b> 9:15-10:45
<b>3</b> 10:50-12:20	<b>3</b> 10:05-11:35	<b>3</b> 10:50-12:20	<b>3</b> 10:50-12:20	<b>3</b> 10:50-12:20
<b>Lunch</b> 12:25 -12:55	<b>Lunch</b> 11:40-12:10	<b>Lunch</b> 12:25 -12:55	<b>Lunch</b> 12:25 -12:55	<b>Lunch</b> 12:25 -12:55
<b>4</b> 1:00-2:30	<b>4</b> 12:15-1:25 Minimum Day	<b>4</b> 1:00-2:30	<b>4</b> 1:00-2:30	<b>4</b> 1:00-2:30

## **Caver Five Expectations**

Below you will find common San Diego High School (SDHS) Caver expectations for all students across campus.

### **Dress Code:**

The dress code will be enforced during the school day and at all school-sponsored events at San Diego High School. Items that fall into the categories below will not be permitted at any time.

Clothing or accessories that:

- promote sex, violence, drugs, or alcohol
- are deemed to be gang related, promote weapons, vulgar images, and/or profane slogans
- are deemed inappropriate, offensive, or which may cause a disruption of the campus environment
  - Examples include, but are not limited to:
    - Strapless clothing
    - Bare midriffs or exposed cleavage
    - Visible undergarments
    - Shorts, skirts, or dresses shorter than fingertips fully extended
    - Bare feet or inappropriate shoes

### **Electronic Devices:**

The Board of Education allows for student possession of electronic devices on campus before school, during lunch, and after school.

However, there may be times during the day when teachers allow students to use their device for educational purposes. Electronic device use during class time is permitted by individual teachers, on a teacher-by-teacher basis. Prior to using a device, students need to ensure they have their teacher's permission. Failure to do so may result in the temporary confiscation of the device so it does not have a negative impact on class time. Please note that SDHS staff are not responsible for any personal item brought by students to school. Students, who bring such personal items, do so at their own risk. Any item deemed by staff to be distracting or unsafe may be confiscated and claimed by a parent/guardian. Follow these simple steps to avoid temporary confiscation of your device:

- Make sure your device is on silent and securely stored during class.
- Headphones should not be visible; they are only to be used when you have teacher permission.



- Everyone makes mistakes! Teachers will give warnings for first time offenses. If you have your device out and a teacher asks you to either put it away or give it to them, respect and follow the request.
- Trying to argue or negotiate with your teacher impacts the learning environment. You can be sent to the office and your device will then have to be picked up by a parent/guardian.

### **Attendance:**

Attendance in class is important for academic success; therefore, it is expected that all students will attend class daily and be on time.

Students missing class or arriving 30 or more minutes late for class without a valid pass will be marked **ABSENT**. Absences must be cleared or they will be considered trancies.

Missing 5 or more classes is likely to cause harm to a student's education due to missing course content and instructional time. Therefore, students with multiple absences, are at-risk of failing a class. Being in school on time is essential to being a successful student. Students that are habitually late will be assigned either Saturday School, lunch detention, and/or may lose privileges (field trips, athletic participation, dances, etc.) All absences/tardies affect grades and citizenship and must be cleared through a parent contact, attending Saturday School, or via individual teacher arrangements (i.e. after-school tutoring). **REMEMBER: Assignments can be made-up, but instructional time cannot! Be in class!**

### **Academic Honesty:**

Academic dishonesty is any action or attempted action that may result in creating an unfair academic advantage for a student or an unfair academic advantage or disadvantage for any other member(s) of the academic environment. Academic dishonesty infractions include, but are not limited to:

- Cheating on assignments/tests
- Fabrication
- Unauthorized collaboration
- Plagiarism
- Theft or alteration of materials
- Pattern of test/Major report avoidance
- Pressure for unsubstantiated grade changes
- Abusive conduct with computers and the network
- Unauthorized electronic entry

Any student found responsible for academic dishonesty may be subject to one or more of the following consequences:

- Parent Notification
- Zero grade for the assignment
- Lowering of citizenship grade
- Lowering of academic grade
- Removal of network privileges
- Saturday school and/or suspension

### **Disruption of the Learning Environment:**

Students are expected to behave in a mature manner that enhances the academic culture of our school. Respect for all individuals and property in the learning community is essential to the mission of San Diego High School. Students are expected to know and follow all classroom and school guidelines at all times.

