

CHICO HIGH SCHOOL



Student Handbook Curriculum Guide Guide to School Discipline

Chico High School
901 Esplanade
Chico, CA 95926
530-891-3026
Fax 530-891-3284



Chico Unified School District
1163 E Seventh Street
Chico, CA 95928
530-891-3000

STATEMENT OF NON-DISCRIMINATION:

The District does not discriminate on the basis of actual or perceived actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression, or association with a person/group with one or more of these actual or perceived characteristics. The District will take steps to assure that the lack of English will not be a barrier to admission and participation in District programs. Complaints alleging noncompliance with the District's policy of nondiscrimination should be directed to Tina Keene, Director of State & Federal Programs, at the Chico Unified School District office (1163 East Seventh Street, Chico, California, 95928; 530-891-3000 x20165). A copy of the District's non-discrimination policy is available from the District Office.

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Attendance Policies and Procedures

Statement of Expectations

Students are expected to attend class regularly and to be on time in order to receive maximum benefit from the instructional program, to develop habits of punctuality, self-discipline and responsibility, and to assist in keeping disruption of the educational environment to a minimum. While it is possible for an absent student to make up much of the schoolwork missed, it is impossible to completely compensate for absence from classes.

Absences always cause some disruption in the educational progress of the student who is absent. In order to maintain interest and understanding in a program of instruction, students should not expect to be absent more than is absolutely necessary. Students who fail to make up work may become discouraged with the burden of keeping current and making up missed work. Irregular attendance or tardiness by students not only impacts their own studies, but also interferes with the progress of those pupils who are regular and prompt in attendance. Consistent attendance in classes at Chico High School is crucial to each student's personal and academic growth.

State Financial support is directly linked to student attendance. Regardless of the reason for the absence, if a student is absent an entire day, state funding is not received for that student. Students are required to attend at least one class in a day for the school to receive funding. Students who are ill should remain at home. If illness absences exceed (10) days during a school year, a doctor's note may be required to clear further absences. It is understood there will be occasional family emergencies that may require a student to be out of school. However, parents and students are encouraged to schedule all non-school commitments (including vacations) and appointments outside the regular school day.

Attendance Notification

Student and parent responsibilities for attendance:

1. When a student is absent, **the parent must notify the school within 72 hours by phone or in writing verifying the cause of the absence.** Parents may also respond to the automatic dialer system by leaving a message.
2. Calls should be made to the Student Services Office, for students whose surname begins with (A-K) 891-3030, (L-Z) 891-3028. If a call or written note is not received within 72 hours, the absence becomes truancy.
3. Notes must be in ink, and must contain the following information:
 - a. Full name of Student
 - b. Student number.
 - c. Date(s) of absence and reason for absence.

d. Parent signature

e. Partial-day absence must list the periods missed or time missed.

4. The Student Services Offices will accept notes from students from 7:15 to 7:55 am, during break, lunch, and after school.

5. It is the responsibility of the parent to notify the school prior to an extended period of absence (i.e., work, trip, etc). Students who plan to be gone and are aware of it in advance must obtain a **Prior Absence Slip** from their Student Services Office. The student is responsible for taking it to each teacher and obtaining their permission. No teacher is to assign make-up work for anyone who fails to follow this procedure.

6. Any student absent from school without a valid excuse on three different school days during the school year will be notified and advised to the parent's obligation to compel the student to meet his/her school responsibilities. The parent/guardian will also be advised of parental rights to attend a conference with a school representative to discuss solutions to the truancy problem and to be made aware of alternative education programs available in the District. Efforts will be made to improve school/home communications and identify commitments that will resolve the truancy problem.

7. Any student absent without a valid excuse on more than five different school days during the school year will be declared a habitual truant by school officials. The parent will again be advised of the parent's responsibilities and will be invited to attend a conference with a school representative to discuss alternatives for resolving the problem. If following a thorough review of the case, school officials determine that the student's parent/guardian is not meeting his/her responsibilities under the compulsory school attendance laws of the State, consideration will be given to pursuing a course of legal action against the parent/guardian.

Off Campus Permits

1. Students may not leave campus during school time without having previously been issued an Off-Campus Permit from their Student Services Office.
2. An Off-Campus Permit is issued for doctor/dentist appointments, sudden illness, family emergency, etc., with parent authorization.
3. Students leaving campus without an **Off-Campus Permit will be assigned a "Truancy" absence upon their return.**

Attendance Policies and Procedures

Attendance Guidelines

1. Unsatisfactory attendance may be defined as any behavior which is causing a student to miss assignments, class discussions, tests or other class activities resulting in a detrimental effect upon the student's academic standing in class. The student is considered absent when he/she arrives in the classroom more than 30 minutes after the tardy bell rings, or does not arrive in the classroom that day.

2. Reasons for absence from school-Excused: Absence from school will be considered "excused" when a parent or guardian indicates to school officials one of the following reasons:

- a. illness
- b. quarantine
- c. medical, dental or optometric services
- d. exclusion from school for health and safety
- e. court appointment or jury duty
- f. attendance at funeral services for member of immediate family
- g. attendance at funeral services for close friend
- h. observance of a religious holiday or ceremony
- i. job interview

3. Reasons for absence from school – Unexcused: Absence from school will be considered "unexcused" when a parent or guardian indicates to school officials reasons other than listed above, such as:

- a. work for parent or employer
- b. transportation problem
- c. overslept

4. Truancy: an absence from a class or classes without the authorization of the parent or school.

5. Make-up Work for Absent Students:

- a. If the absence is EXCUSED, the student will be expected to make up the work that was missed within a reasonable period of time and will receive full recognition (points, grade, credit) for the make-up work.
- b. Any student absence not excused by school personnel will be UNEXCUSED. When a student receives an unexcused absence, he /she will be expected to make up the work that was missed within a reasonable period of time and may be subject to one of more of the following disciplinary actions:

1. Extra Work
2. Detention/Saturday school
3. Partial or no-credit for make-up work
4. Reduction of student's grade in class

c. When school personnel determine the absence is a TRUANCY, the student will be subject to one or more of the following disciplinary actions:

1. Detention/Saturday school

2. Loss of make-up privileges and zero (0) on all work for the period of absence

3. Parent contact/conference

4. Reduction of grade in class

5. Saturday Alternative Program (Saturday School is from 7:55 am to 12:00pm)

d. If a student has been suspended, he/she will be expected to make up any missed work within a reasonable period of time. California law permits that all suspended students be given the opportunity to make up any missed assignments/tests.

e. Verifying Absences: In the event that the Attendance Office personnel deem it advisable to verify a excuse given for an absence, the Assistant Principal will take appropriate steps to do so. If it is determined that the note is "forged" or misrepresents the facts, the absences will be treated as a truancy/cut and disciplinary action will be taken.

f. Teachers who include absences (tardies, unexcused and truant absences) as part of their academic performance standards may reduce grades as approved, according to their classroom attendance procedures. Students will be notified of the teacher's grading, attendance and behavior expectations for each class. Administrators and counselors have copies on file of each teacher's methods and procedure or dealing with absences, tardies, and truanancies. If you have any questions regarding a teacher's procedures, please contact the appropriate teacher at 891-3026.

Tardy Policy

When the bell rings:

All students must be in their assigned classroom.

If a student is tardy (not in their assigned classroom) they will be marked tardy and receive a tardy slip.

Detention:

Thirty (30) minutes of detention will be assigned for **each tardy**. Tardy detention is located in the detention room TBA. Students must be in the detention room no later than 3:10 p.m. with materials to complete assignments. No electronic devices, including head phones except calculators will be permitted.

The signed and dated tardy slip will be the reminder to the student to serve the tardy detention.

Attendance Policies and Procedures

Each 30 minute tardy detention must be made up within 5 (five) school days.

Tardy detentions not served within 5 (five) days will result in assignment of an hour detention.

Tardy detentions not served within the full 10 (ten) days will result in assignment of a Saturday school.

LOSS OF PRIVILEGES will result from detentions and Saturday School assignments that are not served in a

timely manner. **Students who owe 2 (two) Saturday Schools will be considered ineligible for extra activities until the assignment is served.**

Appeal of Detentions, Saturday School, and Suspensions:

Students or parents may appeal a detention, Saturday school or suspension if they feel that it was given in error

or that an incident or emergency of sufficient reason took place to cause the tardy. The student or parent must put the appeal in writing (with signature and date) and submit it to the appropriate Assistant Principal. The Assistant Principal will decide on the appeal on a case-by-case basis. A record will be kept of all appeals.

Extracurricular Eligibility Standards

It is the policy of Chico Unified School District that the students who participate in extracurricular activities at the secondary schools must be progressing satisfactorily toward graduation.

Extracurricular Activities Defined:

An extracurricular activity is not part of the regular school curriculum, is not graded, does not offer credit, and practices do not take place during classroom time. An extracurricular activity has all of the following characteristics:

1. The program is supervised or financed by the Chico Unified School District
2. Students participating in the program represent the Chico Unified School District
3. Students exercise some degree of freedom in either the selection, planning, or control of the program.
4. The program includes both preparation for performance and performance before an audience or spectators.

Eligibility Standards:

To be eligible to participate in extracurricular activities, a student shall:

1. have earned a GPA of no less than 2.0 and a minimum of 20 credits the previous semester; and
2. have taken and successfully passed required courses for the applicable grade level or be re-enrolled in the required courses; and
3. be currently enrolled in six classes unless permitted, with written principal permission, to enroll in less than four classes; and
4. have earned semester credits as follows:

Seniors (19/20) & Juniors (20/21)

| GRADE | Beginning of 1 st Semester | Beginning of 2 nd Semester |
|-----------|---------------------------------------|---------------------------------------|
| Freshman | 0 | 25 |
| Sophomore | 50 | 80 |
| Junior | 110 | 135 |
| Senior | 165 | 195 |

Sophomores (21/22) & Freshmen (22/23) and beyond

| GRADE | Beginning of 1 st Semester | Beginning of 2 nd Semester |
|-----------|---------------------------------------|---------------------------------------|
| Freshman | 0 | 25 |
| Sophomore | 50 | 80 |
| Junior | 115 | 145 |
| Senior | 175 | 205 |

A Principal may grant one probationary period during grades 9–12 for the student athlete who has the required number of credits but who fails to maintain a 2.0 GPA. This probationary period will not be applicable for the student who has a GPA lower than 1.5. The probationary period shall be no more than one grading period in length (semester). When the student is placed on probation, the principal/designee shall conference with the student and the parent or guardian and review remedial activities which will improve the academic standing.

A one-time credit waiver may be granted in lieu of a waiver for a GPA of less than 2.0. This credit waiver must occur at the beginning of the second semester of a school year and can only be granted if the student in question is within 5 credits of the District standards noted earlier in this procedure.

The eligibility standards for a student enrolled in a special education class may be modified via the student's Individual Educational Program. The District's "prescribed number of credits" eligibility standard will be modified for any student who transfers into the District from a school(s) with less than a six period day.

A student who is academically ineligible to participate in extracurricular activities may be allowed, at the discretion of the coach, to participate in practices, but the student will not be allowed to participate in performances or competitions.

Please see the CUSD –STUDENT CODE OF CONDUCT FOR CO-CURRICULAR ACTIVITIES

<http://www.chicousd.org/School-Board/CUSD-Board-Policies/6000-Instruction/index.html>

Student Code of Conduct for Co-Curricular Activities

Please reference the Code of Conduct at the Chico Unified School Districts website – Policy and Procedures

<http://www.chicousd.org/School-Board/CUSD-Board-Policies/6000-Instruction/index.html> Click on BP 6145

Copies of the Code of Conduct are available in the main office.

NCAA Requirements for Students Participating in College Athletics

For information regarding the rules, please go to www.ncaa.com or visit the clearinghouse Web site at www.ncaaclearinghouse.net.

Clubs and Organizations

Chico High's clubs and organizations are listed on the Chico High website www.chs.chicousd.org

Go to the Student Activities tab and then Clubs and Organizations

Associated Student Body

Student Body Cards

ASB cards are available for purchase each school year. These cards provide students with discounted prices for athletic events, dances, yearbook sales, and many more school-related activities. ASB cards may be purchased at the Panther Post, or the Chico High website under Student Store. Funds raised from ASB cards helps athletics and other groups as well as support student activities.

Student Government

Student Government leadership training is designed for the student interested in learning the basic concepts of democratic government, leadership skills, parliamentary procedures, group processes, leadership practice and planning, and organization in a laboratory of practical school situations. It affords the student the opportunity to develop speaking and writing skills; to improve in courtesy, confidence, poise, and appearance; to work with peers of diverse backgrounds and attitudes; to share responsibilities with adults, to consider and work with problems in income and expenditures; to develop time-lines and meet deadlines, to solve problems creatively; to learn to accept and deal with criticism, and to learn that getting involved and making a commitment can be rewarding.

Student Recognition Programs

Numerous service clubs and groups in Chico recognize students for their accomplishments in school and community activities, service to others, academics and sports.

Groups recognizing student achievement include Chico Rotary Club, Elks (Student of the Month), Exchange Club (Youth of the Year), Kiwanis, American Legion, Chico Community Scholarship Association, Vocational Industrial clubs of America, FFA, Enloe Hospital, Daughters of the American Revolution and Soroptimist International of Chico.

Awards Night

Chico High School hosts its Annual Awards and Scholarships Night in May. All academic scholarship and community scholarships are awarded at this time. In addition, various departments present awards for outstanding achievement, and leadership awards are presented.

CSF Life Membership

Any Student who is a member of CSF for 4 out of the last 5 or 6 semesters, including one based on senior grades, is eligible for Life Membership. The benefits of Life Membership include:

- Receiving the official CSF life membership pin;
- Eligibility for special CSF Life Membership scholarships;

- Automatic membership in the lower division honor societies in some colleges and universities.

A Federation Chapter seal is placed on the Life Member's diploma.

Library Media Center

The Library Media Center is an all-around information, technology and media resource center.. The library is open daily from 7:30 am to 3:30 pm, providing the opportunity outside of scheduled class time for student use, including Wednesday morning late start days. During class time, individual use requires a pass from the student's teacher. The library handles all issues-checkout, troubleshooting, check-in of the Chromebooks.

Parking Permits

Permits are required for all student vehicles parking in the student lot. The permits are available in the Assistant Principals' office and are valid for the school year. Eligibility to keep the permit is reviewed at the semester. Students must park in designated parking spaces with the permit properly displayed. If student parking lot spaces are unavailable, students must park off campus. **Parking permits are sold to students for parking in the senior portion of the staff lot or the stadium lot.**

Lost or Damaged Books and Miscellaneous Fees

Students who have unpaid bills for books damaged or not returned or for any other fees, will not be allowed to participate in Graduation. Fees should be paid at the Panther Post and books returned to the Bookroom or library. This is in accordance with Section 48904 of the California Education Code. Unpaid bills are ultimately sent to the Butte County Credit Bureau for collection.

Theft Reports

Students who need to file a Theft Report should go to the Assistant Principal's secretary. The Assistant Principal/Students may set an appointment to discuss the theft with the student filing the report. The student may be encouraged to file a police report with regards to the theft.

Work Permits

Most California employers are governed not only by state and federal child labor laws, but by the child labor provisions of the Federal Fair Labor Standards Act (FLSA). FLSA sets basic minimum age of 16 for general employment and persons younger than 16 are allowed to work only in limited, specified occupations. Employers of minors required to attend school must have a "Request for Work Permit and Statement of Intent to Employ Minor: (Form B1-1) on file with the school of attendance for each minor and must themselves have on file for each minor a "Permit to Employ and Work" (Form B1-4). Work Permit applications can be picked up and questions answered in the Career Center once the minor has secured a job. Work Permits are issued to a specific employer and are good only for that employer. Restrictions apply to minors contingent upon age. When Chico High School issues a work permit, it is with the understanding that it may be revoked if the student does not have good attendance at school and/or school and/or keep up his/her grades while holding a job.

| School Songs | |
|---|---|
| <p><u>Chico High Fight Song</u> <i>We're loyal to you, Chico High We're red and we're gold, Chico High We'll back you to stand, you're the best in the land, And we know you will win, Chico High, rah! Rah! Go smashing ahead, Chico High Go crashing ahead, Chico High Our team is our fame protector, on boys for we expect a victory from you, Chico High C (clap), H (clap), I, C, O, hey! C (clap), H (clap), I, C, O, hey! Fight (clap), fight (clap), fight, fight, fight! (repeat)</i></p> | <p><u>Chico High Alma Mater</u> <i>Our strong bonds can ne'er be broken Formed at Chico High, Far surpassing wealth unspoken Sealed by friendships ties. Raise the chorus, lead it onward, till the hills reply, Hail to thee our alma mater, hail to Chico High.</i></p> <p><i>When in future years we're turning Leaves of memories, Then we'll find our hearts returning Chico High to thee Raise the chorus, lead it onward, till the hills reply, Hail to thee our alma mater, hail to Chico High.</i></p> |

Academic Counseling Information

Counseling Appointments

Counseling appointments may be scheduled with the Counseling Secretary between 7:30 am and 4:00 pm. Students must schedule appointments during non-class time (lunch, break, before and after school). The counseling Office can be reached at 891-3033.

Course Selection/Registration

In the middle of the second semester of each year, the counselors meet with students to help them program classes for the following year:

- Counselors talk with students in classrooms and distribute program planning sheets;
- Students complete program planning sheets including parent signatures; as well as enter selections in their Aeries Portal.
- Counselors meet individually with students to finalize course selections and future plans using current transcripts
- Final class schedules are distributed prior to the start of school.

Progress Report Cards

To inform parents of their student's performance in class, progress reports are available in the Aeries Parent Portal online at 6 and 12 weeks. Progress reports with a "D" or "F" grade are mailed home.

Final Report Cards

Semester report cards are issued twice during the school year to inform parents of the student's final grade and credit for each class. The semester grades and credits are permanently recorded on a student's transcript. Final grades are posted in the Aeries Parent Portal shortly after the close of the semester.

Notice of Failure

Progress reports will serve as a notice of possible course failure for final semester grades. A "D" or "F" is considered in danger of failing. It is a state law that no

pupil will receive a failing grade without prior notification to the parent. Teachers may also choose to send individual reports using the "Notice of Possible Failure" form.

Aeries Parent Portal

Parents are highly encouraged to register on the Parent Portal, to have access to on-line gradebooks and attendance information.

Repeating Classes for Credit

Classes taken in grades 9-12 may be repeated to raise a grade, but not repeated for credit. Exceptions: Choir, Orchestra, Band, English Language Development classes and others as approved by the department chairperson or counselor.

No additional credit may be granted for work taken in previous years or semesters of attendance except in cases of error. No changes in the amount of credit shall be made once the grade has been recorded, except in cases of error.

Make up for Seniors

ALL CLASSES MUST BE ADDED BY THE END OF THE NINTH WEEK OF THE FINAL SEMESTER IF THOSE CREDITS ARE TO BE COUNTED TOWARD GRADUATION.

Incomplete Grades

All incomplete grades become "failures" (F) at the end of the next grading period unless the teacher had granted an extension for good cause and has so notified the counseling office PRIOR to the above deadline.

Students with Individual Education Plans are exempt from this policy as per their IEP.

Academic Counseling Information

Changing or Dropping a Class:

The Counseling Department urges students to discuss course selection with parent and school personnel prior to registration for classes. Class changes cause major disruption to classroom instruction and student learning.

There are very few instances when a class change will be allowed. Changes are made for data processing errors, improper placement, or to meet a graduation requirement.

Student initiated changes must be made by the end of the first week of the semester. Changes made after the first week must be parent or teacher initiated.

Changes will not be made based on teacher or period preference.

The last day to drop a class with no penalty is one week after the 1st progress grades are posted. After this time the class will be dropped with a fail grade ("F") for the semester, posted to the student's transcript. The "F" grade will impact both the gpa and athletic eligibility.

GRANTING CREDIT WHEN CLASS CHANGES ARE MADE:

1. A student will not receive a grade or credit when dropping a standard credit class before the drop with "F" deadline.
2. A student will not receive a grade or credit when dropping a standard credit class or entering a

standard credit class too late to meet the minimum proficiency standards for the entire course.

