

# Azusa High School



## Student-Parent Handbook 2021- 2022

**Azusa High School**  
Azusa Unified School District  
240 N. Cerritos, Azusa, CA 91702  
626-815-3400

Websites for more information:

School:  
District:

**[www.azusahighschool.net](http://www.azusahighschool.net)**  
[www.azusa.org](http://www.azusa.org)

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# INTRODUCTION

*This Student & Parent Handbook provides important information to our school community. Please read it carefully to learn about what Azusa High School has to offer its students. Notice that the school rules and procedures are carefully stated. As part of our school registration procedures, all students and parents are asked to sign the Student Handbook Agreement form online. We hope that you will also find important resources in it as well.*

*Azusa High School is committed to providing a 21<sup>st</sup> century, global education that emphasizes critical thinking, effective communication, and respect for diversity. In order to create successful citizens that are college prepared and career ready, we provide a safe and positive environment that is supported by collaborative community involvement.*

*If you have any suggestions for additions to the Handbook or corrections, please notify the Principal's Office.*

*Working together, we can continue to build a great school with a great history. Let's bring out that Aztec Pride!*

# **AZUSA HIGH SCHOOL**

## **Home of the Aztecs**

### **VISION**

**Every Student: College and Career Ready**

### **MISSION**

**Our mission is to provide a 21<sup>st</sup> century education that emphasizes critical thinking, effective communication, and respect for diversity and creativity in a safe and positive environment that is supported by collaborative community involvement in order to develop successful citizens that are college and career ready.**

### **EXPECTED SCHOOLWIDE LEARNING RESULTS**

**Academic Critical Thinkers**  
**Highly Effective Communicators**  
**Successful Citizens**

# General Information

## Important Phone Numbers

### Activities, Athletics, Curriculum, Assessment and Instruction

Assistant Principal, Mr. Velasco	815-3428	Fax 815-3426
ASB Director, Jessica Carrillo	815-3562	
ASB Clerk, Jenny Armas	815-3427	
Athletic Director, Meaghan Prendergast	815-3433	

Attendance 815-3491

AVID Coordinator, Jennifer Gutierrez 815-3401

### College and Career Center

CCC Technician, Karina Hernandez 815-3465

Guidance, Counseling, Records,  
Assessment, Curriculum and Instruction 815-3490 Fax 815-3412  
Assistant Principal, Mrs. Pegorari 815-3419

### International Baccalaureate

Coordinator, Bob Colera 815-3509

### Performing Arts Programs

Band, Doug McKenna 815-3474  
Choir, Mary Turner 815-3484  
Drama/Theater 815-3503

Principal, Dr. Martin Gomez 815-3404 Fax 815-5206

Reception Office 815-3400 Fax 815-5206

School Resource Office (SRO) 815-3401

## Azusa Unified School District Graduation Requirements

A student meets graduation requirements for the Azusa Unified School District if the student:

- Completes Integrated Math 1 and 2 (per state requirements)
- Earns 220 credits including the following:

English I, II, III, IV	40 credits
Mathematics	30 credits
Life Science	10 credits
Physical Science	10 credits
World History	10 credits
U.S. History	10 credits
Government	5 credits
Economics	5 credits
Fine Arts	10 credits
World Language	10 credits
Physical Education	20 credits
AP/IB/DE/CTE	10 credits
<u>Electives</u>	<u>50 credits</u>
Total	220 credits

## A-G College Admission Requirements – UC & CSU

In order to qualify for admission to the University of California and California State University system universities, a student must complete all of the following requirements, having primarily A & B grades, and have no grade lower than a “C.”

- US History, World History - 2 years required.
- English (College Preparatory) – 4 years required.
- Mathematics – 3 years required, 4 years recommended for UC; including Integrated Math 1, Integrated Math 2, and Integrated Math 3.
- Laboratory Science – 2 years required, 3 years recommended for UC (one must be biological science and one must be physical science)
- Languages other than English – 2 years required, 3 years recommended for UC (All years must be of the same language)
- Visual and Performing Arts – 1 year required (Specific classes only, consult Counselor.)
- College Prep Electives – 1 year required

(SAT I or ACT is needed for the CSU and UC systems. The SAT II is also required for the UC system.)

\*EDUCATION CODE SECTION 66204 requires school districts provide every high school pupil with the courses certified by the University of California (UC) as meeting course “a-g” requirements.

## Advanced Placement (AP) Program

Advanced Placement courses provide opportunities for students to challenge themselves with rigorous curriculum and pursue subject matter concepts to a deeper level. Students who are interested in enrolling in AP courses have the opportunity to apply during registration. To learn more about AP courses, students may contact their Guidance Counselor. Students who score 3 or higher on the AP exam in May, are eligible to receive college credit for the course at some colleges and universities.

There is no fee to take an AP course; however, all AP students are strongly encouraged to take the examination. AP exam fees must be paid by established deadlines for a test to be ordered. Fee waivers exist for those in need.

To learn more about the Advanced Placement Program courses offered at Azusa High School, please click on the hyperlinks below:

- AP English Literature (Grade 12)
- AP English Language (Grade 11)
- AP Statistics
- AP Calculus AB (Selected students may take the BC test)
- AP Computer Science Principles (NAF Program)
- AP Physics
- AP Biology
- AP Human Geography
- AP World History
- AP U. S. History
- AP Government
- AP Psychology
- AP Spanish Language
- AP Spanish Literature
- AP French Language
- AP Studio Art

## APEX

Students will have the opportunity to makeup a course on APEX. All APEX courses must be completed by May 27, 2022. After May 27, 2022, students will not be permitted to complete any classes on APEX. If any APEX course which is required for graduation is not completed by May 27, 2022, the student will not participate in the commencement ceremony.

## AVID

AVID courses feature tutors and college students, who lead discussions and analysis of the academic subjects, in which the students are enrolled. Students enrolled in the class are required to complete weekly timed writing and analytical discourse in all subjects. In addition, students are required to make oral presentations to the class on topics related to career research, college entrance, contemporary issues, and social concerns, all the while focusing on a culminating senior paper, portfolio, and/or project.

AVID (Advancement via Individual Determination) is a program dedicated to closing the achievement gap by

preparing all students for college and postsecondary opportunities. AVID courses utilize research-based strategies to develop students' critical thinking, literacy, and math skills.

AVID Objectives:

- To provide students with academic instruction and other support, in preparation for eligibility to a four-year college or university.
- To develop students' college level entry skills.
- To motivate AVID students to seek a college education.
- To increase the students' levels of career awareness.
- To increase school-wide learning and performance

Participants are students who belong to a group typically underrepresented at universities who:

- Have a Grade Point Average (GPA) between 2.0 and 3.5
- Have satisfactory citizenship grades.
- Have a good attendance record.
- Have good work habits.
- Are willing to commit to a minimum of two hours of homework each night.