The following are examples of behaviors that detract from the academic culture:

- Defying/Disrespecting a staff member
- Defacing or damaging school or personal property
- Disturbing classroom instruction and/or school functions
- Fighting
- Harassing someone sexually, physically, or emotionally (including text, email, social media)
- Leaving campus without permission
- Possessing, selling, or furnishing weapons, drugs, alcohol, or tobacco
- Showing inappropriate public displays of affection
- Using profanity or vulgar language

## **SAN DIEGO HIGH SCHOOL BEHAVIOR MANAGEMENT EXPECTATIONS**

<b>Classroom Managed</b>	<b>Admin Managed</b>
Minor Infractions	Chronic Minor Infractions
Preparedness	Profanity directed toward teacher/staff
Food/Drink	Vandalism
Put Downs	Harassment of students or teacher
Calling Out	Fighting
Minor dishonesty	Drugs, alcohol, weapons
Tone/Attitude	Defiance relating to electronic devices
Inappropriate Language	
Refusal to Work	
Electronic Devices	
Dress Code	

## ATTENDANCE POLICY

Attendance in class is important for academic success; therefore, it is expected that all students will attend classes daily and be on time.

If students are not in class on time, the following will take effect:

### Absences/Truancies

Students missing class or arriving 30 or more minutes late for class without a valid pass will be marked **ABSENT**.

It is the student's responsibility to clear absences with the School Clerk. This is done by having a parent or guardian write a note or call the School Clerk. ASB may not clear absences or tardies. **Absences must be cleared or they will be considered truancies.** When a student returns to school after a full day absence, he/she goes directly to class.

The following categories of absence will be applied:

1. **(I)** Excused absence due to illness, medical, or dental appointment. The responsibility for obtaining and completing missed work rests entirely with the student. A doctor's note may be requested.
2. **(E)** Excused absence for personal reasons. The responsibility for obtaining and completing missed work rests entirely with the student at the discretion of the **teacher**.
3. **(U)** Unexcused absence with the knowledge of parents but for reasons not approved by the district. The responsibility for obtaining and completing missed work rests entirely with the student at the discretion of the teacher.
4. **(Z) Truant** is an absence not approved by the parents or the school. Students will not receive credit for missed work. (See next paragraph on Consequences for Truancies.)
5. **(H)** School sponsored event. The student is participating in a school sponsored activity (e.g. sport, field trip, guest speaker, etc.)

### Consequences for Truancies

The parent and counselor will be notified and the student will be assigned Saturday School for each truancy. The student's citizenship grade will be lowered (1 Truancy =N, 2 Truancies=U); the student may fail the course, and the student may not be allowed to participate in school events/activities.

**Field Trips**

Students must have an “Excuse From Class Form” and a signed Parent Permission Form turned in two business days before a field trip. Participation in field trips is a privilege, not a right. Failure to turn in all required forms before going on a field trip may result in an unexcused absence and/or denial of the privilege of participation in future field trips.

**Independent Study Contracts for Extended Absences**

If a student will be absent from five to twenty school days, a Short Term Independent Study Contract agreement is available so that a student may receive credit and the school will receive ADA during the absence. Contracts are available from the Counselor. Contracts must be signed by all parties, submitted at least five days prior to the planned absence and must have administration’s approval. After the contract is completed, it must be returned for processing within five (5) days of returning or absence will be counted as unexcused.