3. If a student transfers from a standard credit class to another standard credit class within the same department, the student will be eligible to receive full credit for the semester. The leaving teacher will notify the receiving teacher of the transfer grade and the receiving teacher will then be responsible for averaging the two grades for the final grade and semester credit. The course title will be for the class the student is in at the end of the grading period.
4. Students who enroll in school late or withdraw early, including early graduation, and cannot reasonably be expected to meet all objectives in a standard credit class may make arrangements with individual teachers to meet only those objectives which are to be covered in the class during their enrollment in school. The student must be in the class for a minimum of ten days to receive any grade or credit.

2. After the petition has been completed the student must make an appointment with his/her counselor to complete the change.

TEACHER INITIATED CLASS CHANGES:

A teacher will use the following procedure when requesting a student be dropped from a class:

1. Teacher will discuss the problem with the student to make him/her aware of the long-term consequences of non-acceptable classroom behavior or lack of performance.
2. Teacher will make the parent aware of the problem by phone contact and/or by filling out a disciplinary referral report to be mailed home.
3. If the problem persists, a second disciplinary referral report will be filled out and a parent-student-teacher conference will be requested to drop the student from class.
4. The counselor will arrange a conference. With parental approval, the student will be dropped from the class and the counselor will make the program change.
5. An Assistant Principal will handle serious disciplinary problems.

STUDENT INITIATED CLASS CHANGES:

A student will use the following procedures when requesting a class change:

1. The student must initiate the class change by picking up a "Petition for Class Change" form in the counseling office. The student must have a parent and the involved teachers sign the form to show their approval of the request. If the leaving teacher is unwilling to approve the change, the teacher or parent should initiate a parent/teacher conference.

Minimum School Day

MINIMUM SCHOOL DAY

All students must be enrolled in six periods with the following exceptions:

- 1.ROP
Students must be enrolled in a minimum of 4 periods in addition to the ROP classes.
- 2.University Enrollment
California State University, Chico-junior and senior students with high academic abilities (minimum 3.0 gpa) who are meeting or exceeding the minimum requirements for graduation may take classes at CSUC for college credit with counselor and parent approval.
- 3.College classes will not be used for credit unless they meet a graduation requirement.
- 4.Work Experience
Seniors may be enrolled in a minimum of 4 periods plus Work Experience. Any exceptions to this require counselor/teacher/administrative approval. Students must initiate a written request for a shortened day.
- 5.Study Hall
Seniors who are taking four college preparatory classes and who have sufficient extra credits may be eligible to drop a class for study reasons. When study time is permitted, a student is expected to sign in and study in the library. Students who are granted study privileges must sign an agreement to comply with the provisions as stated. The number of students eligible for study hall depends on the number of spaces available. **NO CREDIT IS GRANTED FOR STUDY HALL.**
6. Open periods
Seniors on track for graduation have the option of taking five periods rather than six during their senior year, based on accrued credits, with counselor, parent and administrative approval. Students must not be truant or have any suspensions in the previous semester.

| Regular Days | | Collaboration Days (Every Wednesday) | |
|-----------------|---------------|--------------------------------------|---------------|
| Period 1 | 8:00 – 8:56 | Period 1 | 8:35 – 9:26 |
| Period 2 | 9:03 – 9:59 | Period 2 | 9:33 – 10:24 |
| Break | 12 minutes | No Break | |
| Period 3 | 10:11 – 11:07 | Period 3 | 10:31 – 11:22 |
| First Lunch | 11:07 – 11:51 | First Lunch | 11:22 – 12:06 |
| Period 4 | 11:14 – 12:10 | Period 4 | 11:29 – 12:20 |
| Second Lunch | 12:10 – 12:54 | Second Lunch | 12:20 – 1:04 |
| Period 5 (Gr 9) | 11:58 – 12:54 | Period 5 (Gr 9) | 12:13 – 1:04 |
| Period 6 | 1:01 – 1:57 | Period 6 | 1:11 – 2:02 |
| Period 7 | 2:04 – 3:00 | Period 7 | 2:09 – 3:00 |

Alternative Educational Programs

Changing schools requires careful planning and thoughtful decision making. Although alternative educational programs offer some students avenues for success, many students making changes for the sake of change have difficulty adapting to alternative programs. Major changes in learning modes, life styles, and patterns of socialization are often required for success in alternative educational programs. Use this guide to help you and your parents make the best decision possible regarding alternative educational programs.

CHICO HIGH INDEPENDENT STUDY PROGRAM

CHS Independent Study Program (9-12) is an alternative education program which helps students stay enrolled and connected to school. Our students meet the same requirements for standards, benchmarks and promotion as do students enrolled in daily attendance schools throughout the district.

As an alternative to comprehensive classroom instruction, we offer an instructional strategy to assist students who choose to be educated at home. Student, parent and teacher work as a team to respond to the student's specific educational needs, interests, aptitude, and abilities within the confines of state law and CUSD school board policy. Active participation by each member of the team is encouraged to facilitate a successful educational experience for the student. **Not all pupils make good candidates for this instructional strategy. Students who are successful in Independent Study are self-motivated, able to work independently, and adept with reading and comprehension skills. Students are placed into Independent Study by graduation priority.**

CREDIT RECOVERY

CHS offers credit recovery through our Independent Study Program. Contact counselors for information.

CHICO HIGH ONLINE

CHS online Program (9-12) is an alternative education program which helps students stay enrolled and connected to school. Our students meet the same requirements for standards, benchmarks and promotion as do students enrolled in daily attendance schools throughout the district.

As an alternative to comprehensive classroom instruction, we offer an online program to assist students who choose to be educated mostly at home. Student, parent and teacher work as a team to respond to the student's specific educational needs, interests, aptitude, and abilities within the confines of state law and CUSD school board policy. Active participation by each member of the team is encouraged to facilitate a successful educational experience for the student. **Not all pupils make good candidates for the online program. Students who are successful with the online program are self-motivated, able to work independently, and adept with reading, comprehension skills and are technologically capable.**

TEACHERS

All teachers are fully credentialed by the State of California and employed by the Chico Unified School District. Teacher assignments for individual students are based on teacher availability and an assessment to student/family needs.

Responsibilities of the teachers include:

- Meeting with student at their weekly assigned appointment.
- Assessing student's academic level and assigning curriculum to meet district and state guidelines.
- Monitoring student progress and insuring the student is meeting minimum standards.
- Administering district and state mandated tests.
- Maintaining records of academic performance including, but not limited to a report card and portfolio of student work.
- Suggesting and/or providing activities which enrich the curriculum and provide students with some peer and/or group interaction.
- Informing students and parents/guardians of resources available throughout the school district.

PARENT/GUARDIANS

Parents/guardians play a pivotal role in the education of a successful online student. Students who succeed with this alternative instructional strategy need a strong support system to help balance the loss of daily contact with peers in a traditional school setting.

Additionally, parents/guardians need to be willing and able to offer tutorial help to their student students, who are meeting weekly, rather than daily, with a teacher. Parents/guardians should be cautioned that their student's compulsory school attendance is calculated according to daily log-ins by the student.

Responsibilities of parents/guardians include:

- Providing a suitable environment for students to study at home.
- Providing student access to the internet. A laptop can be provided by the teacher if needed.
- Taking an active interest in the student's daily learning and completion of assignments.
- Providing transportation, if necessary, for the student to make their regularly scheduled weekly appointment with the teacher.
- Notifying, in a timely manner, the teacher and/or administrator with any concerns regarding the educational progress of their student.
- Paying for costs and replacement of books, materials, equipment or other resources checked out to the student in the event they are lost or damaged beyond normal wear and tear.
- Ensuring the student's voluntary enrollment in and understanding of independent study, and facilitating the student's transfer to classroom instruction when appropriate or desired.

STUDENTS

CHS Online Study Program provides an educational opportunity for students who cannot or choose not to attend school on a daily basis. CHS Online is a voluntary alternative option. That is, no student may be placed in the program without their consent.

However, CHS Online is not appropriate for every student. **Strong reading and comprehension skills are required to complete assignments and Mastery tests.** With a minimum of teacher assistance, a support system of family and friends is a must. Students should be mature, self-motivated, and able to work independently.

Student responsibilities include:

- Attending regularly scheduled weekly appointments with your teacher as specified during the orientation meeting.
- Communicating with your teacher throughout the week, requesting help, if needed, in a timely manner. Coming into the center to receive additional help, if suggested.
- Working daily on each course assigned .

- Completing (and turning in for assessment) all assignments on your weekly assignment report by the due date and time of your next weekly meeting.
- Participating in all district and state mandated tests.

ENROLLMENT PROCEDURE

Pre-enrollment for student currently enrolled in CUSD

The parent/guardian requests a referral from the counselor of the school.

A meeting will then take place between the counselor, parent/guardian, and student to discuss the requirements for CHS Online Program. Parent/guardian will be informed that their request has been received and, when space is available, student and parent/guardian will be invited to an orientation meeting with a teacher.

Pre-enrollment for student currently enrolled outside CUSD

If a student is new to the district, the parent/guardian will need to schedule a meeting with the counselor at CHS to discuss enrollment. Parent/guardian should bring any school records for their student to that meeting (transcripts, exit grades, etc.).

ENROLLMENT

An enrollment conference will take place as a general orientation meeting or as a meeting with the supervising teacher. During the meeting, student and parent/guardian will complete all necessary paperwork, including an online contract. A regular weekly appointment time will be established for the student's meetings with the teacher.

Initial Meeting with Supervising Teacher

Upon enrollment, the student will meet with their supervising teacher at a regularly established time and day. The student will be given courses and instruction on how the system works. The students will also be given the appropriate educational materials to complete coursework. Rules of the program will be covered and contact information exchanged.

Additional Classes

Students may take additional classes not online on the CHS campus, or at a postsecondary institution. These classes and any required homework are in addition to the courses assigned from CHS Online. Students or parent/guardians must meet with their counselor to request such classes.

Enrollment Termination

CHS Online is a voluntary alternative educational strategy. As such, no student can be assigned, transferred or referred to CHS Online without all parties concerned being in agreement and supportive of that educational placement.

Conversely, if any member of the "team partnership" (i.e. administrator, teacher, parent/guardian or student) feel that effective educational achievement is no longer occurring, and/or that the CHS Online requirements and responsibilities are no longer being honored, enrollment will be terminated. A closing appointment with the counselor is essential **before the student is referred back to his/her school of residence**. This appointment gives all parties the opportunity to discuss the change in the student's educational placement and provides the staff appropriate time to close out the final assignment report and collect books and materials.

Unreturned items will result in holding student files, and billing or collection procedures.

Transfer Back to Comprehensive or Another Alternative Setting

High school students (9-12) who are transferring from CHS Online to another alternative education setting within the district must have a referral conference with his/her counselor and parent/guardian. At that conference, student needs/progress will be reviewed.

ATTENDANCE ACCOUNTING

As an alternative educational strategy, CHS Online cannot legally claim attendance credit in the same manner as is claimed at a comprehensive classroom-based setting. The state required method for attendance accounting is referred to as a **log-on based system**. That is, a student must log on to the system to earn attendance credit for that day.

School Calendar

The CHS Online Program follows the traditional school calendar in grades 9-12. Copies of the school calendar can be obtained at the CUSD website (www.chicousd.org) or by calling the Educational Services office at CUSD (891-3014).

Grades and Report Cards

Students in grades 9-12 are assigned credits for all completed courses. The supervising teacher will evaluate the student's work and assign grades at the end of each semester. If a student fails to complete a class the student will be given an incomplete or a failing grade.

Updated progress reports are communicated to students during their regularly scheduled appointment time. Students who do not meet the minimum attendance requirement will be referred to a daily school setting.

THINGS YOU SHOULD KNOW BEFORE APPLYING FOR A VOLUNTARY TRANSFER

- Voluntary transfers to District Alternative Education (Fair View, Oakdale) are made as soon as possible to facilitate getting on a waiting list for enrollment in future sessions.
- Students are required to attend and participate in all Chico High School classes until the student has signed out of his/her classes, returned all books, materials, and PE lock, and cleared all fines.

SOME REASONS FOR TRANSFER TO ALTERNATIVE EDUCATIONAL PROGRAMS

- Medical reasons: The student has a condition or requires treatment that requires a flexible learning situation.
- Financial Need: Life circumstances require a flexible learning situation which allows ample time for work.
- Crisis situation: A crisis situation exists which requires a flexible learning situation.
- Credit Deficient: The student is unable to earn enough credits for graduation with his/her class.
- The student's teachers, counselor, and school administration in conjunction with the student and his/her parents determine that there is valid instructional cause for the transfer.

STEPS TO FOLLOW WHEN APPLYING FOR A VOLUNTARY TRANSFER TO AN ALTERNATIVE EDUCATIONAL PROGRAM (PLEASE NOTE THIS IS A REFERRAL PROCESS, NOT A GUARANTEE FOR ENROLLMENT):

- Attend all your Chico High School classes while considering a transfer.
- Ask your Assistant Principal or Counselor to explain the alternative programs available.
- Start the formal request process with a meeting between you, your parent and your Assistant Principal. It is your responsibility to arrange for a parent conference. No request for transfer will be considered without a student/parent conference/contact.
- If the transfer is approved, you and your parents will be notified of the date of your transfer. If the transfer is not approved you and your parents will be notified by the Director of Alternative Education or his designee.
- On the assigned day of transfer:
 - Hand carry a "Transfer Clearance Check Out" form from the registrar to each of your classes.
 - Have each teacher initial your form confirming that you have returned all books and/or materials, locks, science equipment etc.
 - Clear all fines.
- Take the completed "Transfer Clearance Check out" form back to the registrar's office to complete the drop.

Chico Unified School District Diploma Requirements

Consistent with CUSD philosophy and goals, all high schools will issue a diploma certifying high school graduation to all students who meet the following criteria:

| COURSES | CREDITS REQUIRED |
|----------------------------------|--|
| English (9-12) | 4 years/40 credits |
| FineArts/ForeignLang/Career Tech | 1 year/10 credits |
| Integrated Math 1 or equivalent | 1 year/10 credits |
| Mathematics | 2 year/20 credits in addition to Integ Math 1 or equivalent (10 credits) |
| Physical Education | 2 years/20 credits |
| Health | 1 semester/5 credits |
| Life Science | 1 year/10 credits |
| Physical Science | 1 year/10 credits |
| World History (10) | 1 year/10 credits |
| US History (11) | 1 year/10 credits |
| Government (12) | 1 semester/5 credits |
| Economics (12) | 1 semester/5 credits |
| Electives | Remaining 80 credits |

235 Credits Required
 1 semester class = 5 credits
 5 credit buffer

If a student falls behind credits for graduation credits can be made up through Butte College classes, CTE, work experience and in some cases on site credit recovery.

CHS Approved Courses to Meet High School Graduation Requirements

| |
|--|
| ENGLISH: 40 credits |
| English Enrichment |
| English Language Development 1,2,3 |
| Sheltered Core English |
| English 9-P |
| Honors English 9-P |
| English 10-P |
| Honors English 10-P |
| American Literature 1A/1B-P |
| Eng 12-P ERWC |
| CP Writing -P |
| Exploring the Humanities 1A/1B-P |
| Exploring the Humanities 2A/2B-P |
| AP English Lang & Comp-P |
| AP English Lit/Comp-P |
| SCIENCE: 25 credits |
| Health Science(5) |
| Health Science |
| Health/Careers |
| Life Science (10) |
| Environmental Horticulture Sci |
| Plant & Soil Science - P |
| Life Science |
| Sheltered Core (SC) Life Science |
| Biology-P |
| AP Biology-P |
| Human Anatomy & Physiology- P |
| Biology & Sustainable Agr -P |
| Physical Science (10) |
| Intro to Agriculture |
| Sheltered Core (SC) Physical Science |
| Earth Science |
| Physical Science |
| Introductory Chemistry |
| Chemistry-P |
| AP Chemistry-P |
| Physics -P |
| Chemistry and Agriscience - P |
| PHYSICAL EDUCATION: 20 credits (9-12) |
| PE 9 |
| PE |
| ISPE |

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| FINE ARTS/FOREIGN LANG/CTE: 10 credits |
| ART: |
| Creative Arts |
| Glass Design |
| Advanced Glass Design |
| Drawing 1-P, |
| Studio Art 1-P |
| Studio Art 2 |
| Ceramics 1,2,3-VP |
| Adv Drawing/Painting |
| Photography 1-P |
| Computer Art 1,2,3-P |
| Architectural Design & CAD-P |
| Sculpture 1-VP |
| Digital Arts Exploration |
| MUSIC: |
| Symphonic Band-P |
| Beginning Piano - P |
| Guitar - P |
| Jazz Ensemble |
| Mixed Choir |
| Music Appreciation-P |
| A Capella Choir-P |
| Madrigals-P |
| Music Enrichment |
| FOREIGN LANGUAGE: |
| Spanish 1,2,3,4-P |
| Spanish for Spanish Speakers 1,2-P |
| AP Spanish-P |
| French 1,2,3,4-P |
| CAREER TECH: |
| AG Sust Biol -P |
| AG Econ/Govt |
| AG Welding 1, 2 |
| Veterinary Science/Tech |
| AG Sci Chem-P |
| Intro to Ag |
| Plant & Soil Sci |
| AG Floral Design |
| Arch Design/CAD 1, 2, 3, 4 |
| Eng Design/CAD 1, 2, 3, 4 |
| A+ Computer Repair |
| IT Intern |
| Robotics |
| IntPro/Net |

| |
|--|
| ELECTIVES: 80 Credits |
| Any course listed under CHS approved courses |
| All Agriculture courses |
| All Business courses |
| All Industrial Technology courses |
| All Elective courses |
| MATHEMATICS: 30 credits |
| Math C |
| Integ Math 1-P |
| Integ Math 2 |
| Integ Math Essentials |
| Integ Math 3 |
| Math Analysis-P |
| AP Statistics-P |
| AP Calculus-P |
| Programming |
| AdvMathConcepts -P |
| SOCIAL STUDIES: 30 credits |
| World History, Geography & Culture (10) |
| World History, Geography & Culture-P |
| AP European History |
| U.S. History (10) |
| US History-P |
| AP US History-P |
| American Government (5) |
| Sheltered Core (SC) Government |
| Government-P |
| AP Government-P |
| Ag Economics & Government- EP |
| Economics (5) |
| Economics-EP |
| Ag Economics & Government- EP |
| AP Microeconomics |

AP Macroeconomics

** All Courses are subject to a minimum (30) enrollment. If that enrollment number is not reached, the class may not be offered that academic year.*

College Entrance Requirements

COMMUNITY COLLEGE ENTRANCE REQUIREMENTS

High school graduate of an accredited high school, high school certificate of proficiency (CHSPE), GED or 18 years old.

COLLEGE ENTRANCE REQUIREMENTS - UC/CSU

CALIFORNIA STATE UNIVERSITIES (Bakersfield, Monterey Bay, California Maritime Academy, Channel Islands, Chico, Dominguez Hills, Fresno, Fullerton, Humboldt, Long Beach, Los Angeles, Northridge, Pomona, Sacramento, San Bernardino, San Diego, San Francisco, San Jose, San Louis Obispo, San Marcos, Sonoma, South Bay, Stanislaus)

UNIVERSITY OF CALIFORNIA (Berkeley, Davis, Irvine, Los Angeles, Merced, Riverside, San Diego, San Francisco, Santa Barbara, Santa Cruz)

To be eligible for admission as a freshman, California residents must meet the following subject requirements, examination requirements and scholarship requirements:

1. Subject Requirements: Courses must be on approved UC course list (see List of Courses to Meet "a-g" Subject Requirements for Admission to U.C.) Grades must be "C" or better in each course in the subject areas listed to the right:

2. Colleges recommend that students take a full academic load in the senior year.

3. Examination requirements:
UC/CSU-All freshman applicants must submit scores on the SAT Reasoning test or the ACT. UC-Freshman may also submit scores on two SAT Subject Tests in two different areas of the student's choice: history, social science, English literature, mathematics, laboratory science or a language other than English. Subject tests are not required, but may be considered in the evaluation of your application.

Register for these tests online at www.collegboard.org and www.actstudent.org

A more complete review of UC and CSU requirements are available in the Counseling Office or on the internet at www.csumentor.edu or www.ucop.edu

Both systems use an Eligibility Index, which considers such information as "a-g" gpa, test scores, etc. to determine eligibility. See your guidance counselor for further details.