## **Azusa Pacific University Upward Bound**

Upward Bound (UB) is a federally funded program through the Department of Education that supports 60 students each year in their preparation for college admission. At Azusa Pacific University, UB provides holistic programming to potential first-generation to college students from Azusa High School who demonstrate academic potential. UB Scholars receive services that help them identify their strengths, explore their purpose, and thrive in academic and social settings. Further, UB Scholars graduate high school with the ability to navigate postsecondary institutions and persevere through adversity. As a result, UB Scholars will be empowered to advocate for themselves and achieve their educational goals.

## **Early College Program**

Four courses are available to Juniors and Seniors interested in earning dual credit at both AHS and Citrus Community College. Students will enroll in Counseling 160 and Music 113 in the Fall, Counseling 145 and Speech 101 in the Spring. All communication will be maintained between the student and his/her college professor. Courses will meet Monday/Tuesday or Thursday/Friday, there will not be any college classes on Wednesday.

## **English Language Development (ELD)**

English Language Development courses are offered to all students who are beginning to develop their English fluency. Levels 1-3 are to be completed prior to enrolling in a grade level English course. The instructional framework for English Learners includes Integrated and Designated English Language Development with an emphasis on providing access to grade level content while developing academic language. Teachers engage in research based professional development to strengthen their implementation of the instructional framework.



## GATE

Azusa High School serves Gifted & Talented Education (GATE). Our school has a GATE Coordinator who ensures that GATE students are identified and receive differentiated core curriculum enriched with other learning opportunities. The district Director of College & Career Pathways helps schools provide the best opportunities for GATE students.

## IB (International Baccalaureate)

The International Baccalaureate Diploma Programme (IBDP) is a two-year educational programme primarily aimed at 16 to 18 year olds. The programme provides an internationally accepted qualification for entry into higher education and is recognized by many universities worldwide. Contact the IB Program Coordinator, Mr. Bob Colera for further information.

## Project Lead the Way (PLTW)/Engineering Academy/NAF Academy

Project Lead The Way provides transformative learning experiences for PreK-12 students and teachers across the U.S. We create an engaging, hands-on classroom environment and empower students to develop in-demand knowledge and skills they need to thrive. We also provide teachers with the training, resources, and support they need to engage students in real-world learning.

NAF's Academy of Engineering answers an acute need for engineers in the United States. High school students learn about the principles of engineering and prepare to pursue opportunities in this growing field. The AHS Project Lead The Way Pathway to Engineering Curriculum courses include: Introduction to Engineering Design, AP Computer Science Principles and Principles of Engineering.

## Visual and Performing Arts (VAPA)

Band, Choir, Drama and Visual Arts are visible arts on campus. The arts refers to the theory and physical expression of creativity found in human societies and cultures. Major constituents of the arts include literature (including drama, poetry, and prose), performing arts (among them dance, music, and theatre), and visual arts (including drawing, painting, filmmaking, architecture, ceramics, sculpting, and photography). Some art forms combine a visual element with performance (e.g., cinematography) or artwork with the written word (e.g., comics).

## Grades / Grading Policy / Progress Reports / Report Cards

Letter Grades. Students receive one of seven marks in their classes:

- **A** = superior achievement
- **B** = above average achievement
- **C** = average achievement
- **D** = in danger of failing
- **F** = indicates failure to meet minimum standards for the course. When a student receives an F in a class, no units apply towards graduation. In addition, if it is a required-for-graduation class, the student must repeat the class to meet the graduation requirements. Any time a student receives a D or an F, parents are encouraged to schedule an appointment with the teacher and/or counselor.
- **CR** = indicates that the student is passing the class.
- **I** = An incomplete grade is issued at the end of a semester when the student fails to complete the work in a course due to circumstances beyond his/her control, such as an extended illness. Semester incompletes must be made up by the last day of the first Triad of the following semester. Make-up work is the responsibility of the individual student. The grade for all work not made up automatically

becomes an “F”. When these assignments are averaged into the student’s overall grade, it may result in a lower or failing grade for the course.

- **WP = Withdraw Pass.** The student was passing at the time of withdrawing from the class.
- **WF = Withdraw Fail.** The student was failing at the time of withdrawing from the class.

## Grading Periods

First Semester			Second Semester		
Triad 1	Triad 2	Triad 3	Triad 4	Triad 5	Triad 6
8/19-9/24	9/27-11/5	11/8-12/23	1/11-2/25	2/28-4/15	4/18-6/11
Progress Report Grade reports arrive at the student’s address around <b>October 6</b>	Progress Report Grade reports arrive at the student’s address around <b>November 17</b>	Semester Grade reports arrive at the student’s address around <b>January 20</b>	Progress Report Grade reports arrive at student’s address around <b>March 10</b>	Progress Report Grade reports arrive at the student’s address around <b>April 27</b>	Semester Grade reports arrive at the student’s address around <b>June 17</b>

Semester grades are reported at the end of the fall and spring semesters and become part of a student’s permanent record. The first semester ends in mid January and the spring semester ends in June. Each semester is broken into three segments called triads. The grades received at the end of Triads 1 & 2 and Triads 4 & 5 are considered progress reports and do not become part of the student’s permanent record. However, students and parents are encouraged to pay close attention to triad grades because they are an indication of what grade the student may receive at the end of the semester.

Please mark your calendars so you can expect the above school mailings. If you do not receive the reports within a few days of the published date, please feel free to contact the counseling office at 815-3490.

## Grade Points

As calculated for college entrance students receive the following points for the grade indicated:

- Regular Courses      **A**= 4 pts. **B** = 3 pts. **C** = 2 pts. **D** = 1 point **F** = 0 pts.
- Honors / AP Courses    **A**= 5 pts. **B** = 4 pts. **C** = 3 pts. **D** = 1 point **F** = 0 pts.

Grade points are computed using semester grades. Using the list of grade points above, the following formula will help you figure out your grade point average, or GPA.

### Period   Grade Points

0      \_\_\_\_\_  
 1      \_\_\_\_\_  
 2      \_\_\_\_\_  
 3      \_\_\_\_\_  
 4      \_\_\_\_\_  
 5      \_\_\_\_\_  
 6      \_\_\_\_\_  
 7      \_\_\_\_\_

Total grade points      \_\_\_\_\_ (add all classes)

Total grade points ÷ number of classes taken = GPA \_\_\_\_\_

This formula computes semester GPA only. To find the total school GPA, add all grade points for classes since enrolling in high school and divide by the number of classes taken.