**Losing Credit Due to Absences**

Students are reminded there is no guarantee that make-up work will be provided or that absences will be excused for extended absences at the end of a semester or during mandated testing. (Refer to the procedure and specific guidelines on Independent Study Contracts.)

**Class Avoidance**

A student who shows a pattern of absences on days when assignments are due or tests are given will be referred to the counselor. Assignments or tests may be recorded as zero points.

**Passes: Outside of Classroom**

All students outside of class during class time must be supervised by a teacher or have a valid pass.

### **Tardies/Tardy Policy**

**Tardies** – Students who arrive to class after the class begins are **tardy**.

Tardies to school are considered excused only for medical or legal reasons. Excuses must be submitted in the form of a parent's phone call or note to the School Clerk. Oversleeping, transportation problems, or personal excuses cannot be accepted.

Students arriving 30 or more minutes late for class will be marked **ABSENT**. If not cleared, a period truancy will be recorded.

### **Consequences for Tardies**

#### **May Include:**

- Teacher may hold a conference with student and find out why they are late to class. Student is given a warning regarding not being late.
- The teacher will assign the student detention to be served with the teacher in their classroom.
- Teacher will contact home and make the parent/guardian aware of the problem.
- Teacher will lower citizenship grade.
- Counselor will assign consequences.
- Counselor will contact home and make the parent/guardian aware of the problem.
- Habitual tardiness and defiance of school rules may result in a possible referral to an alternative school placement.
- Loss of magnet status.

### **Closed Campus**

San Diego High School is a closed campus, as are all high schools in our district. Students may not leave campus during lunchtime. Leaving campus without appropriate permission is considered a truancy.

### **Detention**

Teachers may assign before school, after school or lunch detention at their discretion for violations of class rules. Not attending a detention will result in a referral to the counselor.



## **Leaving Campus**

Students who need to leave campus for medical or legal reasons must obtain a “blue slip.” Parents must call or send a note to the School Clerk in Room 806. The School Clerk will issue a “blue slip” which will permit the student to leave campus at the date and time indicated. Failure to get a “blue slip” before leaving will result in a truancy.

**Leaving campus without appropriate permission is considered a truancy.**

## **Saturday School**

Saturday School is an academic environment. Students must do class work the entire time. Saturday School is an alternative to suspension and may be assigned as a result of excessive tardies or trancies. The school Code of Conduct will be in enforced at Saturday School. Failure to attend Saturday School may result in suspension. Saturday School will clear tardies and trancies. Students must attend for a minimum of 4 hours to clear tardies or trancies. **When used to clear trancies, make-up work will be allowed at the teacher’s discretion.**

## **CHANGE OF RESIDENCE**

It is very important that the school has current contact information for each student. If students change addresses or home and work phone numbers, the School Clerk, must be informed immediately and provided with new proof of address and/or phone numbers.

## **CODE OF CONDUCT**

### **Academic Expectations**

Students are expected to meet the academic requirements of the courses in which they are enrolled. See individual course syllabi and the course catalog for details.

### **Academic Honesty Policy**

The School of International Studies is committed to providing a quality educational experience for all students. Students are expected to abide by ethical standards of honesty and integrity in the preparation and presentation of materials that demonstrate their level of knowledge.

Students may not engage in any act that is deemed dishonest. The consequences of academic dishonesty will result in consequences and

penalties. (See below.) **A copy of the Academic Honesty Policy must be signed by students and a parent/guardian during the enrollment process.**

Academic dishonesty is any action or attempted action that may result in creating an unfair academic advantage for a student or an unfair academic advantage or disadvantage for any other member or members of the academic environment.