Student athletes must also follow NCAA eligibility criteria, which differ from the CSU/UC requirements. See your counselor for additional information.

| |
|--|
| HISTORY/SOCIAL SCIENCE – 2 years required (20 credits) |
| Two years of history/social science to include: one year of United States History or one-half of United States History and one-half of civics or American Government; and one year of world history, cultures, and geography. |
| ENGLISH – 4 years required (40 credits) |
| Four years of college preparatory English that include frequent and regular writing, and reading of classic and modern literature, poetry, and drama. Not more than one year course will be accepted from the ninth grade. |
| MATHEMATICS - 3 years required (30 credits); UC recommends 4 years |
| Three years including elementary algebra, geometry, and second year (advanced) algebra. Math courses taken in grades 7 and 8 may be used to fulfill part of this requirement if the high school accepts them as equivalent to its own courses. |
| LABORATORY SCIENCE – 2 required (20 credits); UC recommends 3 years |
| Two years of laboratory science providing fundamental knowledge in at least two of these three areas: biology, chemistry, and physics. Laboratory courses in earth/space sciences are acceptable if |

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| they have as prerequisites or provide basic knowledge in biology, chemistry, or physics. Not more than one year of grade 9 laboratory science can be used to meet this requirement. |
| FOREIGN LANGUAGE - 2 years required (20 credits); UC recommends 3 years. |
| Two years of a language other than English. Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, and composition. |
| VISUAL & PERFORMING ARTS – 1 year (10 credits) |

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|---|
| Any courses on the approved list for art or music or Theatre Arts classes. |
| COLLEGE PREPARATORY ELECTIVES – 1 year required (10 credits) |
| In addition to those required in “a-e” above chosen from the following areas: visual and performing arts, history, social science, English, advanced mathematics, laboratory science, and languages other than English (a third year in the language used for the “e” requirement or two years of another language). See CSU/UC approved course list for electives. |

College Entrance Requirements

Current Courses to Meet “a-g” Subject Requirements for Admission to CSU/UC

A. HISTORY

World History -P
 US History-P
 AP US History-P
 Government-P
 AP Government-P
 Ag Economics and Government-P (allow one semester for Government)
 AP European History

B. ENGLISH

English 9-P
 Honors English 9-P
 English 10-P
 Honors English 10-P
 American Literature 1A/1B-P
 Exploring the Humanities 1A/1B-P
 Exploring the Humanities 2A/2B-P (Honors)
 AP English Language & Composition-P
 AP English Literature & Composition-P
 College Prep Writing-P
 ERWC- P (Pending)

C. MATHEMATICS

Integ Math 1-P
 Integ Math 2-P
 Integ Math 3-P
 AdvMathConcepts -P
 Math Analysis-P
 AP Statistics-P
 AP Calculus-P

D. LABORATORY SCIENCE

Biology-P
 Chemistry 1-P
 Physics-P
 Human Anatomy and Physiology-P
 AP Biology-P
 AP Chemistry-P
 Biology & Sustainable Agr – P
 Chem & Agriscience – P

E. FOREIGN LANGUAGE

French 1,2,3-P
 Spanish 1,2,3,4-P
 Spanish for Spanish Speakers 1 and 2-P
 AP Spanish-P

F. VISUAL & PERFORMING ARTS

Architectural Design & CAD-P
 Ceramics 1,2,3-P
 Music Theory-P
 Art Studio 1-P
 A Capella Choir-P
 Madrigals-P
 Symphonic Band-P
 Theatre 1-P
 Digital Art 1-P
 Beginning Piano- P
 Guitar-P

G. ELECTIVE COURSES

All courses listed under a-e with the exception of * math courses, plus the following:

Economics-P
 Business Economics-P
 Psychology-P
 Lit and Art of Theatre 2,3-P
 Environmental Horticultural Science - P
 Plant & Soil Science - P
 AP Microeconomics – P
 AP Macroeconomics – P
 Speech & Debate

Butte College 2 + 2 Partnership Agreement

Butte College has identified certain high school classes that are judged to be equivalent in scope, content and skill level to selected Butte College courses. If you complete any of these courses while in high school, you can earn college credits in advance. See your teacher to enroll in this program.

A+ Computer Repair
 AG Adv Welding
 Comp Game Programming
 Internet Productions/Networking Technology
Culinary Arts (Yuba College)

Classes include:

AG Welding 2
 Speech/Debate
 Environmental Horticulture
 Engineering Design and CAD
 Architectural Design and CAD
 Work Experience

Advanced Placement Program

The advanced placement program at Chico High School offers talented student an opportunity for acceleration and the potential for earning college/university credits through examinations. The student with above-average skills and above-average grades, who is self-motivated, disciplined, has good writing habits, good reading skills, academic curiosity, and parental support and encouragement should consider these courses.

Students may elect to take one or more of the courses offered, usually during the junior or senior year. Students who enroll in AP courses are encouraged to take the AP exam in May. The cost per test is approximately \$90.00. Advance Placement courses offered:

Why students should consider AP courses:

1. The student will be challenged with a course of study consistent with university courses.
2. Student learning will be led by staff members well prepared to provide the level of challenge necessary for advanced academic work.
3. The course will enable the student to compete in exams, which may allow the student to earn advanced level placement credit upon college entrance.
4. Enrollment in an AP course may assist student in gaining admissions to.

AP Spanish (grades 10, 11, 12)
 AP Calculus (grades 11, 12)
 AP Statistics (grades 11, 12)
 AP Biology (grades 11, 12)
 AP Chemistry (grades 11, 12)
 AP US History (grades 11, 12)
 AP European History (grades 10, 11, 12)
 AP Government (grade 12)
 AP English Language and Composition (grade 11)
 AP English Literature and Composition (grade 12)
 AP Microeconomics (grade 11, 12)
 AP Macroeconomics (grade 11, 12)

NOTE: Classes are offered only when requests meet current district class ratio requirements.

College Classes

Butte College Concurrent Enrolment is available for 9th-12th grades. Chico State High School Scholars program is available for 11th and 12th graders. Information on both programs can be found on their websites or through the counseling office.

for transferring college credits for use toward high school graduation should be discussed with the high school counselor: Each student to be considered for concurrent enrollment must complete the application and obtain the signatures of the parent/guardian, the counselor, and the school principal. The student must also assume the responsibility of requested the college to transfer the credit back to the high school. Credits will not be counted until an official transcript from the College is received in the counseling office at Chico High School.

If a student desires to concurrently attend college, they should see a counselor for the necessary information and forms to complete the admissions procedures required for enrollment. The student must be capable of doing college level work as these grades and credits become part of his permanent college transcript. Criteria

English Language Learners

Chico High School is committed to assist students with English Language Development (ELD). Our goal is to develop proficiency in speaking, understanding, reading and writing English. Chico High School offers students who are Limited English Proficient (LEP) English classes specifically designed to meet these goals. In addition, LEP students are enrolled in sheltered courses in mathematics, world history, US history, life science, physical science and other subject areas (courses offered change from time to time depending on need).

Optional Programs for Chico High

STUDENT AIDES (12)

You may earn five (5) semester hours of credit per semester or ten (10) semester hours per year as a student aide, assisting in a classroom, an office, the library, etc. You may serve no more than one year as a student aide unless approved by a counselor or administrator. Only Seniors are eligible for student aide positions except with administrative approval. In order to qualify for approval a student must have no failing grades in the previous semester, no cuts or suspensions. Administrative approval is required.

WORK EXPERIENCE

Work Experience is an elective class that combines legally paid employment with classroom instruction. To earn a grade and credit, a student must attend mandatory class sessions one period a week, complete assignments, and be employed 66% of the semester. Units of instruction include employment preparation, job success, economic and career awareness.

Students may earn 5 credits per semester by working an average of ten hours per week. Seniors on track for graduation (180 credits, a 2.0 gpa, and regular attendance) may earn 10 credits per semester if employed an average of twenty hours per week. Qualifying seniors may earn 10 credits by enrolling in two periods of Work Experience. Students enrolled in

Period 5 or 6 must report to work at least three days per week during that class period.

Prerequisite to enroll: Student must be employed or actively seeking employment. Counselor recommendation and instructor's approval is required.

ENRICHMENT CLASSES

Some departments at Chico High School offer enrichment programs. The enrichment program is individualized instruction for the student and is agreed upon in contract form between the teacher, department chairman and student. The counselor must receive a copy of the contract. Units earned will be figured in with the total number of credits that a student is attempting for the semester. Student must enroll in an enrichment class no later than the end of the third week of the semester.

Types of Courses/Credits offered at Chico High

1. Courses are identified as (S) Semester, or (Y) Year. A semester course may be offered either or both semesters. Some courses are year long, but are described as two semester sequential (S)(S).
2. **Standard Credit:** Credit is granted only if course is successfully completed with a passing grade.
Semester credit=5.0
3. Courses offered (9-12) are open to all students in any grade level. If only one or two grade levels are indicated, registration is restricted to students in those grades levels only.

Example: Government (12), AP-Advanced Placement US History (11-12)

4. Prerequisites shown for certain courses must be observed. Admission to classes requiring a prerequisite will not be granted unless the instructor gives his or her approval.

5. Courses preceded by a "P" meet the University of California (UC) and/or the California State University System (CSU) entrance requirements.

Sample Programs

CUSD GRADUATION :

| 9th | 10th | 11th | 12th |
|-----------------------|------------------------|------------------------|------------------------|
| English | English | English | English |
| Health/Elective | World History | US History | Govt/Econ |
| PE | PE | PE | PE |
| Life Science | Physical Science | Elective | Elective |
| Elective | Elective | Elective | Elective |
| CTE Pathway | CTE | CTE | CTE |

CSU PROGRAM:

| 9th | 10th | 11th | 12th |
|-----------------------|------------------------|------------------------|------------------------|
| English | English | English | English |
| Health | World History | US History | Govt/Econ |
| Integ Math 1 | Integ Math 2 | Integ Math 3 | Elective |
| Biology | World Language | World Language 2 | Chemistry |
| PE | PE | VP Arts | Elective |
| CTE Pathway | CTE Pathway | PE | CTE Pathway |

UNIVERSITY OF CALIFORNIA PROGRAM:

| 9TH | 10TH | 11TH | 12TH |
|-----------------------|------------------------|------------------------|------------------------|
| English (Honors) | English (Honors) | English AP | English AP |
| PE | AP Euro | AP US History | AP Govt/Econ |
| Integ Math 1 | Integ Math 2 | Integ Math 3 | Math Analysis |
| World Language | World Language | World Language | VP Arts |
| Biology | Chemistry | Physics | Advanced Science |
| CTE Pathway | CTE Pathway | CTE Pathway | CTE Pathway |
| | Online Health | | |

**Students are encourage to take Health before the end of the Sophomore year, but Health may be taken anytime.

Third year of Lab Science, fourth year of math, and third year of Foreign Language are all strongly recommended for admission to the U.C. Advanced Placement (AP) classes are not required, but are strongly recommended for U.C. admission.

Pathway Options

In addition to taking academic and elective courses within the traditional program and participating in extracurricular activities, AP courses, or college partnerships, students may register for one of the following pathway options here at Chico High School. These pathways offer students a chance to explore specific interests or address specific needs in more depth with a smaller group of students and teachers. Students have the option to switch between pathways, space permitting.

ENGINEERING DESIGN AND CAD PATHWAY

Chico High School Architecture and Engineering serves a large population of students pursuing a degree or career in any profession related to these fields. Some courses receive transferable college credit and some receive University of California Fine Arts credit. Students in this program work very closely with Business Partners in the community. Local architects, engineers and manufacturers have students engage in client based projects and Internships in the advanced courses.

Students use state-of-the-art technology and industry standard software. All projects are completed on individual student stations with dual screen monitors, each station is imaged with Microsoft Office, AutoCAD, Sketch Up, Solid Works and Revit. See the Engineering and Architecture course descriptions in this catalog under Industrial Technology for more information.

MANUFACTURING PATHWAY

Students enrolled in the manufacturing pathway will have access to introductory, intermediate and advanced welding courses. Students may receive Butte College credit through the 2 + 2 program for Advanced Welding.

MEDICAL PATHWAY

Students interested in the medical field will have the opportunity to learn about the many options and career choices in the medical field. Medical internships are available for advanced students.

TECHNOLOGY AND PROGRAMMING

See CTE page 52

ART

The Digital Arts Media pathway provides for a sequence of courses that not only meet state Art curriculum standards but also addresses the curriculum standards for CTE courses. Digital Arts 1 meets the "F" requirement for the UC/CSU A-G credit.

Digital Arts Media pathway is a technology-based program of study. Students work with industry standard programs such as Adobe Photoshop, Premiere and Illustrator. Additionally, students work with high-quality cameras and video-cameras. Our state-of-the-art computers are equipped with Wacom drawing tablets. Additionally, we have a class set of Apple iPad Pro tablets with Apple drawing pencils and brushes. Over the course of the program students are provided with a strong experience with all aspects of the digital arts industry.

CHICO FFA (Agriculture)

CHICO High Agriculture/ Chico FFA

Chico High School's Ag program, with a long-standing tradition of excellence, offers both college prep and career pathways in animal science, plant science, Environmental Horticulture, and agriculture mechanics/welding. Students enrolled in the Ag program will also be members of the Chico FFA chapter and have the opportunity to develop leadership skills, participate in Career Development Events (CDE,s) and many other FFA activities.. Students may be involved in both the Ag Program and another program options.

TRADITIONAL PROGRAM

Some Chico High School freshmen may choose to take a more traditional program, rather than enroll in a particular program options. Students who enroll in the traditional program may choose from a variety of core academic classes, electives and advanced placement courses.

Butte College Connection Program for CHS Students

The College Connection program establishes a unique partnership between Butte Community College and the Chico Unified School District. The program will permit selected seniors from Chico High School to attend Butte College on a daily basis, concurrently earning both high school and college credit.

The primary goals of the program are to provide an accelerated, challenging set of courses to the strong academic, college-bound student, and to provide highly motivated vocational students with an opportunity to develop their special talents more intensely and begin working toward an A.A. degree.

Students will attend Butte College on a daily basis. A core program of FOUR high school classes will be presented through independent study and traditional formats by a Chico Unified teacher. Students will work on their own, meeting *daily* in a lab class, and regularly review work with the teacher/advisor. Class time will be available for students to take 9-11 college units (3 or 4 college classes), depending on their Butte College assessment scores and educational goals.

Since students are concurrently enrolled on both campuses, they belong to both! This allows the student to take advantage of counseling services, support services, libraries, and intra-school activities at each school site. This is a great educational opportunity for students!

According to a CIF ruling, students who will earn at least 20 high school credits per semester with a "C" average will be able to participate in the College Connection AND play interscholastic sports. However, because the students have not yet graduated from high school, they will not be eligible for inter-collegiate competitions.

Since students are still considered seniors in high school, the Connection program will not affect most grants, scholarships, and loans. Students can still apply for the CAL GRANTS A, B, and C, PELL grants and local grants with their peers.

Butte College provides bus transportation to and from the college through a variety of routes around Chico. The college publishes a bus schedule with designated pick-up locations and times. The student who has his/her parent's permission may choose to drive his/her own vehicle. At

this time there is NO required permit or cost for parking a vehicle on campus. Students follow the Butte College calendar for the beginning and ending of on-campus instruction. Students will have high school independent study packets for non-college instruction days.

The college expects the student to pay a nominal health and technology fees each semester, which currently amount to \$39 and any lab or materials fees related to course work. Since these students are still in high school, there are NO per-unit fees as of 12/03. CUSD will provide a ONE TIME \$75.00 book credit at the college bookstore. At the end of the semester the students must return books to the teacher/advisor worth \$75.00 or pay for lost/damaged books. CUSD provides texts for the high school core classes.

Students will be selected based on an application (including student and parent essays), attendance and discipline records, transcript evaluation, Butte assessment scores, GPA, personal interview, and teacher/counselor recommendations. Since the keys to success in this program are "readiness" and motivation, the GPA is not the determining factor. Student/parent informational presentations will be given in January/February. Student selection will be completed by mid-March.

A word of caution should be given to students. The opportunity to accelerate and excel carries with it the risk of failure. If freedom is misused or study habits/self discipline neglected, students could jeopardize their graduation and/or be placed on academic probation from college-level work. Students also may miss their normal interaction with their senior class and the daily activities planned throughout the school year. Review this option carefully

The obvious benefits are giving students a "head-start" into their college or vocational program and giving them the experience and skills to be successful. Students will also have the definite benefit of having a CUSD teacher/advisor to advocate for them and closely monitor their progress. Finally, since the student can earn as many as 22 college credits, both parents and students will accrue significant financial benefits. From one semester to almost a year of college credit will have been completed at nominal cost. Check it out!

Course Descriptions

AGRICULTURE

INTRODUCTION TO AGRICULTURE 1A/1B (Y) YEAR (9 - 12) (*recommended for Agricultural Sciences and Technology). STANDARD CREDIT. Meets CUSD Physical Science requirement. No prerequisite for 1A; 1A is prerequisite for 1B. Introduction to Agriculture 1A looks at agriculture through the eyes of the consumer concerning where our food and fiber come from, exploring animal and crop production and agricultural business. Introduction to Ag 1B continues to look at various agricultural processes and careers through the eyes of the consumer. Topics will include agricultural mechanics, horticulture, forestry, parks and recreation. Supervised Agriculture Experience (SAE), record books and *FFA will be emphasized. This course is designed to help develop career potential in jobs and college work related to agriculture. This introductory course includes practical application of skills and knowledge to work in an agricultural business, understand and keep records, explore various careers, develop computer skills and receive leadership training through FFA activities. * FFA projects and record books are utilized.

AG SUST BIOL-P (9-12) AG BIOLGOY AND SUSTAINABLE AGRICULTURE – P (Y) STANDARD CREDIT

Biology and Sustainable Agriculture is a laboratory science course designed for the college bound student. Sustainable Agriculture is a one year course designed to integrate biological science practices and knowledge into the practice of sustainable agriculture. The course is organized into four major sections, or units, each with a guiding question. Unit one addresses the question, What is sustainable agriculture? Unit two, How does sustainable agriculture fit into our environment? Unit three, What molecular biology principles guide sustainable agriculture? Unit four, How do we make decisions to maximize sustainable agricultural practices within a functioning ecosystem? Within each unit specific life science principles will be identified with agricultural principles and practices guiding the acquisition of this knowledge, culminating in the development of a sustainable farm model and portfolio of supporting student research. Throughout the course, students will be graded on participation in intracurricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program.

AG SCI CHEM – P (10-12) AG CHEMISTRY AND AGRISCIENCE (Y) STANDARD CREDIT

Chemistry and Agriscience is a laboratory science course designed for the college bound student. This course explores the physical and chemical nature of soil as well as the relationships between soil, plants, animals and agricultural practices. Students will examine properties of soil and land and their connections to plant and animal production. Using knowledge of scientific protocols as well as course content, students will develop an

Agriscience research program to be conducted throughout the first semester of the course. Students will develop and present a capstone soil management plan for agricultural producers, using the content learned throughout the course. Throughout the course, students will be graded on participation in intracurricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program.

AG AdvIntSci-P (starting in the 2018/19 school year) AG ADVANCED INTERDISCIPLINARY SCIENCE FOR SUSTAINABLE AGRICULTURE (Y) STANDARD CREDIT

Advanced Interdisciplinary Science for Sustainable Agriculture is a laboratory science course designed for the college bound student. This integrated class combines an interdisciplinary approach to laboratory science and research with agricultural management principles. Using skills and principles learned in the course, students design systems and experiments to solve agricultural management issues currently facing the industry. Additionally, students will connect the products created in this class with industry activities to link real world encounters and implement skills demanded by both colleges and careers. The course culminates with an agriscience experimental research project in which students design and conduct an experiment to solve a relevant issue. Final projects will be eligible for Career Development Event competition at FFA events. Throughout the course, students will be graded on participation in intracurricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program.

AGRICULTURE ECONOMICS AND GOVERNMENT (Y) YEAR (11-12) STANDARD CREDIT. Meets CUSD government and economics requirement. Meets CSU/UC History entrance requirement.

Prerequisites: Student should be concurrently enrolled in an Ag class or have completed Ag classes in order to enroll. America's agriculture industry is the mainstay of the US economy. Understanding economics and regulations in this diverse industry is critical to its continued prosperity. Students will learn basic economic principles and study the historical development of our government. Topics include macroeconomics, Ag business organizations, Ag credit, recordkeeping, record analysis, marketing, Ag law, responsibilities and rights of citizenship, voting, political parties, elections, campaigns, the Constitution, the branches of government, and the Bill of Rights. Students will be expected to participate in workplace learning experiences and interpersonal leadership skill development activities. *FFA projects and record books are utilized.