## Homework

In all academic classes, homework may be assigned ranging from 30 minutes to 1 hour daily. Parents are encouraged to check the student agendas for each class at least once a week. Students are expected to keep up their agendas by utilizing the calendars in their three ring binders.

Homework will be provided so that students will have opportunities to:

- Review and practice skills taught in class
- Extend and apply knowledge gained in class
- Complete assignments missed due to absence
- Develop independent work habits and responsibility for learning

Although assignments will vary with the subject matter, the following types will generally be used:

- Reading and study
- Writing and composition
- Listening for information (speeches, educational TV)
- Research
- Practices and rehearsals
- Visitations (colleges, museums)
- Creative projects
- Community Service Activities

## Tutoring

At Azusa High School we offer school-wide tutoring after school with an emphasis in Math in the Library Monday-Thursday from 3:00 - 4:00pm. Tutoring is provided to all students who seek additional support in core subject areas.

## Classes – Repeating

Students may repeat a class to remove a grade of F or D to earn a higher grade/meet A-G College requirements

- If a student received a grade of “F” in the class the first time, he/she will receive 5.0 credits for the second attempt if the course grade is an “A, B, C, or D.”
- Students earn credit for a course one time. If the student repeats the course for a higher grade, they will not receive “double credit.”
- Courses may be repeated during Summer School (if offered), through the online APEX curriculum or in a regular classroom the following school year.

## Course Descriptions

### Automotive Technology

#### ROP Auto Tech ROP16

This is a one year course - two consecutive semesters. This entry-level exploratory course demonstrates and uses work on automobiles to teach students basic maintenance skills while introducing them to the major systems common to all vehicles. The class includes units on tires, lubrication, electrical, brake, fuel and cooling systems, as well as troubleshooting and the use of state of the art diagnostic equipment. Also included is a unit on what to look for in purchasing a used car. While this course is required for students who wish to take

automotive occupations classes, it is designed for students with no knowledge of how automobiles work as well. The goal of the course is to give students enough background to enable them to communicate effectively with Technicians when having work done. This course meets the “G” requirement for a-g.

### **ROP Auto Tech Adv ROP17**

Prerequisite: Successful completion of Auto Tech 1-2 with a grade of “C” or better or teacher recommendation. This is a one year course - two consecutive semesters. Students will work on actual cars to learn how to perform various maintenance tasks and repairs, using modern diagnostic equipment. Curriculum includes engine overhaul, front-end alignment, collision repair, transmission removal and clutch work. Students are also introduced to basic collision repair.

### **Auto 3 HEV Design IA713**

Prerequisite: Students must be in the 11<sup>th</sup> or 12<sup>th</sup> grade and successful completion of Auto 2 HEV with a grade of “C” or better or teacher recommendation. This is a one year course - two consecutive semesters. In this capstone course for the Automotive Technology pathway, students learn the basics of hybrid/electric vehicle technology and culminate with the design and construction of a registered electric vehicle. Students will understand the science of electric propulsion, circuitry systems, AC-DC converters, computerized system controllers, electronic technology, and energy management. Upon completion of the course, students may be eligible to complete the Electronic Vehicle Development Technician Certificate.

**Azusa High is proud to offer students an opportunity to grow and learn in one or more of our NAF Academy programs including Information Technology or Engineering and Design.**

### **CTE Computer Science Pathway**

#### **Computers & Information Technology ROP07**

This introductory computer science course emphasizes the development of logical thinking and problem-solving skills. Student will learn the importance of information technology and its relevance to careers in the 21<sup>st</sup> Century by covering units in computer literacy, networking, history of the internet, career development, and programming. Students will complete an Introduction to Computer Science in Python course using the CodeHS platform. Upon completion of this CodeHS curriculum, students will have a basic understanding of programming and be able to create a simple console game program in Python. This course meets the “G” requirement for a-g.

### **AP Computer Science Principles IA719H**

This course introduces students to the breadth of the field of computer science. In this course, students will learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They will incorporate abstraction into programs and use data to discover new knowledge. Students will also explain how computing innovations and computing systems, including the Internet, work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical. The AP Computer Science Principles course does not have a designated programming language; at Azusa High School we have chosen Python for this course, based on input from college alumni and the popularity of the language. This course meets the “D Science” requirement for a-g.

### **CTE Engineering Pathway**

#### **PLTW Engineering Design ROP19**

Students dig deep into the engineering design process, applying math, science, and engineering

standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and use an engineering notebook to document their work. Students are exposed to additive manufacturing using 3D printers. This course meets the “F” requirement for a-g.

### **ROP Principles of Engineering H ROP20**

Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. Students complete many hands-on projects including programming and building with Vex Robotics. This course meets the “G” requirement for a-g.

## **ENGLISH**

The courses in this department focus on The Common Core Standards and meet the English requirement for graduation, as well as the University of California and California State University entrance requirements.

### **English I LA108 Grade 9**

English I focuses on the study of fiction and non-fiction/informational reading materials, including novels, short stories, plays, essays, poetry, and informational documents. There is an emphasis on the writing process, the development of listening and speaking skills, and vocabulary development.

### **Honors English I LA108H Grade 9**

Prerequisite: GPA and teacher recommendation. Grade of “B” or better in 8<sup>th</sup> grade English. All students are required to fill out an application along with the teacher recommendation before consideration.

This is an intensified course that focuses on the study of fiction and non-fiction/informational reading materials, including novels, short stories, plays, essays, poetry, and informational documents. There is an emphasis on the writing process, the development of listening and speaking skills, and vocabulary development.

### **English II LA119 Grade 10**

English 2 focuses on the more advanced study of fiction and non-fiction/informational reading materials, including novels, short stories, plays, essays, poetry, and informational documents. There is an emphasis on the writing process, the development of listening and speaking skills, and vocabulary.

### **Honors English II LA119H Grade 10**

Prerequisite: GPA and teacher recommendation. Grade of “B” or better in English I. All students are required to fill out an application along with the teacher recommendation before consideration.

This is an intensified course that focuses on the more advanced study of fiction and non-fiction/informational reading materials, including novels, short stories, plays, essays, poetry, and informational documents. There is an emphasis on the writing process, the development of listening and speaking skills, and vocabulary.

### **English III LA121 Grade 11**

English 3 focuses on the advanced study of traditional and contemporary American Literature and non-fiction/informational reading materials. There is an emphasis on writing, including response to literature, argumentative, and research. Students will continue to develop speaking, listening and vocabulary skills.

## Grade 11

## Language and Composition

Prerequisite: Teacher recommendation and a grade of “**B**” or better in English II. All students are required to fill out an application along with the teacher recommendation before consideration.