Academic dishonesty infractions include, but are not limited to, the following areas:

1. **Cheating on tests**—Any intentional giving/discussing/using of external assistance relating to an examination, test or quiz, without express permission of the teacher – including misuse of any form of technology.
2. **Fabrication**—Any intentional falsification or invention of data, citation, or other authority in an academic exercise.
3. **Unauthorized Collaboration**—Intentional collaboration of an assignment between a student and another person, if such collaboration is not permitted.
4. **Plagiarism**—Any intentional use of another’s ideas, words, or work as one’s own. Plagiarism includes the misuse of published/copyrighted materials whether written or visual and/or the work of other students.
5. **Theft or Alteration of Materials**—Any intentional and unauthorized taking, concealment, or alteration of student, teacher, office, or library materials.
6. **Pattern of Test/Major Report Avoidance**—A pattern of absences on test days or major report due dates for the apparent advantage of performing better on the make-up test or for gaining extra work/studying time.
7. **Pressure for Unsubstantiated Grade Changes**—Any student’s request for a raised grade that is not based on errors in correction, recording, averaging, or other clerical errors.
8. **Abusive Conduct with Computers and the Network**—Such conduct would include, but not be limited to, damage or theft of system hardware or software; the altering of any system software or software configurations; placing unlawful information, computer viruses or harmful programs on any computer; and pirating copyrighted software.

9. **Unauthorized Electronic Entry**—Any entry without permission. Any access downloading and/or printing of materials that would be considered pornographic, unlawful, obscene, or otherwise objectionable by any staff member.
10. **Knowledge of Academic Dishonesty**—Any student who has personal knowledge of a violation of the district policy of academic honesty is to report it to school authorities. Failure to do so makes a student a party to the cheating and subject to disciplinary action.

### **Penalties**

Penalties for infractions may include parent notification, lowering of citizenship grade, lowering of academic grade, zero grade for the assignment, removal from the class with an F/U, removal of network privileges, Saturday School, suspension, and/or criminal prosecution. Source: *SDUSD Administrative Procedure #4710: SRHS Academic Honesty Policy*

Academic honesty is a key area of the International Baccalaureate Diploma Programme. If students are found to have committed academic misconduct, they could fail to be awarded a grade in the subject concerned, and further consequences may be implemented. Source: *Handbook of Procedures 2012, Academic Honesty; IBO.org*

### **Acceptable Use Policy for Technology** **(Network Use Guidelines)**

Students and parents must sign a Network Responsibility Contract and have it on file at school as long as the student attends the School of International Studies. **A copy of the Network Responsibility Contract must be signed by student and parent/guardian during the enrollment process.** *More details on page 26.*

### **Actions Related to a School Activity or Attendance:**

Students should be aware they may be suspended or expelled for acts related to school activities 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.

*Reference: California Education Code Section 48900-48927*

### **Behavior Expectations**

Students are expected to behave in a mature manner that enhances the academic culture of our school. Respect for all individuals and property in the learning community is essential to the mission of the School of International Studies. Students are expected to know and follow all classroom, school, and district rules at all times.

The following are examples of behaviors that detract from the academic culture. Consequences for these actions vary from a verbal reprimand to suspension, expulsion and/or prosecution:

- Defying any staff member
- Acting in a rowdy, disruptive, and/or potentially dangerous way
- Cheating or plagiarizing
- Defacing or damaging school or personal property
- Deliberately disturbing classroom instruction or school functions
- Fighting
- Gambling, wagering or betting
- Harassing someone sexually, physically, or emotionally
- Leaving campus without permission
- Possessing or using drugs, alcohol, or tobacco
- Possessing, selling, or furnishing any item deemed to be a weapon
- Showing inappropriate public displays of affection
- Stealing or attempting to steal school or personal property
- Using intimidation or violence for any purpose
- Using profanity or vulgar language
- Violating the dress code
- Forging of any school documents or forms

### **Bikes/Skateboards/Rollerblades, etc.**

These items are not to be used on our school campus. Students using these items for transportation to and from school must store them in designated areas during the school day.

**Bike/Skateboard Racks** – Racks are available on campus between the 100 and 300 buildings as well as the 1100 building.