AGRICULTURE

PLANT & SOIL SCIENCE 1A/1B - P

(Y) YEAR (9- 12) STANDARD CREDIT. Meets CUSD Life Science requirement . • Prerequisite 1A: Introduction to Agriculture recommended. Prerequisite 1B :Teacher approval required . This course will cover the basic principles of plant science in agriculture as viewed by both the farmer and the consumer. Hands-on units of instruction include plant organs and their functions, introduction to reproduction and genetics, weeds, insects and other pests, soils and fertilizers, chemical application and safety. All students will be able to work in the school greenhouses to gain practical experience growing plants for themselves. *FFA projects and record books are utilized.

AG FLORAL DESIGN –P (pending)

(Y) YEAR (9 - 12) STANDARD CREDIT. Meets CUSD Fine Arts Requirement. This course qualifies under the Butte College Partnership Program 2+2.. Floral Design 1A is designed to give the student introductory skills for an entry-level position in the florist and floriculture industry. Flower arranging, production related skills and flowering potted greenhouse crops will be covered under the main units of instruction, with extensive hands-on activities and projects. Floral Design 1B is a continuation of Floral Design 1A. Activities covered include hands-on flower arranging, a wedding project, seminar in intermediate floral design skills and processes used in the floral and floriculture industry. Horticulture projects will be grown by the student in the school greenhouse. * FFA projects and record books are utilized.

ENVIROMENTAL HORTICULTURE SCIENCE 1, 2 -P

(Y) YEAR (11-12) STANDARD CREDIT. Meets CUSD Life Science requirement . This course qualifies under the Butte College Partnership Program 2+2. • Prerequisite: Other Ag class or junior with teacher approval. This course is designed to teach students greenhouse crop production through hands-on work experience and projects in the school greenhouse. Each student will learn to grow and raise horticulture crops with daily lab work and practical applications to life science. Crop planning, reproduction, propagation, nutrition, weeds, pests and diseases will be covered. Students will learn about nursery laws and regulations as well as hydroponics, and will be encouraged to raise plants for themselves and participate in plant sales to the public. Assignments include a poster project, seminar and crop assignments. *FFA projects and record books are utilized.

AG WELDING

(Y) YEAR (9-12) STANDARD CREDIT. Meets CUSD Fine Arts requirement This course qualifies under the Butte College Partnership Program 2+2. • Prerequisite: Introduction to Agriculture recommended for 1A; 1A required for 1B. • An introductory course in agricultural welding. Covered in

Welding 1A are general shop safety, AC/DC arc welding in all positions and oxygen-acetylene welding in flat positions. Welding 1B covers more advanced and job-oriented welding processes used in the welding and agriculture fabrication industry today. These processes include: Gas Metal Arc Welding (GMAW) or wire welding, Flux Core Arc Welding (FCAW), advanced techniques in AC stick welding, DC stick welding, oxygen-acetylene welding, cutting and brazing. The last quarter of the class students will design and fabricate projects of their own need: Time in class 40% and time in lab 60%. *FFA projects and record books are utilized.

AG MARKETING (Y) (10-12) STANDARD CREDIT

This course is designed for advanced study of agriculture business opportunities and economics for students with interest in agriculture. Through the course, the student will understand and apply basic economic and marketing principals as they relate to individual consumers, production agriculture, and agri-business management. Life skills such as resumes, job applications, interview skills, and college and scholarship applications will be included. The students will develop a "business" that will produce, package, determine prices, and market their products. Students will keep accurate records of expenses, receipts, and profit/losses. It is especially helpful to those students who wish to work part-time while attending school. At the conclusion of the course, profits will be determined by students SAE (Supervised Agriculture Experience) and agriculture instructor.

*FFA projects and record books are utilized.

VETERINARY SCIENCE (Y) (10-12) STANDARD CREDIT

This course will develop students' understanding of the livestock and small or companion animal industries. Topics will include animal anatomy and physiology, animal nutrition, animal reproduction, animal ethics and welfare issues, animal health, veterinary medicine. Career exploration will focus on veterinarian, veterinary lab technicians, small animal production, research lab assistant, and animal nutrition lab technician. Students will research and perform laboratory exercises on the anatomy and physiology of several domestic animal species. Students will differentiate the nutritional needs of different species in different stages of life. Students will recognize the symptoms of common infectious diseases and discuss treatment and prevention plans. Students will explain the significance of surgery. Students will be able to identify routes of drug administration, read and follow directions on drug labels, and prepare proper dosages. Students will learn the requirements to become a registered animal health professional and a licensed veterinarian in California, as well as the general working conditions, personal qualifications, and job requirements. Since FFA and Supervised Agricultural Experience Projects (SAEs) are integral components of this course, students are required to maintain an SAE Project and an FFA record book.

AGRICULTURE

AGRICULTURE ENRICHMENT PROJECTS (S) SEMESTER (10-12) STANDARD CREDIT

Prerequisite: Permission of instructor and counselor. Individualized program agreed on between student and teacher to further pursue the study of agriculture. • The student taking this class will work alone with guidance from the instructor. *FFA projects and record books are utilized.

AGRICULTURE SUMMER ENRICHMENT (9-12) •

Prerequisite: Must be enrolled in Agriculture course during the spring semester, and enroll in Ag Summer Enrichment before the end of the school year. • A continuation of the student's supervised agriculture experience through the summer. All verification of hours will be made based on the student's FFA record book by the agriculture instructor in mid-August.

AG LEADERSHIP (Y) 10-12 STANDARD CREDIT

The Agriculture Leadership class is an elective course that helps students acquire a broad understanding of a variety of leadership aspects, develop an awareness of the many career opportunities in agriculture, participate in agriculturally relevant experiences, and work cooperatively with a group to develop and expand leadership abilities. Students study agriculture issues,

agricultural careers, agricultural technologies, oral and written communication and public speaking. Because of the nature of this class, student time is not limited to only classroom experiences. Students should plan to be involved in a majority of FFA activities. This class is mandatory for any student who is elected to be on the Chapter FFA officer team.

***FFA COMPETITION ELIGIBILITY:**

1. Student must have earned a GPA of 2.0 in all classes attempted the previous grading period in order to be able to participate in FFA competitions.
2. A principal may grant one probationary period during grades 9-12 for the student who has the required number of credits but who fails to maintain a 2.0 G.P.A. This probationary period will not be applicable for the student who has a G.P.A. lower than 1.5. The probationary period shall be no more than one grading period in length. When the student is placed on probation, the principal/designee shall conference with the student and the parent/guardian and review remedial activities which will improve the academic standing.

Chico High School - Agriscience Pathway

These templates are designed to help guide students. The order of some classes may vary and individual variation can be applied.

Agriscience Pathway--- Field Technician

Freshman:

1. English
2. Health/Elective*
3. Math C
4. PE 9
5. Welding 1
6. Introduction to Ag.

Sophomore:

1. English
2. World History
3. Int Math 1
4. P.E. *
5. Welding 2
6. Plant Science

Junior:

1. English
2. U.S. History
3. Int Math 2
4. Elective
5. Advanced Welding
6. Ornamental Horticulture

Senior:

1. English
2. Ag. Gov/Econ
3. Elective
4. Elective
5. Advanced Welding
6. Floral

* Health class can be taken any year and is offered online. *10th Grade PE can be taken any year or as ISPE

Agriscience Pathway--- California State University (CSU) Admissions

Freshman:

1. English
2. For Lang 1
3. Int Math 1
4. PE 9
5. Health*
6. Biology & Sustainable Ag-P

Sophomore:

1. English
2. World History
3. Int Math 2
4. P.E. *
5. For Lang 2
6. Chemistry & Agriscience-P

Junior:

1. English
2. U.S. History
3. Int Math 3
4. For Lang 3
5. Floral
6. Adv. Interdisciplinary Science for Sustainable Agriculture (Hon) +

Senior:

1. English
2. Govt/Econ
3. Math (recommend)
4. Ag. Leadership
5. Elective
6. Ag. Science Specialty (Vet Sci, Horticulture)

* Health class can be taken any year and is offered online. *10th Grade PE can be taken any year or as ISPE.

Agriscience Pathway--- University of California Admissions

Freshman:

1. English (Hon)
2. Health*
3. Int Math 1
4. PE 9
5. For Lang 1
6. Biology & Sustainable Ag

Sophomore:

1. English (Hon)
2. World History
3. Int Math 2
4. P.E.*
5. For Lang 2
6. Chemistry & Agriscience

Junior:

1. AP English^
2. AP U.S. History^
3. Int Math 3
4. Ag Leadership
5. For Lang 3 ^
6. Adv. Interdisciplinary Science for sustainable Agriculture

Senior:

1. AP English^
2. AP Govt/Econ
3. Math Analysis^
4. Physics^
5. Floral
6. Ag Leadership (Hon) +

Health class can be taken any year and is offered online. *10th Grade PE can be taken any year or as ISPE.

* Can be taken any year. ^ Recommend by UC ** Strong Senior schedule recommended by UC + Capstone Class ~ integrated class
 vp receives UC/CUSD Visual/ Performing Arts & Receives College Credit

ELECTIVES

YEARBOOK

(Y) YEAR (9 - 12) STANDARD CREDIT. • *Instructor approval:* This class carries elective credit. Students in this class will be members of the yearbook production staff. The course is designed to present the skills and standards of good journalism, photography and accurate reporting, and to assist the student in acquiring the responsible attitude necessary to meet demands of a production schedule and a publication deadline. Writing skills are required.

STUDENT GOVERNMENT

(Y) YEAR (9 - 12) STANDARD CREDIT. *Prerequisite:* No Semester "D's" or "F's" •• Student Government leadership training is designed for the student interested in learning the basic concepts of democratic government, leadership skill, parliamentary procedures, group processes, leadership practice and planning, and organization. It affords the student the opportunity to develop speaking and writing skills; to improve in courtesy, confidence, poise and appearance; to work with peers of diverse backgrounds and attitudes; to share responsibilities with adults; to consider and work with problems of income and expenditure. Goal setting, decision-making, valuing, time and stress management are included.

PSYCHOLOGY - P

(Y) YEAR (11-12) STANDARD CREDIT. Meets UC/CSU elective entrance requirement. No prerequisite. This survey course covers a variety of topics in psychology including the senses, memory and thought, personality, child development, human relations, mental health, and mental illness. Expectations include the use of reading, writing and oral discussion skills. Students should acquire general knowledge in psychology as well as better understanding of themselves and their relationships with others.

SPORTS CONDITIONING (S) (11-12) 9-10 with prior approval of instructor) STANDARD CREDIT.

Prerequisite for 11-12: and 10 Passed PE 9 with "B" or better; 20 units PE. Students will participate daily in a personally designed conditioning workout. Emphasis is on development of strength, muscular power, and muscular endurance, as well as cardiovascular endurance and flexibility. The environment will be closely supervised, progress recorded and close communication maintained with respective coaches. The program will be intense in nature with the ultimate goal being to develop each student to their physical and mental potential for their sport. PE clothes are required; course carries elective credit, not PE credit.

SPEECH AND DEBATE: (11-12) Butte College Communication Studies (Elective Credit)

This year long elective course articulates with Butte College and students may receive, in addition to 5 credits per semester, 3 college units. Most colleges will accept this course as the basic General Education Speech requirement.

1st Semester will focus on informative speaking activities. With a focus on current events, career exploration, and reading non-fiction essays, students will give individual and group presentation on contemporary areas of interest. Students will conclude the semester creating and presenting programs integrating poetry and fiction writing.

2nd Semester will focus on developing skill in forensics by examining the art of persuasion and argument. Students will participate in Lincoln/Douglas Debate as well as other modes of argumentation. The semester will conclude by giving students opportunity to develop their skill in storytelling and giving speeches for special occasions.

LEISURE SPORTS (S) (11-12) 9-10 with prior approval of the instructor STANDARD CREDIT

Prerequisite for 11-12, completion of 20 units in Physical Education classes (PE 9 and PE 10). Basic knowledge of a variety of sports rules and skill sets are required.

Students will participate daily in sports and games that focus on teamwork and movement. Class will be structured around a "game play" environment with students actively participating in competitive play situations designed around specific sports such as; soccer, football, ultimate Frisbee, tennis, and more. This course is designed for the already physically active student that already has PE credit but wants to continue with their physical fitness through play.

SPORTS MEDICINE (Y) (10-12) STANDARD CREDIT

This class provides an opportunity for students to learn about the variety of career opportunities surrounding the Kinesiology/Sports Medicine Field. This course will provide students with basic anatomy and physiology, prevention and assessment of athletic injuries, hygiene, immediate and temporary care of injuries, procedures, standards and ethics in the medical field.

PERSONAL FITNESS (Y) 9-12

This course is structured to provide a group exercise setting to work on personal fitness levels. Body sculpting, flexibility, and cardiovascular conditioning, such as dance, cross fit and spinning workouts will all be included. Self-discipline, motivation and participation are keys to success for each individual in this course.

ELECTIVES

WORK EXPERIENCE

(Y) YEAR (11-12) STANDARD CREDIT. Variable credit by instructor and counselor approval only.

Prerequisite: Student must be employed or actively seeking employment. Counselor recommendation and instructor's approval is required. Work Experience is an elective class that combines legally paid employment with classroom instruction. To earn a grade and full credit, a student must attend mandatory class sessions one period a week, complete assignments, and be employed 66% of the semester. Units of instruction include employment preparation, job success, economic and career awareness. Students also develop a personal portfolio demonstrating employability skills and job preparedness. Students may earn 5 credits per semester by working an average of ten hours per week, and may enroll in Period 6, 7 or 8. Seniors on track for graduation (180 credits, a 2.0 GPA, and regular attendance) may earn 10 credits per semester by enrolling in two periods if employed an average of twenty hours per week. (Students enrolled in periods 6 and 7 must report to work at least three days per week during that class period).

EXPLORATORY WORK EXPERIENCE (10-12) (Y)

Prerequisite: Student must attend class, complete class assignments, research career options, job shadow, and work in un-paid, intern position a minimum of four (4) hours per week.

Counselor recommendation and instructor's approval required. Enrollment is limited and based on possible placement opportunities.

Exploratory Work Experience is an elective course which combines non-paid job observation and sampling with related classroom instruction in employability skills. Its general purpose is to provide students the opportunity to observe and sample a variety of conditions of work for the purpose of ascertaining their interest and suitability for the occupations they are exploring.

Related classroom instruction is the same as General Work Experience including the development of a personal portfolio. Additional time is given to career development/exploration activities and the skills needed to acquire employment in specific careers.

Students may earn a total of five (5) units per semester, based upon seat time, career interest research, job shadows, and hours worked at the un-paid intern employment. A total of sixty (60) hours is required to earn all five (5) credits. A maximum of ten (10) credits may be earned in Exploratory Work Experience.

VOCATIONAL (CTE) WORK EXPERIENCE (11-12) (Y)

Prerequisite: Student must be employed or actively seeking employment with the help of vocational instructor. Counselor recommendation and instructor's approval required.

Vocational Work Experience is an elective course that reinforces and extends vocational learning opportunities for students through a combination of related classroom instruction in Work Experience Education and supervised paid employment in the occupation for which vocational

course(s) in school prepares them. Students enrolled in Vocational Work Experience Education must have a job that is related to a concurrently enrolled vocational course.

Related classroom instruction and credit are the same as in General Work Experience.

CAREER PLANNING (S) SEMESTER (9 - 10) STANDARD CREDIT

This semester long course is designed to help students to find a focus beyond the high school years. This career-life planning course will focus on self-exploration, career exploration, decision making and goal setting, job search strategies, and understanding the world of work in our global economy. Students will also learn self-monitoring and study skills to help them obtain the habits of a successful student and future employee. Students will stay current on their grades and academic progress with the goal of improving grades and maximizing postsecondary options. Through self-assessment students will learn about their interests, personality styles, values, skills, natural talents and strengths. Through project based learning students will create a personal profile, decide what they want for their future and how to prepare for this goal! The focus is to help students envision and plan for a future that is productive, achievable and stimulating.

CLASSROOM AIDE (OFFICE AIDE POSITIONS ARE ALSO AVAILABLE, IN THE OFFICES AND THE LIBRARY)(Y) YEAR (11-12) STANDARD CREDIT. •

Prerequisite: Seniors only with Teacher/Counselor approval • This is an opportunity for students to become aware of the various kinds of clerical functions that most teachers and school clerical staff are required to perform. Teachers and office staff rely on aides who can assume the responsibility of regular attendance.

- Seniors May either have an open period or be a teacher aide, but not both

FILM APPRECIATION 9-12 (S) STANDARD CREDIT

Film Appreciation is a one semester English **elective**. *Literature and Film* can be taken for one or two semesters because the curriculum for each semester will be different.

Among other things, we'll be studying how to "read" a film, including narrative structure, genre conventions, subtext, purpose, and the way technical and artistic elements contribute to the overall effect. We will examine film as a form of art, and look at the specific techniques filmmakers use to contribute to the message of their film, including camera movement, visual and auditory imagery, shot composition, lighting, editing, and shot choice.

We'll look at the history of the Hollywood film industry over the past hundred years, including the ways in which it reflects and shapes American culture. We'll study genres including heroic epics, westerns, noir, romantic comedy, and combat, comparing and analyzing their conventions in print and in film. We will read novels and several short pieces. Assignments will be related to the

reading and films, the study of American culture and how it is reflected in film.

ENGLISH

NOTE: All English 9 and English 10 classes meet CUSD English requirement.
 English 9: Required for all freshmen.
 English 10: Required for all sophomores.

Students must be enrolled in an English class every semester until graduation. A total of 40 credits earned are required for graduation, with 30 credits earned in grade 10-12.

Courses are of four basic types: 1) English 9 CORE classes; 2) English 10 CORE classes; 3) specialized electives concentrating on specific skill or interest areas, and 4) the Junior/Senior Core Curriculum of classes offering a mixed concentration of all language arts skills (oral and written expression, listening and reading experiences). Juniors and seniors should be enrolled in the core curriculum.

ENGLISH

ENGLISH 9 OFFERINGS:

ENGLISH 9 - P: Finding Perspective 1A, 1B (Y) Year (9) Standard Credit . Meets UC/CSU entrance requirement. English 9 is an integrated language arts Course in which students will read, respond to and analyze literature, develop writing skills, develop research skills, and make prepared oral presentations. The literary focus is on analysis of the elements of literature associated with five genres: short story, non-fiction, poetry, drama, and novel. The core text is *Elements of Literature: Third Course*. As with all CHS English courses, student work is directed toward achieving mastery of the "essential" English Language Arts Standards for this grade level.

HONORS ENGLISH 9 -P (Y) YEAR (9) Standard Credit. Meets UC/CSU entrance requirement. Prerequisite: English Department recommendation. This University of California preparatory course is designed for students with high academic goals who are usually GATE identified. Course expectations include a research paper, advanced grammar, critical thinking and writing skills, and a commitment to speaking both in front of the class for presentations and during class discussions. Academic writing, the reading of serious literature, effective test-taking skills, a strong commitment to completing homework on time and the ability to effectively deal with stress are program expectations. Major literary works are accompanied by extensive writing assignments and, sometimes, oral presentations. Students will also complete outside reading of novels from a designated reading list. Major units include a summer assignment, the elements of fiction, formal research paper, Shakespeare, an extensive student-driven theme study, poetry, and debate.

ENGLISH 10 OFFERINGS:

ENGLISH 10-P: Core Unit (Y) Year (10) Standard Credit. Meets UC/CSU entrance requirement. English 10 builds on the work done in English 9. Using as its core text *Elements of Literature: Fourth Course*, this course is designed to strengthen the skills and deepen the understanding of concepts developed in English 9. In addition, the remaining "essential" 9-10 English Language Arts Standards are targeted for mastery. Besides the study of literature, these standards include extensive work with reading and writing non-fiction texts, including persuasive and expository essays and a research paper.

HONORS ENGLISH 10 -P (Y) YEAR (10) Standard Credit. Meets UC/CSU entrance requirement. Prerequisite: English Department recommendation. Course expectations include formal, academic writing with a strong emphasis on structure, editing, and revision. Students will hone their critical thinking and writing skills through in-depth study of various elements of literature via units focusing on short stories, poetry, the novel, and drama including Shakespeare. Students are also expected to participate in daily discussions of the literature and themes and related issues. Academic writing, the reading of serious literature, effective test-taking skills, a strong commitment to completing homework on time and the ability to effectively deal with stress are program expectations.