This college level course requires students to write in a variety of modes and for various audiences. They analyze fiction and nonfiction prose and poetry. Course content emphasizes analysis of rhetorical techniques and their application to a variety of writing situations. Students will also develop skills in collaboration and communication. Summer reading and outside reading are also required. Students who take this course are strongly advised to take the College Board AP English exam.

## IB Language A

The IB Diploma Programme language A: literature course develops an understanding of the techniques involved in literary criticism and promotes the ability to form independent literary judgements. In language A: literature, the formal analysis of texts and wide coverage of a variety of literature-both in the language of the subject and in translated texts from other cultural domains-is combined with a study of the way literary conventions shape responses to texts.

## IB Language B

The IB Diploma Programme language B course provides students with the opportunity to acquire or develop an additional language and to promote an understanding of other cultures through the study of language. The course allows students to access the target language by studying it as a beginner or as someone with prior experience of the language.

## Grade 12

ERWC is a CSU-designed English course that emphasizes the in-depth study of expository, analytical, and argumentative reading and writing. This yearlong course through a series of rigorous instructional modules will prepare students with reading and writing skills needed to be successful in college.

## Grade 12

## Literature and Composition

Prerequisite: Teacher recommendation and a grade of “**B**” or better in English III. All students are required to fill out an application along with the teacher recommendation before consideration.

In this college level course students study literary works from different periods. Careful attention is given to close reading of literary texts, and to their historical context. Students are expected to read complex texts with understanding and to write complex prose that communicates effectively with mature readers. In addition, instruction will develop skills in critical thinking, effective discourse, collaboration, writing calibration, and reflection. Summer reading and extensive outside reading are required. Students who take this course are strongly advised to take the College Board AP English exam.

## English Language Development

## Grades 9-12

Intended for students who are at the Beginning Level of English Language Development. The class will emphasize listening skills and vocabulary development.

**ELD II****LA130****Grades 9-12**

Intended for students who are at the Early Intermediate Level or Intermediate Level of English Language Development. The class will emphasize speaking skills and vocabulary development. This course may be repeated for credit.

**ELD III****LA133****Grades 9-12**

Intended for students who are at the Intermediate or Early Advanced Level of English Language Development. Students must have completed most/all transition criteria. The class will emphasize reading and vocabulary development. This course may be repeated for credit.

**ELD/LTEL****LA 128 HS 1/LA 131 HS 2/ LA134 HS3/4**

Support course for all English Learners continuing to develop English literacy skills. Taken in addition to ELD 1/2/3 or any grade level core English course.

**MATHEMATICS****Integrated Math I MA335**

For the Mathematics I course, instructional time focuses on six critical areas: (1) extend understanding of numerical manipulation to algebraic manipulation; (2) synthesize understanding of function; (3) deepen and extend understanding of linear relationships; (4) apply linear models to data that exhibit a linear trend; (5) establish criteria for congruence based on rigid motions; and (6) apply the Pythagorean Theorem to the coordinate plane.

**Integrated Math II MA341**

For the Mathematics II course, instructional time focuses on five critical areas: (1) extend the laws of exponents to rational exponents; (2) compare key characteristics of quadratic functions with those of linear and exponential functions; (3) create and solve equations and inequalities involving linear, exponential, and quadratic expressions; (4) extend work with probability; and (5) establish criteria for similarity of triangles based on dilations and proportional reasoning.

**Integrated Math III MA343**

For the Mathematics III course, instructional time focuses on four critical areas: (1) apply methods from probability and statistics to draw inferences and conclusions from data; (2) expand understanding of functions to include polynomial, rational, and radical functions; (3) expand right triangle trigonometry to include general triangles; and (4) consolidate functions and geometry to create models and solve contextual problems.

**Financial Literacy MA 316**

For the Financial Literacy course, instructional time focuses on the financial applications of algebra including the following: expenses, banking services, credit, automobile ownership, employment, income taxes, independent living, the stock market, business models, retirement plans, and budgeting.

### **Accelerated Integrated Math I MA335H**

For first semester, the Mathematics I course, instructional time focuses on six critical areas: (1) extend understanding of numerical manipulation to algebraic manipulation; (2) synthesize understanding of function; (3) deepen and extend understanding of linear relationships; (4) apply linear models to data that exhibit a linear trend; (5) establish criteria for congruence based on rigid motions; and (6) apply the Pythagorean Theorem to the coordinate plane.

For second semester, the Mathematics II course, instructional time focuses on three critical areas: (1) compare key characteristics of quadratic functions with those of linear and exponential functions; (2) create and solve equations and inequalities involving linear, exponential, and quadratic expressions; and (3) establish criteria for similarity of triangles based on dilations and proportional reasoning.

### **Accelerated Integrated Math II MA 341H**

For first semester, the Mathematics II course, instructional time focuses on five critical areas: (1) extend the laws of exponents to rational exponents; (2) compare key characteristics of quadratic functions with those of linear and exponential functions; (3) create and solve equations and inequalities involving linear, exponential, and quadratic expressions; (4) extend work with probability; and (5) establish criteria for similarity of triangles based on dilations and proportional reasoning.

For second semester, the Mathematics III course, instructional time focuses on four critical areas: (1) apply methods from probability and statistics to draw inferences and conclusions from data; (2) expand understanding of functions to include polynomial, rational, and radical functions; (3) expand right triangle trigonometry to include general triangles; and (4) consolidate functions and geometry to create models and solve contextual problems.

### **Precalculus MA 322**

For the Precalculus course, instructional time focuses on trigonometry as well as functions. It covers parent functions, polynomial, rational, exponential, and logarithmic functions. For the second semester the focus is on trigonometry. It covers trigonometric functions as well as analytic trigonometry. Covers linear systems and matrices as well as sequences, series, and probability to prepare for Calculus.

### **AP Statistics (Grade 12) MA 325H**

This course is designed to prepare students by exploring data with graphs and numbers, producing data by designing samples, experiments, and simulations, anticipating patterns by using the concept of probability, and statistical inference, where students make conclusions about parameters of interest. Students who take this course are strongly advised to take the College Board AP Statistics exam.

*Prerequisite: Senior level class that requires the successful completion of at least Algebra II with a "C" or better. All students are required to fill out an application along with the teacher recommendation before consideration.*



**AP Calculus (Grade 11/12) MA 323H**

This course prepares students for the AP Calculus AB exam. Its content is equivalent to the first semester of a standard college/university calculus course. The topics covered include limits, continuity, derivatives, integrals, and differential equations. It has rigorous homework demands. This course will prepare students for the AP Calculus AB exam.