Bicycles/skateboards must be locked to the racks. If students do not have a lock, they should not bring their bike/skateboard to school. Bringing these items are the student's own risk.

### **Cell Phones/Tablets & Other Electronic Signaling Devices**

The Board of Education approved Board Policy H-6980, which allows student possession and use of cellular phones, smart phones, tablets,

paggers and other electronic signaling devices on school campuses, at school-sponsored activities, and while under the supervision of school district employees under the following circumstances:

- Students may use these devices on campus before school begins, after school ends, and during the lunch period.
- These devices must be kept out of sight and turned off during the instructional program. (Passing periods are included as part of the instructional program). Unauthorized use of such devices disrupts the instructional program and distracts from the learning environment. Therefore, unauthorized use is grounds for confiscation of the device by school officials, including classroom teachers. Confiscated devices will be returned to the parent or guardian. Repeated unauthorized use of such devices may lead to disciplinary action.
- Students bring electronic devices on campus at their own risk; the school is not responsible for lost/stolen or damaged electronic items.

**Other electronic devices, i.e. CD players, MP3 players, and iPods:**

Electronic devices not used for academic or educational uses are prohibited. These devices and accessories must be kept out of sight and turned off during the instructional program. Devices with dual purposes (laptops, tablets, smart phones, graphing calculators, etc.) may be used only for meeting academic objectives of the class period.

**Dress Code for Students at San Diego High School**

The dress code will be enforced during the school day and at all school-sponsored events at San Diego High School. Caps, hats or head covering of any kind may not be worn in classrooms or in hallways, at the discretion of the teacher. Head coverings worn for religious reasons are allowed in classrooms and hallways. Items which fall into the categories below will not be permitted on campus at any time:

- clothing or accessories that:
  1. promote sex, violence, drugs, or alcohol
  2. are deemed to be gang-related or likely to incite confrontation
  3. have been altered with personalized lettering
  4. are deemed offensive or which may cause a disruption of the campus environment
  5. **are deemed inappropriate for school\***
- bare feet or inappropriate shoes
- wallet chains or other attire that could potentially be used as a weapon



Students will be referred to the counselor and/or principal for unresolved dress code violations. The student will be asked to change the item of clothing or will be sent home. Repeated violations of the dress code may result in a suspension.

**\*“deemed inappropriate for school” includes:**

No strapless clothing  
No bare midriffs or exposed cleavage  
No undergarments visible  
No shorts, skirts, or dresses shorter than fingertips fully extended

**ID Cards**

ID cards are required for admission to school events, receiving lunch, and for checking out textbooks or library materials.

**Posting Items on Campus**

Any item posted at the School of International Studies must be approved in advance by the administration and removed in a timely manner. All items posted must relate to school activities and not include any vulgar, obscene, or offensive text or images.

All publicity items **MUST** be posted with **blue release painter’s tape** on the board by the 800 building. Duct tape, masking tape, scotch tape, or mounting squares are not permitted. Any postings non-compliant with this policy will be removed immediately. Items posted in individual classrooms are at the discretion of the teacher.

**Bullying, Harassment, and Intimidation Prohibition Policy**

The San Diego Unified School District is committed to providing all students and staff with a safe learning environment with an emphasis on respect. Bullying (including cyber-bullying), harassment, or intimidation of any form is strictly forbidden. Such acts include those that are reasonably perceived as being motivated either by an actual or perceived attribute that includes but is not limited to race, religion, creed, color, marital status, parental status, veteran status, sex, sexual orientation, gender expression or identity, ancestry, national origin, ethnic group identification, age, mental or physical disability or any other distinguishing characteristic. The district further prohibits the inciting, aiding, coercing or directing of others to commit acts of bullying or cyber-bullying, harassment or intimidation. Students who observe, overhear, or otherwise witness such actions must, and parents/district visitors are encouraged to, report the behaviors to a staff member. The administration will investigate complaints alleging

violations of this policy. Any form of retaliation in response to a report of such acts is prohibited. Source: *SDUSD Bullying, Harassment, and Intimidation Prohibition Policy*