ENGLISH

INTERMEDIATE LANGUAGE ARTS SKILLS:

NOTE: All intermediate Language Art courses meet the CUSD English requirement. Some classes are offered for Juniors, others for Seniors, while some are open to both. See course description for grade level.

INTERMEDIATE COURSES FOR JUNIORS:

AMERICAN LITERATURE/COMPOSITION AND LANGUAGE SKILLS 1A/1B –P (Y) YEAR (11) STANDARD CREDIT. Meets UC/CSU entrance requirement. Students in American Literature will survey early American non-fiction/fiction texts, as well as juxtapose those texts to more modern texts. The survey begins in the 1600s with Puritan texts and will continue into the modern era. The overarching goal of this course is to trace American thinking, through literature and to speculate how this has contributed to our culture as a whole. Students will hone their writing and presenting skills through a variety of writing purposes: literary analysis, synthesis, express and reflect, evaluate and judge, along with personal reflections.

ADVANCED COURSE FOR JUNIORS:

EXPLORING THE HUMANITIES -P (Y) YEAR (11) STANDARD CREDIT. Meets UC/CSU entrance requirement. Over the course of two semesters, this class will investigate the course of human civilization from pre-history to the Renaissance. Students will examine Greek mythology to gain a deeper perspective of our own culture. In the first semester, readings will include Homer's *The Odyssey*, Sophocles' *Oedipus*, and Hesse's *Siddhartha*. Students will also investigate philosophy and religion as they reflect on the values of our society. In the second semester, students will go into greater depth, studying the effects of culture on the inhabitants of a society, with particular attention to the arts, including literature, music and drama, architecture, theology, and poetry. Readings will include Dante's *Inferno* and Shakespeare's *Twelfth Night* and *Hamlet*.

HONORS ENGLISH (AP COURSES):

COURSE FOR JUNIORS:

ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION -P

(Y) YEAR (11) STANDARD CREDIT. Meets UC/CSU entrance requirement. • *Prerequisite: B+ average in English required.* An honors class equivalent to college freshman English, this course engages students in becoming skilled readers of prose written in a variety of periods, disciplines and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. At the completion of the course the student will

be able to achieve an adequate score on the College Board's Advanced Placement English Language and Composition Test, which will earn the student as much as six units of college credit at most colleges and universities. Students can expect intensive reading and analysis of texts of recognized literary merit, in addition to a rigorous writing curriculum.

INTERMEDIATE COURSE FOR SENIORS:

ERWC – P, EXPOSITORY READING AND WRITING (Y) YEAR (12) STANDARD CREDIT.

ERWC is designed to prepare college-bound seniors for the literacy demands they will experience in their post-secondary endeavors. It is a year-long rhetoric-based course that will focus on developing students' proficiency in expository, analytical, and argumentative reading and writing. Students will experience both nonfiction and literary texts as well as further develop research methods and documentation conventions. The course is aligned to the seven criteria of the UC English requirement and the Common Core State Standards for English Language Arts and Literacy. Students who score as "Conditionally Ready" on the EAP during their junior year and who earn a C or better in both semesters of this course will be exempt from English placement exams for schools within the California Community College system as well as those within the California State University system.

ENGLISH

ADVANCED LANGUAGE ARTS SKILLS:

NOTE: All Advanced Language Arts courses meet CUSD English requirement.

ADVANCED COURSES FOR SENIORS:

EXPLORING THE HUMANITIES 2 -P

(Y) YEAR (12) STANDARD CREDIT. Meets UC/CSU entrance requirement.

The purpose of this Honors course is to challenge our advanced seniors with college-level reading, writing, and speaking tasks. This course affords our students the opportunity to develop "cultural literacy," *i.e.*, an appreciation, understanding, and awareness of diverse perspectives and historically significant pieces of classic literature and art. Upon completion of this course, students have an expanded world-view, greater empathy for others' cultural perspectives, and the skills necessary for college-level reading and writing. The overarching theme of this course is "The Human Condition." Students take philosophical, social and political approaches to a wide array of historically and culturally significant pieces of world art and literature including but not limited to the following: *Merchant of Venice*, *The Miser*, *Candide*, *Gulliver's Travels*, *Les Misérables*, *Jane Eyre*, *A Doll's House*, *East of Eden*, *Journey to the East*, *Ragtime*. The course is chronologically designed, starting with the Counter-Reformation and moving into today's world.

This course focuses on critical reading and analysis skills, literary criticism, essay composition, speaking and listening skills, critical thinking skills, and cultural literacy and art appreciation. The class will be a combination of seminar and lecture. Each topic is explored in a variety of ways, from a number of different perspectives, and includes a number of additional ideas and concepts for exploration, and a set of standards-based skills to be practiced and mastered. All Common Core standards are taught recursively, building complexity over the course of the year. Throughout the year, students will compose process essays for a variety of purposes and audiences, including an argumentative research paper, an explanatory research essay, responses to literature, informative essays, and an autobiographical narrative. Additionally, there will be weekly journaling/quick writes (responses to reading or class discussions of at least 250 words), reading comprehension quizzes, multiple formal and informal presentations, and a unit exam for each novel. A comprehensive culminating final project will allow students to demonstrate both their depth of knowledge and sustained mastery of the content studied throughout the year.

COURSES FOR SENIORS:

ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION -P

(Y) YEAR (12) STANDARD CREDIT. Meets UC/CSU entrance requirement. • *Prerequisite: B+ average in English required.* An honors class reasonably equivalent to college freshman English, this course is designed to help the student polish his language arts skills to enable him to perform well on the Advanced Placement or similar tests and to succeed in demanding college-level and university courses where writing and language skills are required. The course requires the study and practice of writing. In addition, the student learns to read works of literature perceptively and how to express responses to them. The student will study intensively a representative sampling of works from several genres and literary periods.

SEE ELECTIVES FOR ENGLISH ELECTIVES

ENGLISH LANGUAGE DEVELOPMENT PROGRAM

NOTE: English Language Development Program serves limited English proficient students.

ENGLISH LANGUAGE DEVELOPMENT 1 (Y) YEAR (9 - 12) STANDARD CREDIT. Course meets CUSD English requirement. • *Prerequisite: Designated limited English proficient student* • For the beginning non-English or limited English speaking student, this course is designed to provide intensive work in speaking, listening, and beginning reading and writing. This is a 2 hour course, ELD 1 and ELD 1 Vocabulary. These students are generally at CELDT level 1 and low 2.

ENGLISH LANGUAGE DEVELOPMENT 2 (Y) YEAR (9 - 12) STANDARD CREDIT. Course meets CUSD English requirement. • *Prerequisite: At least one year of ELD 1 and/or teacher permission* • For the non-English or limited English speaking student, this course is designed to provide intensive work in reading and writing skills, and provide opportunities for the acquisition of basic computer skills. This is a 2 hour course, ELD 2 and ELD 2 Vocabulary. These students are generally at CELDT level 2 - 3.

ENGLISH LANGUAGE DEVELOPMENT 3 (Y) YEAR (9 - 12) STANDARD CREDIT. Course meets CUSD English requirement. • *Prerequisite: Intermediate level limited English proficient and/or teacher permission* This course is designed for the non-English or limited English speaking student who has achieved oral/aural English fluency but who needs to develop more advanced reading and writing skills. This is a 2 hour course, ELD 3 and ELD 3 Vocabulary. These students are generally at CELDT level high 3 –4/5.

SHELTERED CORE PHYSICAL SCIENCE (SC Physical Science) (Y) YEAR (9 - 12) STANDARD CREDIT. Meets CUSD Physical Science requirement. • *Prerequisite: Designated limited English proficient student; or recently redesignated- advanced beginner or intermediate level English skills* • This course is a general introduction to physical science for the intermediate level limited English speaking student. Emphasis will be placed on fundamental physical science vocabulary, concepts, lab skills and procedures.

SHELTERED CORE LIFE SCIENCE (SC Life Science) (Y) YEAR (9 - 12) STANDARD CREDIT. Course meets CUSD Life Science requirement • *Prerequisite: Designated limited English proficient student or recently redesignated—advanced beginner or intermediate level English skills; ELD English 2* • This course is a general survey of the field of Biological Science stressing Cellular Biology, the Animal and Plant Kingdoms, Human Physiology, Genetics, and Ecology. Laboratory work is required.

FINE ARTS

NOTE: All the following courses meet CUSD Fine Arts requirement. NOTE: THERE ARE NO COSTS TO THE STUDENT TO ENROLL IN ANY CLASS. IF A STUDENT DECIDES TO TAKE HOME A PROJECT FROM ART, MANUFACTURING, WELDING/PROJECT CONSTRUCTION OR FLORAL DESIGN, THE STUDENT WILL BE RESPONSIBLE FOR THE COST OF MATERIALS ONLY.

CERAMICS 1 -P

(Y) YEAR (10 - 12) STANDARD CREDIT. One year of Ceramics meets UC/CSU "vpa" entrance requirement. Prerequisite: Art Studio 1 or Creative Arts suggested. Main focus of instruction will cover the basic hand building techniques of clay construction. Functional, decorative and sculptural pieces will be explored in a variety of ways. Beginning firing and glazing techniques will also be covered. This class is a prerequisite for all other ceramic classes. Some wheelwork will be included.

CERAMICS 2 -P

(Y) YEAR (11 - 12) STANDARD CREDIT. Prerequisite: Ceramics 1 with grade of A or B Instruction will cover advanced level hand building techniques, wheel throwing. More emphasis will be placed on design and style within the scope of both commercial and fine art development.

CERAMICS 3 -P

(Y) YEAR (12) STANDARD CREDIT. Prerequisite: Ceramics 2 with a grade of A or B The curriculum in this class will focus on the development of independent projects for each student. Focus areas will try to develop each student's own individual style with regards to historical, functional, commercial, and fine art expressions. Students at this level will also receive instruction as technical assistants for mixing of class glazes, and the loading and firing of gas, electric kilns.

ART STUDIO 1-P (9-12) STANDARD CREDIT meets UC/CSU "vpa" entrance requirement This course is a beginning level, yearlong course, exploring two and three-dimensional art forms using a variety of media. An emphasis on problem solving and technical skills will be given.

ART STUDIO 2 (10-12) STANDARD CREDIT. Prerequisite: Art Studio 1 with a "C" grade or better

This class is for students wanting a second year of Art Studio. Having honed your art skills in Art Studio 1, you will continue to develop your own style of art and create a portfolio of your works.

ART STUDIO 3 (11-12) STANDARD CREDIT

Prerequisite: Art Studio 2 with a grade of A or B

This third year of Art Studio is designed for the serious Art Student. It is a chance to really explore your interests, while you prepare for the world of work, and Art career or higher education.

GLASS DESIGN

(S)(S) TWO SEMESTER NON-SEQUENTIAL (10-12) STANDARD CREDIT. Beginning level instruction in the design and production of flat and three dimensional glass projects. This class emphasizes the "Elements and

Principles" of Art. Media used will include glass, and found objects. Class will cover basic skill exercises, functional and decorative finished work, patina techniques, and chemical etching.

ADVANCED GLASS DESIGN

(Y) YEAR (11-12) STANDARD CREDIT. Prerequisite: Glass Design 1, with grade of A or B Advanced level instruction in the design and production of flat and three dimensional glass projects. This class emphasizes the "Elements and Principles" of Art, building and expanding on the topics covered in Glass Design 1A/1B.

CREATIVE ARTS (S) SEMESTER (9) No prerequisite. STANDARD CREDIT A one semester course for freshman only.

This beginning art class is a general survey covering the basic "Elements and Principles" of Art. Projects will cover units of drawing, painting, sculpture, ceramics, printmaking and crafts. Instruction will cover a variety of media and techniques.

DIGITAL ARTS EXPLORATION (S) SEMESTER (9) No prerequisite. A one semester course for freshman only.

This beginning digital art class is a general survey covering the units of instruction in digital Photography, Video and Computer Art. This class will introduce beginning students to a variety of skills, techniques and procedures used in creating a wide range of digital art.

DIGITAL ARTS 1-P (Y) (9-12) STANDARD CREDIT No prerequisite:

This class is designed to develop digital art skills related to digital photography, video and computer art. An emphasis will be placed on the design and composition of digitally created artwork.. Students will learn digital manipulation of still and moving images along with equipment operation.

DIGITAL ARTS 2 (Y) (10-12) STANDARD CREDIT Prerequisite: Digital Arts 1 with a grade of A or B

This class will continue to build on the skills of Digital Arts 1 to develop advanced skills in digital art techniques. More emphasis will be placed on the fine art aspects of graphic images, still images and moving images using design, composition and storytelling.

DIGITAL ARTS 3 (Y) (11-12) Standard Credit. Prerequisite: Digital Arts 2 with a grade of A or B.

One year of Digital Arts 3 meets UC/CSU "vpa" entrance requirement. This class is designed to elaborate on the skills learned within Digital Arts I & II. Students will be given the opportunity to decide on one of two Digital Media Paths: Production (video & photography), or Print (Photography and Graphic Design. For many projects students will complete a project proposal and present it to the teacher. Other projects will be driven by community need and those projects will be presented to the client.

ART ENRICHMENT (Y) YEAR 10-12 Prerequisite: Permission of Instructor. See Department Head for Details.

FINE ARTS: MUSIC

NOTE: All music courses meet the CUSD Fine Arts requirement

GUITAR - P (Y) YEAR (9 - 12) STANDARD CREDIT. Beginning Guitar offers instruction on how to tune the guitar and the basic understanding of chord structure in music as well as instruction in the first position chords. It also offers an introduction to and practice in reading the notes of the fret-board and in developing basic strumming and picking techniques for the guitar. Emphasis is on posture, stage presence, tone production, scales, music reading and intonation. Many different styles of guitar music and playing techniques are introduced. In class recitals are held approximately twice a month. This class is intended to teach classical guitar, not rock.

BEGIN PIANO - P (Y) YEAR (9 - 12) STANDARD CREDIT. No prerequisite. Beginning Guitar offers instruction on how to tune the guitar and the basic understanding of chord structure in music as well as instruction in the first position chords. It also offers an introduction to and practice in reading the notes of the fret-board and in developing basic strumming and picking techniques for the guitar. Emphasis is on posture, stage presence, tone production, scales, music reading and intonation. Many different styles of guitar music and playing techniques are introduced. In class recitals are held approximately twice a month. This class is intended to teach classical guitar, not rock.

SYMPHONIC BAND/MARCHING BAND-P (Y) YEAR (9 - 12) STANDARD CREDIT. Meets UC/CSU elective entrance requirement. • *Prerequisite: Junior high school band experience and/or consent of instructor.* • Symphonic Band is a course with major emphasis placed upon continued progress on technique, musicianship and performance of advanced contemporary and classical band literature. Pupils participate at football games and parades. Public performances required include half time shows, competition parades, winter and spring concerts, music festivals and various other performances in the community.

JAZZ ENSEMBLE (Y) YEAR (9 - 12) STANDARD CREDIT. • *Prerequisite: Concurrent enrollment in Symphonic Band* • Jazz Ensemble is offered to advanced instrumentalists already enrolled in Symphonic Band. Admission is by consent of instructor and audition (if required). Instruction on "Swing" as well as more modern jazz styles are explored.

MUSIC THEORY (Y) (11-12) P (Y) STANDARD CREDIT
prerequisite: Permission of Instructor. Music theory is a year-long course for students who wish to learn about music theory: music fundamentals, music history, ear training, scales, chords, chord patterns, composition, song writing, and arranging, etc.; are all topics to be covered.

MIXED CHOIR (Y) YEAR (9-12) STANDARD CREDIT. No Prerequisite. Mixed Chorus is an elective course recommended for all students with or without previous choral experience. It is an ensemble devoted to preparing students for participation in advanced choral ensembles. Emphasis is placed upon developing musical skills, music reading, aural skill development, ear training, choral musicianship, vocal progress and self-confidence. Public performance are required components of this course.

A CAPELLA CHOIR-P (Y) YEAR (10 - 12) STANDARD CREDIT. Meets UC/CSU elective entrance requirement. • *Prerequisite: Mixed Chorus or successful auditioning* • A Capella Choir is an elective course for the more advanced vocalist. This choir performs four or more part music. Admission is by instructor's consent only through an audition process. The course is designed toward choral performance with emphasis on continued vocal skills and better choral singing. Public performance is required—such as music festivals, winter and spring concerts and various performances for service clubs in the community.

MADRIGAL SINGERS-P (Y) YEAR (10 - 12) STANDARD CREDIT. Meets UC/CSU elective entrance requirement. • *Prerequisite: Acapella Choir* • Madrigals is a course designed for the advanced small choral group. As such it is highly selective and admission is by audition. The course content and purpose is similar to that of A Capella Choir. Sac Street Boys, Chico Chic, Voce and Madrigals comprise this class.

BAND ENRICHMENT (Y) YEAR (9-12)
Concurrent with Symphonic Band/Marching Band (2.5 Credits per semester in open elective credit or P.E. credit)

MUSIC ENRICHMENT (Y) SEMESTER (9 - 12) STANDARD CREDIT. Prerequisite: Permission of Instructor. See Department Head for Details.

FINE ARTS – MUSICAL THEATRE

Theatre 1 (Y) YEAR (10 - 12; 9th graders with written permission of instructor) STANDARD CREDIT. Meets UC/CSU "vpa" entrance requirement. No prerequisite This course is designed to increase student participation, appreciation, and ability in the field of musical theatre. The purpose of this course is to take each student's prior knowledge and ability in acting, singing, and dancing, and then combine them into a well rounded musical theatre performer and critical observer of musical theatre. Students will also increase their knowledge of musical theatre history and current trends in the field.

Students will be singing, acting, and dancing daily in class and will be required to present performances to a general audience outside of class time, as well as multiple in-class presentations. Students will also be required to participate in musical theatre auditions throughout the year.

WORLD LANGUAGE

NOTE : All courses meet CUSD World Language requirement.

FRENCH 1-P

(Y) YEAR (9 - 12) STANDARD CREDIT. Meets UC/CSU entrance requirement. No prerequisite. French 1 is the first step in laying a solid foundation for learning to speak, read, write and understand the language. While reading and writing are important parts of the first year activities, equal emphasis is on class participation in speaking and listening to the language. French 1 is closed to seniors unless space available.

FRENCH 2-P

(Y) YEAR (9 - 12) STANDARD CREDIT. Meets UC/CSU entrance requirement. • Prerequisite: French 1; C and above / or teacher approval. French 2 is a continuation of the speaking, reading, writing and understanding skills begun in French 1.

FRENCH 3 -P

(Y) (9 - 12) STANDARD CREDIT. Meets UC/CSU entrance requirement. • Prerequisite: French 2; C and above / or teacher approval. French 3 continues the development of the skills acquired in French 1 and 2. Additional writing and speaking experiences are provided to ensure that the student has a solid knowledge of subject matter before going on to a college or university, and so that the student will be able to use French as a functional tool of communication.

FRENCH 4 -P

(Y) YEAR (9 - 12) STANDARD CREDIT. Meets UC/CSU entrance requirement. • Prerequisite: French 3; C and above / or teacher approval. French 4 will continue the development of the four language skills. Emphasis is placed on developing vocabulary and self-expression. A complete review of all verb forms together with expanded use of the subjunctive is featured.

SPANISH 1-P

(Y) YEAR (9 - 11) (Grade 12 with teacher approval) STANDARD CREDIT. Meets UC/CSU entrance requirement. No prerequisite. Spanish 1 is the first step in laying a solid foundation for learning to speak, read, write and understand the language. While reading and writing are important parts of the first year activities, equal emphasis is on class participation in speaking and listening to the language.

SPANISH 2-P

(Y) (9 - 12) STANDARD CREDIT. Meets UC/CSU entrance requirement. • Prerequisite: Spanish 1; C and above / or teacher approval. Spanish 2 is a continuation of the speaking, reading, writing and understanding skills begun in Spanish 1.

SPANISH 3 -P

(Y) YEAR (9 - 12) STANDARD CREDIT. Meets UC/CSU entrance requirement. • Prerequisite:

Spanish 2; C and above / or teacher approval. Spanish 3 continues the development of the skills acquired in Spanish 1 and 2. Additional writing and speaking experiences are provided to ensure that the student has a solid knowledge of subject matter before going on to a college or university, and so that the student will be able to use Spanish as a functional tool of communication.