*Prerequisite: Class requires the successful completion of at least Precalculus or equivalent with a "C" or better. All students are required to fill out an application along with the teacher recommendation before consideration.*

**IB Math Applications & Interpretations SL Year 1 (Grade 11) MA 315**

IB Math Applications & Interpretations SL Year 1 is the first year of a rigorous two-year course designed to create a solid mathematical foundation for students who enter the Diploma Programme with varied mathematical backgrounds. It offers students opportunities to gain a substantial amount of understanding of numerous mathematical concepts and topics. In addition, mathematical topics will be expanded upon to include any historical and international connections to ensure students are receiving a global mathematical experience. The IB Math Applications & Interpretations SL course includes the following list of core topics (not necessarily to be taught in this order): 1.) Number and Algebra, 2.) Functions, 3.) Geometry and Trigonometry, 4.) Statistics and Probability, and 5.) Calculus. This meets the UC "C" requirement for Mathematics.

*Prerequisite: Successful completion of Integrated Course 2 with a C- or better and approval by IB coordinator and guidance counselor.*

**IB Math Applications & Interpretations SL Year 2 (Grade 12) MA 315H**

IB Math Applications & Interpretations SL is the second year of a rigorous two-year course designed to create a solid mathematical foundation for students who are in the Diploma Programme. It offers students opportunities to gain a substantial amount of understanding of numerous mathematical concepts and topics. In addition, mathematical topics will be expanded upon to include any historical and international connections to ensure students are receiving a global mathematical experience. The IB Math Applications & Interpretations SL course includes the following list of core topics (not necessarily to be taught in this order): 1.) Number and Algebra, 2.) Functions, 3.) Geometry and Trigonometry, 4.) Statistics and Probability, and 5.) Calculus. This meets the UC "C" requirement for Mathematics.

*Prerequisite: Successful completion of IB Math Applications & Interpretations Year 1 with a C- or better and approval by IB coordinator and guidance counselor.*

**IB Math Analysis & Approaches SL Year 1 (Grade 11) MA 317**

The IB Mathematics Analysis and Approaches Year 1 Course has been designed for students with a good mathematical background and strong technical and analytical skills. The course will emphasize subject

comprehension rather than mathematical rigor and it will provide students the opportunity to apply mathematical techniques correctly into a wide array of realistic problems that will be based on various mathematical concepts such as Functions, Equations, Circular Functions, Algebra, Trigonometry, Statistics, and Probability. Nevertheless, the course will be challenging and will require high levels of mathematical skills as well as effort and commitment. This course will benefit those students who need a solid background in mathematics to prepare for future studies at university with career options in science, business, administration, or economics. *This meets the UC “C” requirement for Mathematics.*

*Prerequisite: Successful completion of Integrated Math III with a C- or better and approval by the IB coordinator and guidance counselor.*

### **IB Math Analysis & Approaches SL Year 2 (Grade 12) MA317H**

The IB Mathematics Analysis and Approaches Year 2 Course has been designed for students with a good mathematical background and strong technical and analytical skills. The course will emphasize subject comprehension rather than mathematical rigor and it will provide students the opportunity to apply mathematical techniques correctly into a wide array of realistic problems that will be based on various mathematical concepts such as Multivariate Statistics and Calculus. Nevertheless, the course will be challenging and will require high levels of mathematical skills as well as effort and commitment. This course will benefit those students who need a solid background in mathematics to prepare for future studies at university with career options in science, business, administration, or economics. *This meets the UC “C” requirement for Mathematics.*

*Prerequisite: Successful completion of IB Math Analysis & Approaches SL Year 1 with a C- or better and approval by the IB coordinator and guidance counselor.*

## **PHYSICAL EDUCATION**

**Required Units** as indicated under the Graduation Requirements section, students must pass 20 credits of PE in order to graduate.

**Department Grading Policy** A student’s P.E. grade is based on active participation, cooperation, sportsmanship, knowledge of rules and competence in each activity.

**CO-ED PE Required for Freshmen** All ninth graders (including those on an athletic team) are required to be enrolled in Course I.

**Medical Excuses:** Long-term medical excuses are accepted only when the Guidance Office receives a doctor’s note.

### **PE Dress Requirements**

The required physical education uniform is:

TOP – Plain gray t-shirt with students name on the front OR students may purchase an Aztec Logo P.E. shirt, Plain gray sweatshirts or students may purchase Azusa sweatshirts

BOTTOM - Black mesh shorts or students may purchase black mesh shorts from the school;  
White socks and tennis shoes

*Not Acceptable* - Cut-offs, hats, and logo shirts other than P.E.

Students may provide their own PE clothes as listed above or purchase them in the locker room after the first day of school. All clothes should be clearly marked with the student's first and last name.

**PHYSICAL FITNESS TEST** – State-mandated physical fitness testing is administered each year in March and April. Students must enroll in a P.E. class until the physical fitness test is passed.

### **Physical Education**

#### **Course I**

**PE16**

**Grade 9**

Provides daily exercise, promotes strength, flexibility and endurance. Dual sports, dance/rhythms, aquatics, and fitness activities are covered in Course I. Course I provides the first opportunity for students to pass the high school Physical Fitness test.

#### **Course II**

**PE42**

**Grade 10**

Provides daily exercise, promotes strength, flexibility and endurance. Team activities, gymnastics/tumbling, combatives, and fitness activities are covered in Course II.

#### **Weight Training/Conditioning**

**PE21**

**Grades 11-12**

Prerequisite: Completion of Course I and Course II.

This course includes weight training and other P.E. activities. This section is for the regular P.E. student.

#### **Athletics**

**PE26**

**Grades 9-12**

Prerequisite: For student-athletes only. Instructor permission required.

### **Sports P.E**

Students participating in (one) of the following sports and successfully completing the season receives 2.5 units of elective PE credit per sport. This elective Physical Education credit may be used in the 11<sup>th</sup> and 12<sup>th</sup> grade year, providing the Physical Fitness test has been passed and Course I & II have been completed.

#### **Fall**

Cheer  
Cross Country, Boys  
Cross Country, Girls  
Football  
Golf, Girls  
Tennis, Girls  
Volleyball, Girls

#### **Winter**

Cheer  
Basketball, Boys  
Basketball, Girls  
Soccer, Boys  
Soccer, Girls  
Wrestling

#### **Spring**

Cheer  
Badminton  
Baseball  
Golf  
Softball  
Swim  
Tennis, Boys  
Track, Boys & Girls

## SCIENCE

### **Biology** **SC411** **Grades 9-12**

Prerequisite: Concurrent enrollment in Integrated Math Course I and recommendation of current science teacher.