### **Sexual Harassment Policy**

Sexual harassment is defined by the California Education Code as “unwelcome” sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in an educational setting. The district prohibits any conduct that has the purpose or effect of having a negative impact on an individual’s work or academic performance or creates an intimidating, hostile, or offensive work or educational environment. Students should report any sexual harassment to their principal, counselor, or teacher immediately. Students who violate this policy shall be disciplined appropriately, including suspension or possible expulsion. **A copy of the Sexual Harassment Policy must be signed by student and parent/guardian during the enrollment process.**

### **Suspension During the Senior Year**

Seniors are reminded that a suspension during their senior year will result in ineligibility to participate in senior activities (Commencement, Prom, Picnic, and Breakfast). An appeal process is available. *See Eligibility to Participate in Senior Activities, Page 28*

## **GRADUATION REQUIREMENTS**

### **Graduating Class of 2016 and beyond**

#### **(Aligned with UC & CSU A-G minimum requirements)**

#### **Courses/Credits/Grade Point Average**

To receive a high school diploma, a student must earn a total of 44 credits, have a 2.0 cumulative GPA from grades 9-12 and meet other requirements as follows:

- 8 credits (4 years) in English\*
- 6 credits (3 years) in Social Studies/History\*
- 6 credits (3 years) in Math\*
- 6 credits (3 years) in Science\*
- 4 credits (2 years) of the same World Language\*
- 2 credits (1 year) of an approved Visual/Performing Art\*
- 2 credits (1 year) of a college preparatory elective\*
- 4 credits in P.E. (A credit may be earned for performing in Marching Band or JROTC) and passing score on Fitnessgram
- Additional core courses/ROP courses/electives to meet min. (44) credits

- Maintain a 2.0 GPA or better for grades 9-12 based on a four-point scale with points awarded by grades earned in a class as follows: A=4, B=3; C=2; and F=0 points
- No involvement in violence during senior year
- Clearance of all indebtedness

\*See *About UC “A-G” Subject Requirements* (below) for more info

Note: In addition to the credits listed above, a student in the School of International Studies will complete coursework in Theory of Knowledge and AVID.

Since a “D” grade denotes “below standard,” the grade is not used in the School of International Studies. Students must earn at least a “C” grade in a class; if students do not earn at least a “C,” an “F” grade will be issued at the end of the semester.

### **About UC “A-G” Subject Requirements**

A student must complete the following high school courses (“a-g” pattern) with at least a “C” grade in each course to apply to the University of California or California State University systems. The UC system uses the word “unit” instead of “credit.” A two-semester, year-long course equals one unit. It will take 15 units of high school work to complete the subject requirements. At least 7 of the 15 units listed below must have been earned in courses taken during the last two years of high school. Counselors will schedule students into the necessary, A-G-approved courses.

“a” History/Social Science – 2 years

“b” English – 4 years

“c” Mathematics – 3 years (Algebra, Geometry, Intermediate Algebra, and above) [4 years recommended] or comparable integrated math courses.

“d” Laboratory Science – 2 years (Biology and Chemistry or Physics) [3 Recommended]

“e” Languages other than English – 2 years minimum in the same language [3 Recommended]

“f” Visual and Performing Arts – 1 year (same class for a full year)

“g” College Preparatory Electives – 1 additional year elective selected from the subject areas above

### **Students Dropping a Class**

In accordance with District Policy 4705, students dropping a class during the first six weeks of a semester may do so without an entry

recorded on their cumulative grade history records. After six weeks into the semester, a student's cumulative grade average may be affected.

### **Fitnessgram Test**

All students in grade 9 will be given the FITNESSGRAM® which is the required physical fitness test that California school districts must administer to all students. Students who do not pass will continue to re-take the test in subsequent grades. Students in grades 11 and 12 will be enrolled in a PE class until a passing score is earned.