SPANISH 4-P (Y) YEAR (10 - 12) STANDARD CREDIT. Meets UC/CSU entrance requirement. • Prerequisite: Spanish 3; C and above / or teacher approval. Spanish 4 will continue the development of the four language skills. It is designed for the Spanish student who wants to continue to practice their Spanish without the pressure of an AP level class. Emphasis is placed on developing vocabulary, more complex readings and self-expression

ADVANCED PLACEMENT SPANISH-P

(Y) (YEAR) (10 - 12) STANDARD CREDIT. Meets UC/CSU entrance requirement. • Prerequisite: Spanish 3; B and above / teacher approval. Advanced Placement Spanish will meet all the goals of Spanish 4 (see course description for Spanish 4) but at an accelerated pace. Emphasis on analytical skills and the interpretation of print, audio and visual authentic sources designed for a Spanish speaking audience. All students will be encouraged to take the AP exam offered in May by the College Board. (Class dependent on student enrollment)

SPANISH FOR SPANISH SPEAKERS 1-P

(Y) YEAR (9 - 12) STANDARD CREDIT. Meets UC/CSU entrance requirement. • Prerequisite: Spanish speaker • This is a year-long, college prep course for Spanish speakers. It provides a deep involvement in the development of the following skills in Spanish: 1) reading; 2) writing; 3) speaking/listening; 4) correct usage of grammar; and 5) critical thinking. The main goal of this course is proficiency in all of the above skill areas. After completion of this course, pending teacher recommendation, students will be able to enroll in Spanish for Spanish Speakers II or AP Spanish. The class work is exclusively in Spanish.

SPANISH FOR SPANISH SPEAKERS 2 -P (Y) YEAR (9-12) STANDARD CREDIT. Meets UC/SCU entrance requirement. Prerequisite: Spanish for Spanish Speakers 1 minimum grade of C and permission of the instructor. This is a year-long college prep course for Spanish speakers. It provides a basic but thorough introduction to Spanish and Latin-American literature. Students will be analyzing short stories, poetry, theater plays and novels from a diverse group of peninsular and Latin-American authors, including different genres and historical periods. (Class dependent on student enrollment).

INDUSTRIAL TECHNOLOGY

ENGINEERING DESIGN & CAD 1

(Y) YEAR (9 - 12) STANDARD CREDIT. • *Prerequisite: None* • This course qualifies under the Butte College Partnership Program as DFT 12. Students can earn 3 units of transferable college credit with a passing grade of "B" or better and a grade of 70% on the credit exam. Basic skills are covered in this class. Units of work include: The graphic language, freehand sketching, lettering, use of equipment, geometry of engineering drawing, single plane drawing, orthographic projections, pictorial presentations, sectional views, auxiliary views, basic mathematics, and Computer Aided Drafting (CAD). CAD instruction includes the Cartesian coordinate system through two dimensional problems and 3D modeling using Auto Cad software.

ENGINEERING DESIGN & CAD 2

(Y) YEAR (10 - 12) STANDARD CREDIT. *Prerequisite: Engineering Design and CAD 1 or Architectural Design and CAD 1.* This course qualifies under the Butte College Partnership Program as DFT 2. Students can earn 3 units of transferable college credit with a passing grade of "B" or better and a grade of 70% on the credit exam. Students can also qualify to take the first part of the solid works certification exam. Students will use AutoCAD Software to produce wire frame models, surface models and solid models of various manufacturing projects. Each student will then complete assembly projects of actual models using Solid Works Software. All projects will be assembled into an electronic portfolio. 3D printers will be used to create models of solid works projects.

ENGINEERING DESIGN & CAD 3

(Y) YEAR (11 - 12) STANDARD CREDIT. *Prerequisite: Engineering Design and CAD 2.* Students will use Solid Works Software to develop 3D models, plan views, assemblies and animations of projects. All problems will be in the area of Manufacturing Engineering. Individual projects will serve as tutorials to teach students how to create an animated assembly model. All projects will be assembled into an electronic portfolio. 3D printers will be used to create models of solid works projects.

ENGINEERING DESIGN & CAD 4

(Y) YEAR (11 - 12) STANDARD CREDIT. *Prerequisite: Engineering Design and CAD 3.* Course designed for advanced level students to integrate engineering skills with Manufacturing Design and Computer Aided Manufacturing (CAM). Units of study include file transferring, tool pathing, Computer Numerical Control Machining (CNCM), assembling, model building and rapid prototyping. Other elements of the course will include client projects, mentorships and job placement where applicable.

ARCHITECTURAL DESIGN & CAD 1-P (Y) YEAR CLASS (9 - 12) STANDARD CREDIT. Meets UC/CSU "VPA" entrance requirement, and CUSD Fine Arts requirement. • *Recommended prerequisite:*

Engineering Design & CAD 1. This course qualifies under the Butte College Partnership Program as DFT 24. Students can earn 3 units of transferable college credit with a passing grade of "B" or better and a grade of 70% on the credit exam. Units of work include: Basic elements of Architectural Design, introduction to Uniform Building Code standards, introduction to elements of fine arts as they pertain to Architectural Design, individual room and space planning, and the completion of a student portfolio which contains a partial set of working drawings for a two bedroom, one bath house. Plans will be completed on computer using AutoCAD software. Floor plans, electrical plans and elevations will be completed in this class with AutoCAD software. A full scale 3D model will be created with Sketch Up software.

ARCHITECTURAL DESIGN AND CAD 2

(Y) YEAR (10-12) STANDARD CREDIT. Year-long course for students who have successfully completed Arch/Design/CAD 1. Students will use knowledge and skills from prerequisite class to complete more advance architecture projects. Class starts by creating a foundation plan with details, section plan with details and a site plan in Auto CAD. A framing unit will be completed in Sketch Up that will cover floor framing, wall framing and roof framing. Finally, REVIT software will be used to recreate a more complete set of plans and details in 2D and 3D formats. 3D printers will be used to model all REVIT projects.

ARCHITECTURAL DESIGN AND CAD 3

(Y) YEAR (11-12) STANDARD CREDIT. *Prerequisite: Architectural Design and CAD 2 or permission of instructor.* Year long course for students who have successfully completed Arch/Design 1 & 2. Students will use knowledge and skills from prerequisite classes to complete advanced architectural projects. Students must demonstrate the ability to create an abstract residential design utilizing technical sketching, modeling and CAD presentations. Revit is the primary software used in this class. All projects will be made digital for students to use for self promotion, college applications and internships. 3D printers will be used to create models of all Revit projects.

ARCHITECTURAL DESIGN AND CAD 4

(Y) YEAR (11-12) STANDARD CREDIT. *Prerequisite: Architectural Design and CAD 3 or permission of instructor.* Year-long course for students who have successfully completed Arch/Design/CAD 3 or have demonstrated mastery of architectural fundamentals and computer drafting skills. Advanced level skills and knowledge of architectural processes and procedures are necessary. Fictitious and/or real clients will present students with design requirements. Students must consult clients for necessary details to complete projects. Some projects may be internship or mentorship based. All projects will be a continuation of knowledge and skills developed in earlier classes.

MATHEMATICS

NOTE: All math courses meet CUSD Math requirement

SHELTERED CORE MATH C

(Y) YEAR (9 - 12) STANDARD CREDIT. • *Prerequisite: Designated limited English proficient student.* • SC Math C is an innovative new resource designed to assist students begin the development of the necessary skills to make mathematically informed decisions in relation to their jobs, their government, and their lives. Upon completion of SC Math C, students will take Integ Math 1 and continue in the integrated sequence.

SHELTERED CORE INTEGRATED MATH 1 (Y) (9-12)

STANDARD CREDIT. This course explores functions, exponents, slope & rate of change, writing and graphing linear equations, dimensional analysis, transformations, multiplying polynomials, solving complex equations that include fractions and exponents, modeling two-variable data, exponential growth and decay, solving systems of equations with substitution and elimination, congruence and coordinate geometry, inequalities, data representations, and constructions. Student-owned scientific calculators (or graphing calculators) are strongly encouraged for this course.

MATH C (Y) (9) STANDARD CREDIT. STANDARD

CREDIT This course is designed to prepare students for Integrated Math 1. It will develop a stronger foundation in basic computational skills and include the following topics: analyzing patterns and data, proportional relationships, combining like terms, solving equations, distributive property, graphing linear equations, fractional equations, systems of equations, transformations and similarity, scatterplots, linear and exponential growth, laws of exponents, angles, Pythagorean Theorem, surface area and volume. Some of these topics may have been covered in previous 7th and 8th grade math courses. A student-owned scientific calculator will be beneficial for this course.

INTEGRATED MATH 1-P (Y) (9-12) STANDARD

CREDIT *Prerequisite: Math C with a grade of "C" or better or teacher recommendation* - This course explores functions, exponents, slope & rate of change, writing and graphing linear equations, dimensional analysis, transformations, multiplying polynomials, solving complex equations that include fractions and exponents, modeling two-variable data, exponential growth and decay, solving systems of equations with substitution and elimination, congruence and coordinate geometry, inequalities, data representations, and constructions. Student-owned scientific calculators (or graphing calculators) are strongly encouraged for this course. *Meets UC/CSU "C" requirement.*

INTEGRATED MATH 2-P (Y) (9-12) STANDARD

CREDIT *Prerequisite: Integrated Math 1 with a grade of "C" or better or teacher recommendation* - This course includes quadratics and other functions, factoring, similarity, trig ratios and inverse trigonometry, probability, relationships of right triangles and special ratios, zero product property, completing the square, quadrilaterals, angles and areas of polygons, circles, volume, surface area, imaginary numbers, and inequalities. Student-owned scientific calculators (or graphing calculators) are strongly encouraged in this course. *Meets UC/CSU "C" requirement.*

INTEGRATED MATH ESSENTIALS (Y) (9-12)

STANDARD CREDIT *Prerequisite: Integrated Math 1 and teacher recommendation* - This "bridge" course will provide additional reinforcement of foundational concepts covered in Integrated Math 1 while frontloading essential concepts from Integrated Math 2. For some students, this course will provide a necessary transition between Integrated Math 1 and Integrated Math 2 so that students can successfully complete the core sequence of high school math. Student-owned scientific calculators (or graphing calculators) are strongly encouraged for this course.

INTEGRATED MATH 3-P (Y) (9-12) STANDARD

CREDIT *Prerequisite: Integrated Math 2 with a grade of "C" or better or teacher recommendation* This course covers solving equations, investigations of functions, linear and quadratic math models, transformations of graphs, complex numbers, completing the square, solving one-variable and two-variable inequalities, and geometric modeling. Additional topics are inverses, exponential and logarithmic functions, series, operations of rational expressions, three-variable systems, trigonometry with triangles and the unit circle. Probability and statistics includes permutations, combinations, sampling variability, and various data distributions. Student-owned graphing calculators are strongly encouraged for this course.

MATH ANALYSIS -P

(Y) YEAR (9-12) STANDARD CREDIT. Meets UC/CSU entrance requirement. *Prerequisite: Algebra 2.* Fourth year in a four year integrated course sequence. Graphing calculators are used daily (T1-83). Students are strongly recommended to supply their own. Topics to be covered are areas under curves, periodic functions, polar coordinates, statistics, mathematical modeling, vectors and parametric equations, limits, derivatives and conic sections. Upon successful completion of this course, students are prepared to enter first semester Calculus.

MATHEMATICS

ADVANCED PLACEMENT STATISTICS -P

(Y) YEAR (9-12) STANDARD CREDIT. Honors and GATE course. Meets UC/CSU entrance requirement.

Prerequisite: Algebra 2, Integrated Math, or Math Analysis. The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, planning a study, anticipating patterns in advance, and statistical inference. Students who successfully complete the course and examination may receive credit and/or advanced placement for a one semester introductory college statistics course.

ADVANCED PLACEMENT CALCULUS-P (Y) YEAR (9- 12) STANDARD CREDIT. Honors and GATE course. Meets UC/CSU entrance requirement. •

Prerequisite: Math Analysis or Integrated Math • This course covers topics usually taught in first and second semester college calculus. Topics include derivatives and applications of derivatives, the definite and indefinite integral, and applications of the definite integral and special methods of integration. The advanced placement examination in calculus may be taken in the spring for college credit.

ADVANCED MATH CONCEPTS (P)

(Y) 9-12 STANDARD CREDIT *Prerequisite: successfully completed Integrated Math 3 or equivalent to Algebra 2.*

This is a rigorous, college preparatory math course that covers topics from a variety of fields. This course is designed to show some of the essence and quality of mathematics, and to enhance precision in evaluation and expression of ideas, thereby developing a student's quantitative reasoning skills. Students in this course are expected to have a firm grasp of concepts through Integrated Math 3 (Algebra 2), and be prepared to both build upon previous concepts as well as explore a variety of new topics. Students will formulate ideas, set goals, and demonstrate application through group work, presentations, individual assessments, homework and special projects.

MATHEMATICS ENRICHMENT

(S) SEMESTER (10 - 12) STANDARD CREDIT. •

Prerequisite: Math Analysis or Integrated Math. • Recommended that it be taken concurrently with Advanced Placement Calculus. Work may be done in any area. A request should be made to the department chairman for permission and guidance.

HEALTH

HEALTH DECISIONS FOR LIFE (S) SEMESTER

(9 - 12) STANDARD CREDIT. No prerequisite. This course fulfills the health and safety graduation requirement as set forth by the Chico Unified School District.

This is a course about decision-making relative to health issues. Students will examine the consequences of choices that are made, ranging from choices about stress relief, the environment, and nutrition, to decisions about substance use and relationships. The main goal of this class is to help students remain abstinent from behavior choices that put their health and well-being at risk.

CORE Course meets CUSD Health Science requirement.

ON-LINE HEALTH (9-12) STANDARD CREDIT. (S)

Semester No prerequisite Successful completion of this

course meets the high school graduation requirement for Health. This course follows the same program of study as described by the Health description above. Instruction for this course is given completely online. Internet access and the use of programs such as Word, Adobe Acrobat, and PowerPoint are required.

HEALTH/CAREER (HEALTH/MEDICAL CAREERS) (Y) Year STANDARD CREDIT: 5 credits for Health and 5 credits for elective. No prerequisite

Successful completion of this course fulfills the health and safety graduation requirement as set forth by the Chico Unified School District.

This course follow the same program of study as described by the HEALTH DECISIONS FOR LIFE description. In addition, students will have the opportunity to learn about the many options and career choices in the

medical field. This course is the first tier of the four-year Medical Pathway offered at Chico High School.

PHYSICAL EDUCATION

PE 9 – COURSE 1 required

(Y) Year STANDARD CREDIT. Meets CUSD PE requirement. No prerequisite. Co-educational. Core program stresses development of skills in a wide variety of activities in an effort to allow the student to find areas of enjoyment and fulfillment in use of leisure time and to develop understanding and awareness of the importance of personal fitness. Activities include but are not limited to: Track and Field, Touch Football, Soccer, Basketball, Wrestling/Tumbling, Dynamic Health, Dance, Team Building, Volleyball, Diamond Games and Indoor/Outdoor Games. Students are prepared through fitness days, to achieve their highest level of fitness on the mandated State Fitness Testing as a freshman in high school

COURSE 2

(YEAR 2 –10th-12th grade students must choose from following courses)

(Y) Year STANDARD CREDIT. Meet CUSD PE requirement. Co-educational.

PE - CORE PROGRAM (YEAR)

Sophomores, Juniors and Seniors will be given the opportunity to refine skills and learn advanced game strategies in areas covered in some freshman year activities, as well as being introduced to a few new activities. These activities and advanced skills and strategies will allow students to be active for their entire life. Activities include but are not limited to: Team Building, Volleyball, Soccer, Basketball, Field Hockey, Self Defense, Social Dance, Racquet Sports, Lacrosse, Body Mechanics, Indoor/Outdoor Games and International Games.

INDEPENDENT STUDY PHYSICAL EDUCATION (SEMESTER)

We are excited to offer an alternative Physical Education class for students who want to go above and beyond academically. This extra class will allow students to learn curriculum independently. Please remember that this is a Physical EDUCATION class and will require students to demonstrate knowledge in a variety of ways including: weekly attendance logs (authorized signature only), reflection papers, reading assignments, article reviews, tests, projects and weekly meetings before school (0 period) with the instructor.

FITNESS FOR LIFE (YEAR)

This course is structured to provide a group exercise setting to work on personal fitness levels. Body sculpting, flexibility, and cardiovascular conditioning, such as yoga,

dance, cross fit, kickboxing and spinning workouts will be some activities students will participate in. Self-discipline, motivation and participation are keys to success for each individual in this course.

PHYSICAL EDUCATION REQUIREMENTS

All students are required to dress down and wear appropriate physical education clothes. Tennis shoes are required for safety reasons. There are three options to fulfill the dressing down requirement.

1. Purchase preferred PE clothes from school (\$20 for a set, including longer shorts and shirt) or (\$23 for a set, including running style shorts and a shirt. \$10 for shirt only, \$12 for longer shorts or \$15 for running style shorts).
2. Purchase PE clothes from a local store. It is recommended that students purchase black shorts and a gray shirt.
3. Students will be issued PE clothes from the PE Department upon request.

MEDICAL POLICY

A student well enough to be in school is required to dress down in the appropriate physical education uniform and participate to the best of their ability. A student must be actively engaged to earn activity points. If an ill or injured student is unable to earn participation points, points may be earned back by attending make-up sessions, which are offered on a weekly basis. If a situation arises that would make activity harmful to a student's health the student will need the following procedure: *parent note (can only be used up to 3 consecutive days and MUST be made up to earn participation points), doctor's note (cannot participate more than 3 days)*. Doctor notes MUST be specific and state what the student can AND cannot perform in class. The student must get the detailed medical policy from instructor if they have a doctor's note to see how to earn points for class. A long term doctor's note (more than 6 weeks) will result in dropping course and re-enrolling in physical education at a later date.

SHORT-TERM LEAVE REQUEST

If a student is requesting a short term leave request be signed by an instructor to miss class for unexcused circumstances, the student will need to receive a short-term leave expectation paper from their instructor. The student will be required to complete and turn in academic work, as well as attend a specified number of make-ups conducted by the physical education department.

See Elective Section for PE Electives

- **Sports Conditioning**
- **Leisure Sports**

SCIENCE

SUGGESTED SCIENCE PATHWAYS

High School Graduation Requirement: 1 year of any Physical Science and 1 year of any Life Science

| GOAL | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|--------------------------|----------------|---|---------------------------------------|----------------------------|
| UC | *Biology P | Chemistry P | Physics P | Advanced Course** |
| CSU | | Biology P | Chemistry P | Physics P (recommended) |
| Community College | Life Science | Intro. to Chemistry or Physical Science | Recommended: Biology P or Chemistry P | |
| Honors in Science | Biology P | Chemistry P | Physics P | Advanced Course** |

*The student who typically takes Biology as a ninth grader is one who is an 'A' student, and is interested in and enjoys science.

**Advanced courses: Advanced Placement Biology, Advanced Placement Chemistry and Anatomy/Physiology

It is highly recommended that all University (UC & CSU) bound students complete three years of science: Biology, Chemistry and Physics. A fourth year of science is recommended for those students interested in pursuing a higher degree in science or engineering.

The UC & CSU campuses require two years of laboratory science, "D level". One year must be life science and one year must be physical science.

D level life science classes: Biology P, Advanced Placement Biology, and Anatomy/Physiology

D level physical science classes: Chemistry P, Advanced Placement Chemistry, and Physics P

While the Community College student is not required to take a college prep level science, this is highly recommended. This will help the student be prepared for college level studies.

HONORS IN SCIENCE: Students who complete Biology, Chemistry, Physics and an advanced science class with a GPA of 3.5 in those classes (no D's or F's) can graduate with the distinction of Honors in Science. Talk with a science teacher or counselor for further details.

| |
|------------------------------|
| SCIENCE: LIFE SCIENCE |
|------------------------------|

All courses meet CUSD Life Science requirement.

LIFE SCIENCE

(Y) YEAR (9 - 12) STANDARD CREDIT. No prerequisite. This course is a general survey of the field of Biological Science stressing Cellular Biology, the Animal and Plant Kingdoms, Human Physiology, Genetics, and Ecology. Laboratory work is required.