Biology is a college-preparatory laboratory science in the life science field and a critical study of all major groups of living organisms and their relationship to man and each other. This course meets the Life Science graduation requirement and the University of California and California State University science entrance requirements.

### **Honors Biology** **SC411H** **Grades 9-12**

Prerequisite: Concurrent enrollment in Integrated Math Course II and recommendation of current science teacher.

The curriculum in this course is more rigorous than the regular Biology class and is designed to prepare students for Advanced Placement courses. This course meets the Life Science graduation requirement and the University of California and the California State University laboratory science entrance requirements.

### **AP Biology** **SC414H** **Grades 11-12**

Prerequisite: All students are required to fill out an application with the teacher recommendation before consideration. Successful completion of Biology and Chemistry are required.

AP Biology is designed to be equivalent to an introductory college Biology course. The textbook is of a rigor expected of a college course. The content is addressed in a much deeper fashion and a much broader scope. Additionally, the lab work is much more technical and quantitative. Overall, this course demands a student of the highest caliber who is a critical thinker and academically disciplined. Students who take this course are expected to take the College Board AP Biology exam.

### **IB Biology** **SC410H**

This Biology higher level course covers the relationship of structure and function at all levels of complexity. Students learn about cell theory, the chemistry of living things, plant science and genetics, among many other topics to further their understanding of and learning about biology. Throughout this challenging course, students become aware of how scientists work and communicate with each other. Further, students enjoy multiple opportunities for scientific study and creative inquiry within a global context.

### **Chemistry** **SC415** **Grades 10-12**

Prerequisite: A "C" average or above in academic classes, including concurrent enrollment or completion of Integrated Math Course II, or permission from the instructor.

This is a college-preparatory laboratory science, which includes instruction in the structure of matter and the composition of substances, their transformation, analysis, synthesis and manufacture. This course is recommended for students interested in medicine, engineering or nursing. This course meets the Physical Science graduation requirement and the University of California and California State University science laboratory entrance requirement.

### **Honors Chemistry** **SC415H** **Grades 10-12**

Prerequisite: 1) A "B" or better in Honors Biology or an "A" in Biology, 2) concurrent enrollment in or have completed Integrated Math Course II and 3) recommendation of current science teacher.

This is a college preparatory course that requires proficiency in solving algebraic and logarithmic equations. The California State Standards (grades 9-12) for chemistry drives course content objectives.

<b>Physics</b>	<b>SC418</b>	<b>Grades 10-12</b>
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Prerequisite: A "C" or above in Integrated Math Course II or permission from the instructor.

This is a college-preparatory laboratory science which addresses the physical processes of electricity, atomic energy, mechanics, heat, light and sound. This course meets the Physical Science graduation requirement and the University of California and California State University laboratory science entrance requirements.

<b>AP Physics</b>	<b>SC421H</b>	<b>Grades 11-12</b>
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Prerequisite: All students are required to fill out an application along with the teacher recommendation before consideration.

## AP Physics C Mechanics (Semester 1)

This course is equivalent to a first-semester college physics class and designed to prepare students for the AP® Physics C: Mechanics Exam given in May, and for a career in STEM. This course follows the syllabus for that examination, and students passing the exam may receive college credit. The course requires and employs a basic understanding of calculus (differentiation and integration). The prerequisite calculus course may be taken concurrently (See Teacher if Calculus is not part of your coursework). Typically, four classes per week will be devoted to class work and lecture, and one class per week will be laboratory work.

Students who take this course are strongly advised to take the College Board AP Physics exam.

## AP Physics C Electricity and Magnetism (Semester 2)

AP Physics C is a national calculus-based course in physics. The learning objectives for this course are developed by the College Board. This course is equivalent to the pre-engineering introductory physics course for college and university students. The course emphasizes understanding concepts and skills and using those concepts and formulae to solve problems. Laboratory work is an integral part of this course. Students engage in inquiry-based activities to develop their understanding of the material of the course. Students work together in small groups to solve problems. Students present solutions to the class. See Teacher if Calculus is not part of your coursework.

## IB Physics SC419

The IB Diploma Programme physics course exposes students to this most fundamental experimental science, which seeks to explain the universe itself—from the very smallest particles to the vast distances between galaxies. Students develop traditional practical skills and techniques and increase facility in the use of mathematics, the language of physics. They also develop interpersonal skills as well as information and communication technology skills, which are essential in modern scientific endeavours—and are important life-enhancing, transferable skills in their own right. Students, moreover, study the impact of physics on society, the moral and ethical dilemmas, and the social economic and environmental implications of the work of a physicist.

**AP Computer Science Principles**      **IA719H**      **Grades 10-12**

Students work in teams to develop computational thinking and solve problems. Structured activities progress to open-ended projects and problems that require planning, documentation, communication, and other professional skills. Problems aim for ground-level entry with no ceiling: all students can successfully engage the problems while students showing greater achievement are challenged to work further. There are five primary course objectives. Students will develop problem solving and computational thinking skills, generate excitement about the field of computing, be introduced to computational tools that foster creativity, build

awareness of career opportunities in all fields for people with computational skills and consider issues raised by the present and future societal impact of computing.

## SOCIAL SCIENCE

**World History**                      **SS203**                      **Grade 10**

Required of all 10<sup>th</sup> grade students.

This class will emphasize major historical events from the French Revolution to the 20<sup>th</sup> century. Students will examine major turning points and conflicts in the shaping of the modern world.

**AP World History**                      **SS203H**                      **Grade 10**

Prerequisite: All students are required to fill out an application along with the teacher recommendation before consideration.

This course is designed for college bound sophomores. The course will utilize the World History curriculum to emphasize academic skills necessary for success in college including research, essay writing and test taking. Students who take this course are expected to take the College Board AP U.S. History exam.

**U.S. History** **SS208** **Grade 11**

Required of all 11<sup>th</sup> grade students, this course will survey the major events in U.S. History from Industrialism to Modern Times. In depth investigation of topics such as military involvement, reform movements, twentieth century foreign policy and economic influences will be included. Students will learn about contemporary economic, social, and global conditions affecting the United States and the world into the twenty-first century.

**AP U.S. History**                      **SS211H**                      **Grade 11**

Prerequisite: “B” in World History or “C” in Honors World History. All students are required to fill out an application along with the teacher recommendation before consideration. A writing sample and mandatory meeting are required. In this course, students will examine major turning points in American history in the twentieth century. Emphasis will be on the expansion of the Federal Government, growing tensions between the individual and the government, civil rights and women’s rights. America’s role as a world power will also be scrutinized in its historical role as it pertains to today’s world. This course will prepare students for the Advanced Placement examination in U.S. History, emphasizing writing and synthesizing skills. Students who take this course are expected to take the College Board AP U.S. History exam.