Source: *SDUSD Administrative Circular 48*

## **SCHOOL EQUIPMENT AND TEXTBOOKS**

### **Classroom Books & Equipment (netbooks, GPS units etc.)**

Equipment or books may be checked out by students from teachers. Students are responsible for the security and upkeep of issued items. Students must return these items or pay the replacement costs.

### **Textbooks & Graphing Calculators**

Students are responsible for all books and graphing calculators issued to them. If books or calculators are stolen, marked in, or not returned, students will be charged for damages or the replacement cost. If textbooks or calculators are not returned or lost or if debts are not paid, student may not be allowed to participate in school activities. When books and/or calculators are issued, students should inspect them for any marks or other damages, and, if found, inform the staff immediately.

### **Uniforms, Athletics, ROTC, etc.**

Equipment and uniforms are issued to members of sports' teams and to the JROTC. Students are responsible for the security and upkeep of issued items. Students must return these items or pay for replacement.

## **TECHNOLOGY ON CAMPUS**

### **Computer Availability**

Computers are available to students in the School of International Studies for use in completing academic assignments in the following locations:

- Library— during posted operating times
- Individual Classrooms —at the discretion of the teacher
- Computer Lab —at the discretion of the computer teacher

## ACCEPTABLE USE POLICY

Access to any computer and network system at the School of International Studies and San Diego High School requires a Network Responsibility Contract. The contract describes what is and is not acceptable behavior on the school's computers. **The contract is renewed each year and must be signed by the student and parent.** Students who violate this contract will lose the privilege of using school computers.

Students who sign the Network Responsibility Contract have access to:

- Electronic mail (e-mail) communication with people all over the world.
- Information and news from a variety of sources and research institutions.
- Public domain and shareware software of all types.
- Discussion groups on a wide variety of topics.
- Many university libraries, the Library of Congress, and more!

The use of school computers, sandi.net and the Internet is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The administration, teachers, and/or staff may request the site system administrator or district security administrator to deny, revoke, or suspend specific user access.

Violation of the policies set forth above will result in any of the following consequences:

- a) Parental notification.
- b) Loss of privilege to use technology on campus.
- c) Assigned suspension.
- d) Removal from class.
- e) Criminally charged under local, state or federal laws.

## EXTRA-CURRICULAR ACTIVITIES

**ASB** – The Associated Student Body Council of SDHS is the organization that organizes and sponsors many on-campus activities such as pep rallies, spirit weeks, fundraisers, dances, lunchtime music, and activities. ASB sets a goal of promoting student involvement in school activities.

**ASB Cards:** With the purchase of an ASB card, students will enjoy many benefits. With the ASB card, students will receive discounts on dances, such as Homecoming, ASB Ball, and Winter Ball. An added bonus of the ASB card is the discount given by local participating businesses. ASB cards may be purchased at the Finance Office.

**ASB Activities/Events** – The ASB holds a variety of dances and spirit activities throughout the year. Activities and events are open to all San Diego High students who are adhering to the code of conduct. When special dances take place, such as Homecoming, Winter Ball, ASB Ball, and Senior Prom, a student is permitted to bring a guest (someone other than a San Diego High student) if the guest meets GPA and citizenship requirements. The dress code and code of conduct are in effect at all ASB activities and events.

**Athletics** – San Diego High School proudly offers the following varsity and junior varsity interscholastic sports throughout the school year:

*Fall* (Sept – Nov): Football, Co-ed Cross Country, Girls' Tennis, Girls' Golf, and Girls' Volleyball,

*Winter* (Nov – Feb): Basketball, Soccer, and Wrestling

*Spring* (Feb – May): Baseball, Softball, Swimming, Track, Boys' Volleyball, Badminton, Lacrosse, Boys Golf.