SHELTERED CORE LIFE SCIENCE (SC Life Science)

(Y) YEAR (9 - 12) STANDARD CREDIT. *Prerequisite: Designated limited English proficient student; ELD English 2 • This course is a general survey of the field of Biological Science stressing Cellular Biology, the Animal and Plant Kingdoms, Human Physiology, Genetics, and Ecology. Laboratory work is required.

BIOLOGY -P

(Y) YEAR (9 - 12) STANDARD CREDIT. Meets UC/CSU entrance requirement. • Academic success in math and science recommended. Biology is a good first course in science for the college-bound student. This course includes a wide variety of hands-on experiences with a heavy emphasis on laboratory work. Topics of study include the nature of science, biochemistry, cell biology, genetics, evolution, and ecology. The unity and diversity of life will be explored through the study of microbes, protists, fungi, plants, animals, and human biology.

ADVANCED PLACEMENT BIOLOGY -P

(Y) YEAR (10 - 12) STANDARD CREDIT. Meets UC/CSU entrance requirement. • *Prerequisite: Biology and Chemistry.* • Advanced Placement Biology is an in-depth survey of biological science equivalent to an introductory college course. Major topics studied in this course are consistent with those outlined in the College Board's AP Biology Course and Lab Syllabus and include molecules, cells, heredity, evolution, organisms, and populations.

HUMAN ANATOMY AND PHYSIOLOGY-P

(Y) YEAR (10-12) STANDARD CREDIT. Meets UC/CSU entrance requirement. *Prerequisite: Biology with a grade of "C" or better; Chemistry recommended.* This course is designed to give students the opportunity to study the structure and function of cells, tissues, organs and systems of the human body. The course may be particularly interesting to those students who plan to pursue careers in the health care profession. Through laboratory investigations, dissection, and other activities, students will explore the complexity of the incredible human body.

SCIENCE: PHYSICAL SCIENCE

All courses meet CUSD Physical Science requirement.

PHYSICAL SCIENCE

(Y) YEAR (9 - 12) STANDARD CREDIT. *No prerequisite.* This basic science course focuses on the physical aspects of our environment. This is primarily an activity oriented class which covers the subjects of astronomy, geology, meteorology, and oceanography. No prior science background is required.

SHELTERED CORE PHYSICAL SCIENCE (SC Physical Science)

(Y) YEAR (9 - 12) STANDARD CREDIT. •*Prerequisite: Designated limited English proficient student; Intermediate level ELD English* • This course is a general introduction to physical science for the intermediate level limited English speaking student. Emphasis will be placed on fundamental physical science vocabulary, concepts, lab skills and procedures.

INTRODUCTORY CHEMISTRY

(Y) YEAR (9 - 12) STANDARD CREDIT. No prerequisite. The principles of chemistry are taught and related to social, economic, and political issues. The course emphasizes laboratory work as well as a "Teach to Learn" component. Students learn and then become teachers for a group of elementary students. Introductory Chemistry will enrich the student's understanding and appreciation of the role that chemistry plays in everyday life and give them an opportunity to explore the teaching profession. In addition, the course will prepare a student for the college preparatory Chemistry 1 course. The course is taught on a level that assumes no previous chemistry experience.

CHEMISTRY 1-P

(Y) YEAR (10 - 12) STANDARD CREDIT. Meets UC/CSU entrance requirement. •*Prerequisite Algebra Skills* • This course includes a wide variety of activities and applications of chemistry. Laboratory work is given heavy emphasis. Topics of study include: matter and energy; quantitative chemistry; atomic structure; bonding geometry; equilibrium; rates of reaction and types of chemical reactions.

ADVANCED PLACEMENT CHEMISTRY-P (Y) YEAR (11-12) STANDARD CREDIT. Meets UC/CSU entrance requirement. •*Prerequisite: Completion of Chemistry , and Physics is recommended* This course consists of the content and rigor that is typical to a college level science major's General Chemistry course. The course places an emphasis on the mathematical treatment of topics and increasing independence in the lab. The AP topics range from structure of matter to quantum theory, molecular orbital theory, thermodynamics and equilibrium.

PHYSICS -P

(Y) YEAR (11-12) STANDARD CREDIT. Meets UC/CSU entrance requirement. • *Prerequisite: Advanced Algebra Skills* Physics is a course dealing with the relationship between matter and energy. Topics of study include motion, energy, sound, light, electricity, etc. This course involves a great deal of problem solving and laboratory work.

SOCIAL SCIENCE

WORLD HISTORY, CULTURE and GEOGRAPHY:
Course meets CUSD World History Requirement.

WORLD HISTORY -P THE MODERN WORLD
(Y) YEAR (10-12) STANDARD CREDIT. Meets UC/CSU entrance requirement. No prerequisite. This is the CUSD approved Social Science course of study for 10th grade students. It meets California State Social Science Framework recommendations. Course content is concerned with world history of the modern epoch. Students will connect historical events to their effects on the development and advancement of culture. Geography and its effects on events and people will be thoroughly explored. Topics of study will include the rise of democratic ideals, the Industrial Revolution, the rise of colonialism and imperialism, nationalism, war, and selected regional studies.

ADVANCED PLACEMENT EUROPEAN HISTORY – P
(Y) 10-12 STANDARD CREDIT. Meets UC/CSU entrance requirement. This course will aim to heighten students' ability to see relationships and distinctions in European political, social, economic, and intellectual history. The study of history goes far beyond the mastery of content. The study of history is about developing critical skills that will serve students in college and as lifelong learners.

The AP® European History course is a college-level survey course that introduces students to the rich political, cultural, social, and intellectual heritage of Europe. It is part of a cooperative endeavor by high schools, colleges, and the College Board to provide highly motivated students the challenge and opportunity to earn college credit during their high school years. Performance on the AP European History Exam determines a student's eligibility to earn college credit. Course curriculum, materials, and expectations are designed to prepare students for success with this three-hour exam. The overall purpose of this course, however, extends beyond the possibility of earning college credit by providing students the opportunity to develop skills and knowledge that will form a foundation for their continuing educational endeavors.

U.S. HISTORY: Courses meet CUSD U.S. History requirement.

UNITED STATES HISTORY -P
(Y) YEAR (11-12) STANDARD CREDIT. Meets UC/CSU entrance requirement. No prerequisite. This course covers major turning points in American history during the twentieth century. The course will begin with a review of past learning: 1) the nation's beginnings, and 2) the United States to 1900. For the remainder of the year students will engage in an in-depth study of the following periods in American history: 1) The Progressive Era and World War I; 2) the Jazz Age; 3) The Great

Depression; 4) World War II; 5) The Cold War; 6) Civil Rights Movement in the Postwar Era; 7) American society in the Postwar Era; and 8) The United States in recent times.

ADVANCED PLACEMENT UNITED STATES HISTORY-P
(Y) YEAR (11-12) STANDARD CREDIT. Meets UC/CSU entrance requirement • This course is designed for the serious history student who desires a course taught on a college level, with an opportunity to earn college credit through the College Board. The course requires a high level of commitment and desire for excellence, including an extensive amount of reading. Students will be challenged to use their best critical thinking skills in classroom discussion and writing assignments. Course examinations will be based on prior examinations used by the College Board.

GOVERNMENT: Courses meet CUSD Government requirement.

AMERICAN GOVERNMENT-P (NATIONAL, STATE, LOCAL)
((S) SEMESTER (12) STANDARD CREDIT. Meets UC/CSU entrance requirement. No prerequisite. This course includes an analysis of national, state, and local governmental structures, operations and effective citizen involvement. Students will be encouraged to debate current public policy issues and to take active role in political affairs.

ADVANCED PLACEMENT AMERICAN GOVERNMENT -P (S) SEMESTER (12) STANDARD CREDIT. Meets UC/CSU entrance requirement. • *recommendations.* • This is a course designed to give students a COLLEGE LEVEL experience with a strong emphasis on analysis of public policy formation and evaluation. Governmental structures, operations, and effectiveness will be evaluated.

ECONOMICS: Courses meet CUSD Economics requirement.

ECONOMICS -P

(S) SEMESTER (12) STANDARD CREDIT. Meets UC/CSU entrance requirement. *No prerequisite.* The students will study the basic principles of economics. They will compare our system to those of other countries and make reasoned judgments about economic questions. Students should master the fundamental economic concepts, appreciate how the principle concepts of economics relate to each other and understand the structure of economic systems. Students will also become aware of how economic forces operating in today's world may affect their future, the future of the United States, and the future of the world.

AP MICROECONOMICS

(S) FALL (12) STANDARD CREDIT. Meets UC/CSU entrance requirement.

The purpose of the AP course in microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system.

It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.

AP MACROECONOMICS

(S) SPRING (12) STANDARD CREDIT. Meets UC/CSU entrance requirements.

The purpose of the AP course in Macroeconomics is to give students a understanding of scarcity; and the need for choices as it applies to aggregates in industry and countries.

SOCIAL SCIENCE ENRICHMENT PROJECTS

(S) SEMESTER (10-12) STANDARD CREDIT.

Individualized enrichment projects must be arranged by the student with faculty member and approved by the department in accord with criteria established by the Chico High School Council Guideline of Independent Study. A department committee will evaluate the completed project. Must have counselor approval.

SEE AG DEPARTMENT OFFERINGS FOR AGRICULTURE GOVERNMENT AND ECONOMICS (Y) YEAR (11-12).

(Meets UC/CSU entrance requirement for one semester of government only).

SPECIAL EDUCATION

RESOURCE SPECIALIST SERVICES: *Eligibility is determined by the Individualized Education Program Team.* Basic English classes are designed to strengthen students' basic academic skills in reading, oral expression, and writing by providing intensive, individualized and group instruction. Academic Support class assists students with work in their general ed classes. Students may be assigned to the Resource Specialist Program for up to three periods per day, with the remainder of the day being spent in general education classes. Please contact your student's counselor or a Resource Specialist Teacher to initiate the preliminary screening procedures for this program.

SPECIAL DAY CLASSES: *Eligibility is determined by the IEP team*• Special Day classes (SDC) provide services to special education students that require a high level of assistance in order to benefit from their education. The percentage of the school day that a student spends in SDC is dependent on the IEP determination of each

student's individual needs. The SDC class provides assistance to students with intensive instructional needs that cannot be met in the general education classroom. SDC services may range from academic instruction to community based life skills instruction.

SEVERLY HANDICAPPED CLASSES: The SH programs at Chico High School are self-contained Special Day Classes for grades 9-12. Program focus is IEP driven with functional academics, independent living skills, and vocational opportunities. The program seeks integration opportunities and blends with the SDC and general education classes as appropriate.

An additional SH and community based classroom program is self-contained for ages 18-22. Students are encouraged to participate in activities promoting growth in the following areas: vocational skills, independent living skills, communication and functional academic skills, The classroom provides a functional kitchen.

*Blended options between RSP, SDC and SH are considered based on individual student need and Individual Education Program (IEP) team decision.

CAREER TECHNICAL EDUCATION (CTE)

Experience is the best teacher. Courses provide high quality Career and Technical Education (CTE) by combining academic instruction with hands-on learning. Courses are taught by qualified instructors with relevant industry experience. Students get a head start by gaining skills and “real world” experience in a chosen career through partnerships with local employers. CTE can help students get their first job or help plan their future by exploring areas of interest before making long-term commitments. College applicants may receive priority consideration when their transcripts show evidence of involvement in CTE, especially in popular or highly impacted majors. Most courses are articulated with community colleges which allow students to earn college credit as well as high-school credit. Classes that are 2-hour blocks may contain an internship (paid and unpaid) in a related business or industry; students must provide their own transportation. Most CTE classes are capstone classes in a career pathway, meaning they have prerequisites and are the bridge between secondary and post-secondary education and training. Each CTE class is unique; in some cases students take classes at a different school site. All classes offer a CTE Certificate of Proficiency and many include industry-specific certifications. Don't wait; see your counselor to discuss CTE classes and how they fit into your school schedule.

All CTE courses meet CUSD Fine Arts/Foreign Language/CTE graduation requirements

A+ COMPUTER REPAIR (Year) (10-12) 5 credits per semester. Articulated for college credit at Butte College. This class prepares students to pass the industry standard A+ Computer Repair Examination. Students will learn computer terms, components and troubleshooting skills. This class covers computer operating system installation and diagnostics and step-by-step instruction on installation, maintenance, optimizing system performance and troubleshooting. Class meets at Chico High School.

COMPUTER GAME PROGRAMMING (Programming) (Year) (10-12) 5 credits per semester. Articulation for college credit at Butte College pending. Students will learn important programming concepts while creating fun thought-provoking games. This hands-on class teaches students how to use Visual BASIC.NET programming language and work with bitmaps, text files, databases and Microsoft application objects. Students will utilize pull-down interfaces, animation and drag and drop features to design, implement, test and document their own computer games. Class meets at Chico High School.

INTERNET PRODUCTION/NETWORKING_(Year) (10-12) 5 credits per semester. Articulated for college credit at Butte College. Prerequisite: ROP A+ Computer Repair or instructor permission. This class prepares students to excel within a computer network environment. Students learn how network operating systems from Microsoft, Apple and Linux are configured and will host a web page for the creative Writing & Media Productions class. They learn how to package a live video broadcast and transition it to the World Wide Web and techniques to converge data to multiple formats such as smart phones, social media outlets and web pages. Students will participate in the configuration and diagnostic troubleshooting of a live network laboratory. Class meets at Chico High School.

IT INTERNSHIP (Year) (11-12) 5 credits per semester. Prerequisites: satisfactory completion or concurrent enrollment in ROP A+ Computer Repair, ROP Internet Production/Networking, ROP Computer Game Programming or instructor permission. This class provides students with the opportunity to apply their training in an IT internship with the Chico Unified School District. Student IT support activities will include installing hardware and software systems, maintaining or repairing equipment, troubleshooting a variety of computer issues, setting up computer security measures, configuring computer networks and offering technical support on-site or via phone or email.

ROBOTICS (Year) (11-12) 5 credits per semester. This course focuses on the ways robotics and engineering systems are used in the manufacturing industry. Instruction includes applying CAD, Plasma CAM Cutting, CNC Mill, CNC Lathe and 3 Dimensional Printing to enhance the manufacturing process. Competencies will include basic programming techniques and applications including sensor feedback loops and control system design and the design of mechanical systems powered by DC motors, pneumatics and elastic potential energy will be integrated. Topics covered include: mechanism design for manipulators and mobile robots, control design, 3D graphic simulation, , actuators and sensors, wireless networking, task modeling, human-machine interface, and embedded software. Upon completion of the course students will be able to solve electro-mechanical design problems with both human controlled and autonomous solutions. Students have the opportunity to participate in SkillsUSA: Leadership and Skills Competitions.

MEDICAL AND HOSPITAL CAREERS (Year) (11-12) **10 credits per semester.** Learn entry-level skills in hospital and medical services. Classroom training includes basic patient care, CPR and First Aid, vital signs, anatomy, medical terminology and safety. Job shadows and internships may take place in a variety of hospital and medical environments including x-ray, physical therapy, respiratory therapy, pharmacy, laboratory, medical records, cardiology, surgery and medical offices. Class meets at Chico High School and Pleasant Valley High School. **SENIORS RECEIVE PRIORITY PLACEMENT IN IMPACTED CLASSES.**

Chico High School ---- Four Year Planner

| Freshman: | Sophomore: | Junior: | Senior: |
|-----------------------------|-------------------------|------------------------|--|
| 1. <u>English</u> | 1. <u>English</u> | 1. <u>English</u> | 1. <u>English</u> |
| 2. _____ | 2. <u>World History</u> | 2. <u>U.S. History</u> | 2. <u>Govt/Econ</u> |
| 3. <u>Math</u> | 3. <u>Math</u> | 3. <u>Math</u> | 3. _____ |
| 4. <u>P.E.</u> | 4. <u>P.E.</u> | 4. _____ | 4. _____ |
| 5. _____ | 5. _____ | 5. _____ | 5. _____ |
| 6. _____ | 6. _____ | 6. _____ | 6. _____ |
| _____ | _____ | _____ | _____ |
| DIPLOMA REQUIREMENTS | | | COLLEGE ADMISSIONS REQUIREMENTS |

| SUBJECT REQUIREMENTS | CREDIT REQUIREMENTS | University of California** & Cal State University A – G Admission Requirements | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|-------------------------------|---|--------------|-----------------|----------------------|-----------------|--------|----------------|------------------------|-----------------|--------------|-----------------|------|------------------|------------------|-----------------|--------------|----------------|-----------|----------------|------------|----------------|------------|-----------------|---------------|-----------------|---|---|---|----------------------------|-------|-------|---|---------|-------|-------|---|-------------------------------|-------|-------|---|-------------------------------|-------|-------|---|------------------|-------|-------|---|--------------------------|-------|------|---|-----------------------|-------|------|
| <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Subjects</th> <th style="text-align: left;">Years/Credits</th> </tr> </thead> <tbody> <tr><td>English 9-12</td><td>4yrs/40 credits</td></tr> <tr><td>Fine Art/For Lan/CTE</td><td>1 yr/10 credits</td></tr> <tr><td>Health</td><td>1sem/5 credits</td></tr> <tr><td>Math (Class 2017-2019)</td><td>2 yr/20 Credits</td></tr> <tr><td>Integ Math 1</td><td>1 yr/10 credits</td></tr> <tr><td>P.E.</td><td>2 yrs/20 credits</td></tr> <tr><td>Physical Science</td><td>1 yr/10 credits</td></tr> <tr><td>Life Science</td><td>1yr/10 credits</td></tr> <tr><td>Economics</td><td>1sem/5 credits</td></tr> <tr><td>Government</td><td>1sem/5 credits</td></tr> <tr><td>US History</td><td>1 yr/10 credits</td></tr> <tr><td>World History</td><td>1 yr/10 credits</td></tr> </tbody> </table> | Subjects | Years/Credits | English 9-12 | 4yrs/40 credits | Fine Art/For Lan/CTE | 1 yr/10 credits | Health | 1sem/5 credits | Math (Class 2017-2019) | 2 yr/20 Credits | Integ Math 1 | 1 yr/10 credits | P.E. | 2 yrs/20 credits | Physical Science | 1 yr/10 credits | Life Science | 1yr/10 credits | Economics | 1sem/5 credits | Government | 1sem/5 credits | US History | 1 yr/10 credits | World History | 1 yr/10 credits | <p>235 credits must be completed to earn a diploma</p> <p><i>Integrated Math 1 REQUIREMENT</i> All students must pass Integrated Math I</p> | <p>All courses must be college prep level - P</p> <table style="width: 100%; border-collapse: collapse;"> <tbody> <tr><td>A</td><td>US History / World History</td><td>-----</td><td>2 Yrs</td></tr> <tr><td>B</td><td>English</td><td>-----</td><td>4 Yrs</td></tr> <tr><td>C</td><td>Math (Alg 1, Geometry, Alg 2)</td><td>-----</td><td>3 Yrs</td></tr> <tr><td>D</td><td>Lab Science (Biol, Chem, Phy)</td><td>-----</td><td>2 Yrs</td></tr> <tr><td>E</td><td>Foreign Language</td><td>-----</td><td>2 Yrs</td></tr> <tr><td>F</td><td>Visual / Performing Arts</td><td>-----</td><td>1 Yr</td></tr> <tr><td>G</td><td>College Prep Elective</td><td>-----</td><td>1 Yr</td></tr> </tbody> </table> <p>** UC's recommend additional years of math, science and language.</p> | A | US History / World History | ----- | 2 Yrs | B | English | ----- | 4 Yrs | C | Math (Alg 1, Geometry, Alg 2) | ----- | 3 Yrs | D | Lab Science (Biol, Chem, Phy) | ----- | 2 Yrs | E | Foreign Language | ----- | 2 Yrs | F | Visual / Performing Arts | ----- | 1 Yr | G | College Prep Elective | ----- | 1 Yr |
| Subjects | Years/Credits | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| English 9-12 | 4yrs/40 credits | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fine Art/For Lan/CTE | 1 yr/10 credits | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Health | 1sem/5 credits | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Math (Class 2017-2019) | 2 yr/20 Credits | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Integ Math 1 | 1 yr/10 credits | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| P.E. | 2 yrs/20 credits | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Physical Science | 1 yr/10 credits | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Life Science | 1yr/10 credits | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Economics | 1sem/5 credits | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Government | 1sem/5 credits | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| US History | 1 yr/10 credits | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| World History | 1 yr/10 credits | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A | US History / World History | ----- | 2 Yrs | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| B | English | ----- | 4 Yrs | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| C | Math (Alg 1, Geometry, Alg 2) | ----- | 3 Yrs | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| D | Lab Science (Biol, Chem, Phy) | ----- | 2 Yrs | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| E | Foreign Language | ----- | 2 Yrs | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | Visual / Performing Arts | ----- | 1 Yr | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| G | College Prep Elective | ----- | 1 Yr | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

WHAT IS SECTION 504 OF THE REHABILITATION ACT OF 1973?