## IB History SS212H

The IB Diploma Programme history course is based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. This course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history.

<b>U.S. Government</b>	<b>SS214</b>	<b>Grade 12</b>	<b>Semester course</b>
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Required of all 12<sup>th</sup> grade students

This course is designed to inform the student of the U.S. Government's organization, structure, institutions, citizen's responsibilities and rights, political practices and government responsibilities and programs. This

course covers all three levels of government (i.e., state, local and national). Students will explore critical issues facing the U.S.A. and the world today. This course entails a community service unit.

**AP U.S. Government**                      **SS216H**                      **Grade 12**

Prerequisite: "B" or better in US History or "C" or better in AP U.S. History. All students are required to fill out an application along with the teacher recommendation before consideration.

This course covers principles of American government and politics, fulfilling the district graduation requirement in government. Emphasis is given to skills, which will lead to success in college, and on the Advanced Placement test on American government and politics. This course entails a community service unit. Students who take this course “are expected to” take the College Board AP U.S. Government exam.

<b>Economics</b>	<b>SS218</b>	<b>Grade 12</b>	<b>Semester course</b>
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Required of all 12<sup>th</sup> grade students.

This course will provide the student with an overview of how the individual and government function within the American economy. The law of supply and demand, money, banking and credit, competition vs. conglomeration and comparative economic systems will be studied. Students will be able to understand the roles of labor and big business in the development of the American economic system. This course satisfies the Economics graduation requirement.

**AP Psychology**                      **SS217H**                      **Grades 11-12**

Prerequisites: All students are required to fill out an application along with the teacher recommendation before consideration.

The purpose of this course is to introduce the systematic and scientific study of the behavior and mental processes of human beings and other animals. Included is a consideration of the psychological facts, principles and phenomena associated with each of the major subfields within psychology and the methods psychologists use in their science and practice. The aim of this course is to provide a learning experience equivalent to that obtained in most college introductory psychology courses. Students who take this course are expected to take the College Board AP Psychology exam. Satisfactory performance on the AP Psychology exam earns students credit for the comparable college level course.

## IB Psychology SS217

The IB Diploma Programme standard level psychology course aims to develop an awareness of how research findings can be applied to better understand human behavior and how ethical practices are upheld in psychological inquiry. Students learn to understand the biological, cognitive and sociocultural influences on human behaviour, and explore alternative explanations of behaviour. They also understand and use diverse methods of psychological inquiry.

**AP Human Geography**                      **SS221H**                      **Grades 9-12**

This course is designed to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environment consequences. They also learn about the methods and tools geographers use in their research and applications. Students who take this course are expected to take the College Board AP Human Geography exam.

**Latino Studies****SS835****Grades 11-12**

This college preparatory course presents an in-depth interdisciplinary study of the major developments in the distinct historical and cultural processes and lived-experiences of Chicanas/os-Latinas/os within the greater context of the “Americas”, with a particular emphasis of the Chicana/o-Latina/o within the United States. In this interdisciplinary course, students will investigate how intersections of the constructs of race, class, gender, and power have influenced the Chicana/o-Latina/o community’s struggle towards self-determination and social justice.

**SPECIAL EDUCATION****Reading Essentials****LA145R/C****Grades 9-11**

This course must be taken concurrently with English I, II, or III (if discrepancy is in reading/ writing).

This course is designed to help students master reading and writing through guided instruction in understanding literary and informational text, development of clear, coherent and focused essays and practice in narrative, expository, persuasive and descriptive essays.

**Resource Specialist Program (RSP)** - Placement determined by IEP Team. Students are served within the regular classroom with support from the RSP teacher or Instructional Aide. Students may enroll in Reading Essentials, Integrated Math Course I classes in RSP or SDC as determined by IEP team.

**Special Day Class (SDC)** - Placement determined by IEP team. Students may be enrolled in special education classes more than 50% of their day and may take all core classes within this program (English, Math, Social Studies and Science). Work Experience available

**VISUAL AND PERFORMING ARTS****Introduction to Art****FA605****Grades 9-12**

Introduction to Art is a course in which students will be exposed to and explore their knowledge of visual art. Students will learn techniques in the elements of art and the principles of art design. Students will learn the vocabulary of art and design, and the skill sets connected to art by practicing with creativity, imagination, and studio protocol. Students will do independent and group projects, assignments that emphasize line, color, perspective, drawing, composition, painting, 3-D, and mixed media. Students will study art from various cultures, as well as art history and the bodies of work from canonized and/or popularized artists. Full year meets UC/CSU “f” requirement and the ten-unit AUSD Fine Arts/Foreign Language graduation requirement.

**Advanced Art****FA607****Grades 10-12**

Advanced Art is an intermediate level course, in which students will expand their skills in drawing, painting, and 3-dimensional design. Students will develop their own individual style through teacher led art projects and specified project criteria. With the use of various art mediums such as, paint, charcoal, graphite, pastels, mixed media, etc., students learn through experimentation of new techniques and develop their own personal style and flair. Verbal and written art critiques, reflections and essays will aid with the development of the student artist. Full year meets UC/CSU “f” or “g” requirement, as well as the ten-unit AUSD Fine Arts/Foreign Language graduation requirement.

**AP Studio Art****FA609H****Grades 11-12**

AP Studio Art provides the opportunity for the visually inclined to excel and receive recognition on a national



scale. It allows students who are interested in the practical experience of art and wish to develop mastery in the concept, composition and execution of their ideas (C2). Students will have the opportunity to compare their work with other high school students throughout the nation, and helps them prepare an excellent portfolio for study at the college level. All students enrolling in the course are expected to submit an AP Drawing Portfolio and will be able to articulate their concepts through written reflection and class critiques, enabling students to analyze their own artwork as well as their peers .

### **IB Visual Arts**

**FA642**

The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in , experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

### **Introduction to Ceramics**

**FA610**

**Grades 10-12**

This course offers the student a wide range of activities in the clay medium, including hand construction, wheel-throwing and ceramic sculpture. It introduces ceramic vocabulary and helps the students recognize, analyze, and appreciate artistic craftsmanship in the ceramic arts. It is suggested that a year of beginning art be taken. Full year meets UC/CSU “f” requirement and the ten-unit AUSD Fine Arts graduation requirement.

### **Advanced Ceramics**

**FA612**

**Grades 11-12**

Prerequisite: Successful completion of Introduction to Ceramics with a C+ grade or higher.