**Athletic Eligibility** – To be eligible for participation in interscholastic CIF sports, a student must:

- maintain a (2.0 GPA) academically on their previous report card or progress report.
- maintain a (2.0 GPA) in citizenship on their previous report card or progress report.

**Eligibility to Participate in Athletics, Performing Groups, Clubs, and ASB** – To be eligible to participate in interscholastic athletics, performing groups (music, drama, cheerleading, and drill team), clubs, and ASB (including class officers and presidencies of student clubs), students must maintain a “C” average (2.00 GPA) in both academics and citizenship. Participation in some activities is restricted by the number of Us or Ns in citizenship, and/or Fs in academics. Students should check with the activity advisor for answers to any questions regarding eligibility. For athletics, each teacher from each class that you will miss or leave early from, will need to sign a sports pass. You must attend class until the pass releases you and you may not leave class without permission. Failure to attend class or leaving without permission from may result in a truancy. If truant, you may serve a one game/match suspension.



**Eligibility to Participate in Senior Activities** – Eligibility to participate in senior activities (Prom, Picnic, Breakfast and Commencement) will be determined at the April/May progress report. All credit requirements must be in progress at that time with no failures in required courses. In addition, a senior must have:

- received a 2.0 GPA in grades 9-12.
- maintained a 2.0 in citizenship all senior year.
- cleared all indebtedness (books, uniforms, etc.).
- met all 44 required credits by June of the senior year.
- received no suspensions during senior year.
- met other state requirements
- must not have any truanancies (Z code) in senior year.

## **SCHOOL-WIDE RESOURCES**

**Bus Information** - School Bus Transportation – Students who ride the school bus to and from school must board and exit the bus in the “loading zone”. Bus loading/unloading locations for field trips, athletic events, or other activities will be announced.

**Main Office** – The San Diego High main office is located in Room 100. The Office will be open during school hours.

**Library** - The library serves as a resource center for students. It is also the textbook distribution center for the school. For students, it is a place to do research, find information, and to study. Students are welcome in the library/media center at any time it is open.

**Library Books**—Library books may be borrowed by students for a three-week period. Students need an ID to check out library materials. Students are liable for all accrued debt.

**Lunch Program**—San Diego High is a Provision 2 School; thus, ALL students receive free lunch and nutrition. Food carts are stationed throughout the school lunch areas with a wide variety of menu items.

**Parking Regulations**—Visitors may park in one of the designated visitor parking spaces located in parking lot A on Park Boulevard by obtaining a temporary parking permit issued in the Main Office. Failure to display a parking permit can result in a parking citation or towing at owner’s expense. Students may park in the lot on the East side of Balboa Stadium closest to the visitor side gates. Students must obtain a student parking permit from the Main Office. Students must be prepared to present proof of insurance, a valid driver’s license and

other documents as required to obtain a permit. Parking in Staff spaces may result in parking permits being revoked. Failure to display a parking permit can result in a parking citation or towing at owner's expense.

**Public Transportation (Bus & Trolley)** – Public bus stops are located on Park Boulevard. A trolley stop is about two blocks south of our school at 12<sup>th</sup> and “C” Street. Call (619) 233-3004 for bus/trolley information.

**Restrooms** – Restrooms are located next to the library, on the first floor of the 400/900/1100 buildings, and second floor of the 100/1100 building. All are available for use by students. Students should use the restrooms before or after school, during lunch and during passing periods.

## **VISITORS ON CAMPUS**

Visitors must first report to the Main Office upon arrival. If a parking space is needed, visitors must request a temporary parking permit in order to legally park in designated visitors' parking spaces on campus. Visitors then report to the IS school office in Room 806. All visitors must wear a Visitor's Identification Badge.

Friends and relatives are not allowed on campus without a parent unless they are part of the magnet program tours arranged by the program coordinator. **Due to liability issues, students may not invite friends to spend the day with them at school.**

## NOTES