Section 504 is civil rights legislation that prohibits discrimination against persons with a disability in any program receiving federal financial assistance. This legislation defines a person with a disability as anyone who:

- has a mental or physical impairment which substantially limits one or more major life activity [major life activities include: bending, breathing, caring for one's self, communicating, eating, hearing, learning, lifting, operation of major body functions (including but not limited to functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions), performing manual tasks, reading, speaking, sleeping, seeing, standing, thinking, walking, and working];
- has a record of such impairment; or
- is regarded as having such an impairment.

CHICO UNIFIED SCHOOL DISTRICT AND SECTION 504

Chico Unified School District recognizes its responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any individual with a disability will knowingly be permitted in any of the programs and practices in the school system.

The school district has specific responsibilities under the legislation, that include the responsibility to identify, evaluate, and if the child is determined to be eligible under Section 504, to afford access to a free appropriate public education.

For further information please contact the Chico High 504 Coordinator, Jennifer Carey, in the Chico High Counseling office. (530) 891-3233

GUIDE TO SCHOOL DISCIPLINE

CHICO HIGH SCHOOL RULES/REGULATIONS DISCIPLINE GUIDELINES

Dear Chico High Student and Parent:

In this section you will find the major rules and regulations that govern student conduct at Chico High School. Each student is expected to abide by all federal, state and school laws and regulations. Also, each student is expected to exhibit common courtesies of decency, morality, cleanliness, honesty and cooperation. Any student who fails to comply with the Chico High School student behavior standards is subject to disciplinary action.

A student is subject to school disciplinary action (1) while on school grounds, (2) while going to or coming from school, (3) during the lunch period, whether on or off the school campus, or (4) during or while going to or coming from a school sponsored activity.

Chico High utilizes multiple video cameras on our campus as a crime deterrent and to support student and staff safety.

Assistant Principals work with students based upon the students' last name as indicated below. If you have a question or concern, please call the principal or one of the assistant principals at Chico High School.

Sincerely,

Doug Williams
Principal

Assistant Principals

| | | |
|-------------------------|---------------|--|
| Brandon Kessler (A - G) | 891-3026 x117 | bkessler@chicousd.org |
| Erica Sheridan (H - P) | 891-3026 x115 | esherida@chicousd.org |
| Sara Pasillas (Q - Z) | 891-3026 x119 | spasillas@chicousd.org |

THE DISCIPLINE PROCESS

School Administration

Each school shall publish and enforce rules and regulations for student conduct with the following guidelines:

1. The rules will not be arbitrary.
2. They will not discriminate among students.
3. They will not demean students.
4. They will not violate any individual rights constitutionally guaranteed to students.

Dates and information regarding disciplinary action(s) shall be entered in a student's record when appropriate.

Those cases requiring discipline beyond the principal's authority to administer shall be reported to the Superintendent.

The building principal shall have the authority to assign discipline to students, subject to the rules and regulations approved by the Board of Education and/or the Superintendent and subject to the student's due process right to notice, hearing, and appeal.

When student behavior is clearly in violation of the law, the act shall be reported to the police.

Conference

A conference is a meeting between the student and appropriate school personnel. This may include parent/guardian or any community personnel deemed necessary to facilitate resolution of the disciplinary matter.

Detention

A student is assigned to a supervised area for a specified period of time before or after school. (C. C. R. Title 5, Sec. 353)

Saturday Alternative Program

Students will be assigned to attend Saturday School for absences that are considered truant (cut) Un-served detentions or disciplinary reasons. Depending upon circumstances and with parent permission, this Saturday program may be used in lieu of or in conjunction with out-of-school suspension.

In-School Suspension

May be assigned in lieu of Out-of-School Suspension.

Suspension (E.C. 48900)

Suspension is the removal of a pupil from ongoing instruction for adjustment purposes.

A student may be suspended from class/school for disciplinary reasons by administrative or teacher action. A principal or designee may suspend a student for not more than five consecutive school days; a teacher may suspend for the remainder of the day in which the misbehavior occurred and the day following (from their class only). A suspension may be extended under certain conditions, when an expulsion hearing is pending. There are two kinds of suspension, on-campus suspension and at-home suspension.

CA EDUCATION CODE 48900.

A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent of the school district or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

- (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stole or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a pupil of his or her own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

- (k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- (2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- (r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
- (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
- (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
- (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
- (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
- (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
- (2) (A) "Electronic act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- (i) A message, text, sound, video, or image.
- (ii) A post on a social network Internet Web site, including, but not limited to:
- (I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
- (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
- (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- (iii) (I) An act of cyber sexual bullying.
- (II) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
- (III) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- (B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- (3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.
- (s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school 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.
- (t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).
- (u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.
- (v) For a pupil subject to discipline under this section, a superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in Section 48900.5.
- (w) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

Suspension - Sexual Harassment (E.C. 48900.2)

In addition to the reasons specified in Sec. 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Sec. 212.5 of the E.C. Code.

For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.

Suspension for Hate Violence (E.C. 48900.3)

In addition to the reasons specified in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

EDUCATION CODE

SECTION 233

Definition of "hate violence" per Penal Code 422.6

No person, whether or not acting under color of law, shall by force or threat of force, willfully injure, intimidate, interfere with, oppress, or threaten any other person in the free exercise or enjoyment of any right or privilege secured to him or her by the Constitution or laws of this state or by the Constitution or laws of the United States because of the other person's race, color, religion, ancestry, national origin, disability, gender, or sexual orientation, or because he or she perceives that the other person has one or more of those characteristics.

Suspension/Expulsion - Prohibited Actions (E.C. 48900.4)

In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment. 1994

Expulsion

The Board of Education has the authority to expel a student for serious and/or repeated offenses. In certain cases, whenever a student commits an act warranting expulsion, the school principal must recommend expulsion from the school district or justify in writing to the Board the reason(s) why expulsion is not being recommended. Both the student and the student's parents or guardian shall receive appropriate notices and be informed of the opportunities for hearings on expulsion. Expulsion hearings are formal and legal in nature.

48915. (a) Except as provided in subdivisions (c) and (e), the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent finds that expulsion is inappropriate, due to the particular circumstance:

Causing serious physical injury to another person, except in self-defense.

Possession of any knife or other dangerous object of no reasonable use to the pupil.

Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.

Robbery or extortion.

Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

(b) Upon recommendation by the principal, superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil committed an act listed in subdivision (a) or in subdivision (a), (b), (c), (d), or (e) of Section 48900. A decision to expel shall be based on a finding of one or both of the following:

(1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.

Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

(c) The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

(1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district.

(2) Brandishing a knife at another person.

Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.

Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.

Possession of an explosive.

(d) The governing board shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c), and shall refer that pupil to a program of study that meets all of the following conditions:

(1) Is appropriately prepared to accommodate pupils who exhibit discipline problems.

Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.

Is not housed at the school site attended by the pupil at the time of suspension.

(e) Upon recommendation by the principal, superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil, at school or at a school activity off of school grounds violated subdivision (f), (g), (h), (i), (j), (k), (l), or (m) of Section 48900, or Section 48900.2, 48900.3, or 48900.4, and either of the following:

(1) That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.

(2) That due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

(f) The governing board shall refer a pupil who has been expelled pursuant to subdivision (b) or (e) to a program of study which meets all of the conditions specified in subdivision (d). Notwithstanding this subdivision, with respect to a pupil expelled pursuant to subdivision (e), if the county superintendent of schools certifies that an alternative program of study is not available at a site away from a comprehensive middle, junior, or senior high school, or an elementary school, and that the only option for placement is at another comprehensive middle, junior, or senior high school, or another elementary school, the pupil may be referred to a program of study that is provided at a comprehensive middle, junior, or senior high school, or at an elementary school.

(g) As used in this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3 1/2 inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.

(h) As used in this section, the term "explosive" means "destructive device" as described in Section 921 of Title 18 of the United States Code.

Hazing

Education Code 32050. As used in this article, "hazing" includes any method of initiation or pre initiation into a student organization or any pastime or amusement engaged in with respect to such an organization which causes, or is likely to cause, bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm, to any student or other person attending any school, community college, college, university or other educational institution in this state; but the term "hazing" does not include customary athletic events or other similar contests or competitions.

Education Code 32051. No student, or other person in attendance at any public, private, parochial, or military school, community college, college or other educational institution, shall conspire to engage in hazing, participate in hazing, or commit any act that causes or is likely to cause bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm to any fellow student or person attending the institution.

The violation of this section is a misdemeanor, punishable by a fine of not less than one hundred dollars (\$100), nor more than five thousand dollars (\$5,000), or imprisonment in the county jail for not more than one year, or both.

CELLULAR TELEPHONE USE

Staff at Chico High School expects cell phones to be turned off and put out of sight during class time. While class is in session students are not to send or receive calls or messages. Disruption of school activity according to

education code 48900(k) will result in school consequences. Using an electronic device during class time is not allowed. Electronic devices include but are not limited to phones or music devices.

Use of an electronic device during class time will result in:

First offense: the device will be taken from the student and returned to him/her at the end of the school day.

Second offense: the device will be taken from the student and returned to the parent or guardian at the end of the school day or when they are able to get to school following the end of the school day.

Third offense: the device will be taken from the student. The device will not be returned until a meeting is held with the student, parent/guardian, and school official to discuss future disciplinary action.

These consequences range from a conference to confiscation for the remainder of the school day, and / or suspension from school. Students with repeat offenses may lose use of their phone for the remainder of the school year.

CODE OF CONDUCT FOR CO-CURRICULAR ACTIVITIES

In addition to the aforementioned Rules and Regulations - A Guide to School Discipline, the District maintains a Code of Conduct for elected Student Body Officers and participants in student clubs and organizations, athletics and cheerleading. The Code of Conduct includes specified disciplinary actions for theft or for using, possessing or furnishing of tobacco, alcohol or other illegal drugs. (P. P. 5005)

Chico High Dress Code (revised Summer 2019)

The Chico High School dress code specifies standards that promote a positive and safe learning environment. All CHS students and staff are expected to be suitably groomed and to wear clothing that is neat, clean, and appropriate for school and school events. Students' clothing must not present a health or safety hazard.

The following guidelines are intended to define appropriate attire that shall apply during the school day and at all school activities.

1. Footwear: Shoes, sandals, or flip-flops must be worn at all times.
2. Clothing may not glorify, advertise, or reference drugs, alcohol, tobacco, tobacco products, violence, vulgarity, sexual behavior, obscenities, or gang affiliation, (which includes but is not limited to: bandanas, belt buckles, shoelaces, or numerical references that can be linked with any gang.)
Brands including but not limited to: Cookies, Sierra Nevada Brewery, Huff, Raw, Hustle Trees, Humboldt Clothing Co. are not permitted to be worn on campus.
3. Clothing should conceal undergarments/underwear at all times.
4. The buttocks shall be covered such that no part is visible when sitting, standing, or leaning over.
5. Shirts, blouses, and tank-tops must have sleeves or straps and cover the stomach, back, torso, and chest.

The goal of this dress code is to promote college and career readiness and to teach students wardrobe appropriateness. If a student's dress is not in accordance with this policy, any CHS staff may ask the student to make an appropriate correction.

Corrections may include:

1. Student may be asked to report to the office for wardrobe change
2. Student/Parent conference
3. Disciplinary action

LOITERING/LITTERING

There shall be no loitering or littering within a two-block radius of any C.U.S.D. school campus. Violators are subject to arrest and/or disciplinary consequences. Students may not loiter after 3:30 p.m. on campus after school unless they have a school related purpose to be on campus. Any students on campus after hours need to be with a teacher or supervisor, or else they are considered to be loitering. When asked to leave, students must comply.

OFF CAMPUS

If off-campus privileges are to be maintained at the high schools, our immediate neighbors must be shown considerable respect. Therefore, C.U.S.D. students may not congregate within a two-block radius of any C.U.S.D. campus. This includes all alleyways, yards and adjoining areas.

CLOSED CAMPUS

Chico Unified School District students may not visit other school campuses during the school day for any purpose. If an emergency exists requiring such a visit, the student must first report to the school administration office requesting permission. Students are expected to remain on campus during passing periods and morning break. Junior high school campuses are closed by C.U.S.D. board policy. Once a student arrives on campus they may not leave without an approved off-campus permit.

BEHAVIOR EXPECTATIONS FOR EXTRA-CURRICULAR ACTIVITIES

Violation of the education code that results in being required to leave the venue may result in a thirty (30) day suspension (calendar days) from attending school-related extra-curricular activities (athletic events, dances, performances, awards, etc.).

GANG ACTIVITY

The Board rejects any substantiated gang activity that advocates hazing, drug use, violence, vandalism, disruptive behavior or other illegal activities on school grounds or at school functions. Students wearing, carrying, or displaying gang paraphernalia, making gestures which symbolize gang membership, or intimidating another student may be subject to appropriate disciplinary action. C.U.S.D. Board Policy 5033.

VISITOR'S PASS

Visitors must report to the Asst. Principal's office for a Visitor's Pass. Passes may or may not be issued to secondary age students from out-of-town. Administration requires a note signed by the parent of the hosting and visiting students at least one day in advance, and the visitor must have proper ID. Administration reserves the right to regulate visitors on campus. No visitors are permitted during the first two weeks, or the last two weeks of school, or before major school breaks, i.e., Thanksgiving, Winter and Spring Breaks.

DANCE GUEST PASS

Chico High School students may invite non Chico High School students to dances. Dance tickets can be purchased only after a dance guest pass has been completed by the student, submitted to and approved by an assistant principal. Guests meeting one (1) or more of the following criteria may be denied a guest pass.

Any person who has been administratively transferred from Chico High School or another school district for disciplinary reasons.

Any person who has been expelled from this district or, if it can be determined from another school district.

Any person who has been disciplined for disruption or safety reasons at Chico High School activities while they were a student at Chico High School.

Any person identified as an associate or member of a gang as defined by police agencies.

Any person cited by the police for the following offenses: trespassing on school property, unlawful fighting, assault, battery, carrying weapons or displaying weapons, disturbing the peace, etc.

Any person over the age of 20.

Any person whose character cannot be vouched for by school or police officials.

STUDENT VEHICLE REGULATION—DRIVING/PARKING

1. Driving on or near campus

a. Maximum speed limit while driving a vehicle on campus is ten miles per hour (5 m.p.h.)

b. Students are required to observe all driving regulations as designated by the California State Vehicle Code while driving vehicles on or near the campus.

c. Students who drive vehicles in a reckless manner on or near the campus are liable for forfeiture of their on-campus driving and parking privileges/Saturday Alternative Program/suspension/and/or referral to the Chico Police Department.

2. Parking on high school campus (permits sold to JUNIORS & SENIORS ONLY)

Students with valid parking permits are to park their vehicles within appropriate designated student parking spaces.

The cost of a parking tag is \$10.00 (or a replacement tag).

Students are prohibited from parking their vehicles in the designated Staff/Visitor/unauthorized areas on campus. Students who park their vehicles in restricted areas will have a tire boot attached to the vehicle. The student must pay a \$10 service fee to have the boot removed. If the student does not have the \$10, he/she will sign a student bill. Second (2nd) offense is \$15; third (3rd) offense is \$20; fourth (4th) offense - vehicle will be towed. Students who receive two (2) parking violations during a school year will have their parking privileges revoked for the remainder of the school year.

Student athletes may park next to the Gym only with the prior written approval of the Assistant Principal and must be displayed on the dash of the student's car (7:30 a.m. to 3:30 p.m.) *

* Permission may be granted for long road trips or overnight road trips only.

SUMMARY OF THE CHICO UNIFIED SCHOOL DISTRICT

CODE OF CONDUCT

The Chico Unified School District Board of Education has adopted the code of conduct for students and all those who participate in co-curricular activities. This code of conduct models behavior that is safe, orderly, respectful, trustworthy and civil. Copies of the full text of these codes of conduct are given to all students in September and are available upon request to parents. Please review with your child or children.

These codes of conduct provide legal definitions as required by California. The student code of conduct explains in detail the behavioral expectations of the school community for its students. It provides a list of student rights and responsibilities and describes the procedures that are available to students who are accused of violating the code of conduct. The Code of Conduct also describes the range of permissible school responses to any student violation.

Student Rights

Students are entitled to: pursue their education in an atmosphere that is safe and conducive to learning - free from bullying, intimidation and any form of harassment or threats; a course of study that responds to their educational needs; respect from all members of the school community; procedural due process provided by law; freedom of speech and expression that does not disrupt the educational process or infringe upon the rights of others; freedom from discrimination; a clear description of the rules that apply to them in school; and freedom from unreasonable search and seizure. Students with special needs are entitled to have their educational needs and behavior evaluated on the basis of those needs.

Student Responsibilities

Student responsibilities include: demonstrating self-respect and respect for others; working to achieve their full potential; following school rules and the directions of school staff, faculty and administration; fulfilling all educational assignments and obligations; demonstrating respect for school property and for the property of others; modeling good conduct; presenting themselves in clothing that is safe and suitable for school activities and does not disrupt the education process; financial responsibility for books, tools, computers, locks and any other school property or equipment provided to them. In addition, all students are required to attend one of the annual Athlete Committed Meetings offered at the start of each athletic season (fall, winter and spring).

Prohibited Behavior

The behavior prohibited by the student code of conduct includes: disorderly and disruptive conduct; insubordination; truancy; violent or threatening behavior; possession or use of alcohol or illegal substances; in the presence of alcohol or illegal substances; possession of drug paraphernalia; possession or use of a weapon or dangerous object; destruction of property; theft of school or private property; harassment or bullying of other students; use of tobacco products.

Academic Eligibility

In order to remain eligible for co-curricular activities students must maintain a minimum 2.0 GPA. Additionally, they must have earned a minimum of 20 credits in the preceding semester. Students that earn additional credit during the semester through the Independent Study Program (credit recovery) will become immediately eligible once both the above conditions are met.

Reporting Violations

All members of the school community have a duty to report activity that threatens student safety. Anyone observing or hearing of a person possessing a weapon, alcohol, or illegal substance shall report this information to a teacher

or administrator immediately, without exception. All other violations should be reported to a teacher or administrator as soon as possible.

School Response to Violations

There is a wide range of school responses that are permitted when students violate the code of conduct. These range from verbal warnings to detention, Saturday School and suspension. In all cases where a student is accused of a violation of the code of conduct, s/he is entitled to notice of the violation and an opportunity to explain. The code of conduct provides for teacher removal of students from classrooms under certain circumstances. School district policy includes provisions for consideration of special needs students.

Any student who is determined to be a threat to the health and safety of students or staff may be removed from school pending completion of the discipline process. Bringing a weapon to school, committing a violent act, making threats to another, or possession or use of drugs or illegal substances can lead to immediate suspension and removal for up to one year. Any compulsory age student is entitled to an alternate form of instruction if they are removed or suspended from their instructional program.

Corporal Punishment

Corporal punishment (use of physical force as discipline) is strictly prohibited. Reasonable physical force may be used by a staff member to restrain a student when that student presents a danger to self, others or property.

Searches

School property may be searched at any time and for any reason by school officials; school lockers belong to the school and may be entered and searched by school officials without the student's consent or presence. Students and their property may be searched upon reasonable suspicion that contraband or a weapon is present.

Code of Conduct for All Individuals On School Property

All of those who use or occupy school property or premises under the control of the school are expected to model safe, lawful, respectful and civil behavior. This includes parents, staff, members of the Board of Education and all visitors to school. Those in violation of the following code of conduct will be asked to leave school premises; or may be subject to action by law enforcement agencies. Employees of the school district may be subject to applicable employee disciplinary proceedings.

Crimes on School Property

If there is reason to believe that a crime has been committed on school property or at a school sponsored function, law enforcement officials will be notified immediately.

Public Participation

Members of the school community are invited to submit comments and questions about the code of conduct to the building principals and/or the Superintendent.