This course is a pre-vocational or pre-college level ceramics course in which design problems in clay construction, glaze and surface enhancement, aesthetic evaluations and studio processes are defined and pursued as individualized student goals. Class may be repeated and taken concurrently for credit. Full year meets UC/CSU “f” or “g” requirement and the ten-unit AUSD Fine Arts graduation requirement.

### **Marching Band**

**FA618**

**Grades 9-12**

**Semester/Fall**

This course is designed to provide instruction for all marching units, including band, dance and pageantry with an emphasis on the fitness of the body and the mind. During the fall semester, precision drills and marching routines are covered with special emphasis on half-time and parade routines and on physical fitness for health and performance. The class meets 7<sup>th</sup> period in the fall only with rehearsals and performances outside the regular school day. This course meets the California Standards for Music. Students will earn 5 units towards Fine Arts credit for graduation. This course may be repeated for a total of 20 credits.

### **Concert Band**

**FA620**

**Grades 9-12**

Concert Band is a visual and performing arts course with emphasis in instrumental music performance. Students will study instrumental techniques and perform a varied repertoire of music. Students will have opportunities to listen to and analyze music, and study music theory. Students will study artistic expression and develop an appreciation of a wide variety of music. Performances and rehearsals outside of class are required. This course meets UC/CSU “f or g” requirements. This year-long course earns 10 units of Fine Arts credit.

### **Wind Ensemble**

**FA621**

**Grades 9-12**

Prerequisite: 2 years Concert Band and audition / permission by instruction.

<b>Jazz Ensemble</b>	<b>FA622</b>	<b>Grades 9-12</b>	<b>Semester/Spring</b>
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<b>Concert Choir</b>	<b>FA626</b>	<b>Grades 9-12</b>
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<b>Orchestra</b>	<b>FA602</b>	<b>Grades 9-12</b>
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<b>Piano</b>	<b>FA635</b>	<b>Grades 9-12</b>
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<b>Mariachi Ensemble</b>	<b>FA103</b>	<b>Grades 9-12</b>
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IB Music FA641

25

musical elements, including form and structure, notations, musical terminology and context. Through the course of study, students become aware of how musicians work and communicate.

## Attached Units

ND903

## Grades 9-10

Prerequisite: Audition and permission by instructor

Attached Units is for students who are part of the Pageantry team. Students will participate in various aspects of movement and equipment training. Students will learn about creative expression and will study the heritage and history of dance. Those goals will be accomplished by various activities and performances throughout the year. Students will perform with the marching band and in other competition settings. Students will also focus on the ability to work in a group situation while developing performance and composition skills. Practices and performances outside the school day are required. This course is aligned to the State of California Visual & Performing Arts Standards. Students will earn 10 units of Fine Arts credit towards the graduation requirement.

## Introduction Drama

**FA614**

## Grades 9-12

This course will emphasize an introduction to the theater arts and the development of all aspects of theater production. Instruction will consist of acting, beginning group exercises, individual and group pantomimes and improvisations. This may culminate in a production towards the end of the 1<sup>st</sup> semester. The study of the history of theater through projects, reports and observation of film will also take place. If schedule permits there will be a children's theater tour created for the elementary schools in our district both semesters. Full year meets UC/CSU "f" requirement and the ten-unit AUSD Fine Arts graduation requirement.

## Advanced Drama

**FA616**

## Grades 10-12

Prerequisite: Successful completion of Introduction to Drama. Approval by instructor only.

Individual and group acting projects and leading such assignments with beginning drama in acting, direction, writing and producing of original and professional scripted stage plays. If schedule permits there will be a children's theater tour created for the elementary schools in our district both semesters. The advanced student will lead smaller groups in preparation for such performances across the district. This course will emphasize a continuation of study to the theater arts and the development of all aspects of theater production. Instruction will consist of acting, beginning group exercises, individual and group pantomimes and improvisations. This may culminate in a production towards the end of the 1<sup>st</sup> semester. The study of the history of theater through projects, reports and observation of film will also take place. Full year meets UC/CSU "f" requirement and the ten-unit AUSD Fine Arts graduation requirement.

## WORLD LANGUAGE

All courses listed meet the Foreign Language (“E”) requirements for the University of California and the California State Universities, when the final course grade is a C or better. One year required for high school diploma; two years of the same language required for university (Cal State/UC), however, three years are recommended.

## Spanish I

FL502

## Grades 9-12

This is a one year course - two consecutive semesters. Students will learn how to speak, understand, read and write simple Spanish. Basic grammar and vocabulary will be emphasized. Students will be introduced to the cultures and civilization, which comprise the Spanish-speaking world.

## Spanish II

**FL503**

## Grades 9-12

This is a one year course - two consecutive semesters. Successful completion of Spanish 1 with a C or better, or instructor approval is required to enroll in the course. Students will continue to study the basic and intermediate verb tenses with more focus on the past and the future. There will be increased emphasis on listening, speaking, reading and writing skills as well as further exploration of the Spanish-speaking world, its cultures and civilizations.

**Spanish III FL504 Grades 10-12**

This is a one year course - two consecutive semesters. Successful completion of Spanish 2 with a C or better, or instructor approval is required to enroll in the course.

Spanish III is the continuation of Spanish II with more emphasis placed on the four skills of listening, speaking, reading, and writing. The focus will be on developing a greater ability to speak and write in Spanish using more complex grammatical structures. Knowledge of the Spanish speaking world will be stressed, including an introduction to literature in Spanish.

**Spanish for Spanish Speakers I FL506 Grades 9-12**

Prerequisite: Placement test or instructor approval.

This class is geared to native speakers of Spanish. Emphasis will be placed on writing, reading, speaking and vocabulary development through the study of literature, culture and authentic experiences. This course meets World Language requirements.

**Spanish for Spanish Speakers II FL507 Grades 9-12 Year**

Prerequisite: Successful completion of Spanish Speakers I with a C or better and approval of instructor

This class is geared to native speakers who are interested in expanding their reading, writing and oral communication skills. The focus will be on authentic pieces of literature with an introduction to literary analysis, comparison and composition. This course meets World Language requirements.

**AP Spanish Language/IB SL/ HL Y1 FL508H Grades 10-12 Year**

Prerequisites: Must meet two of three requirements: Passing of Spanish III/Spanish Speakers II with "C" or better; minimum 2.5 GPA, minimum SBAC level of Nearly Meets Standard or above in Language Arts. All students are required to fill out an application along with the teacher recommendation before consideration.

This class will provide the advanced Spanish language learner with the opportunity to use Spanish for active communication in a course that is equivalent to a third-year college course. This course satisfies the Azusa Unified School District's California universities' requirement for foreign language. Students who take this course are strongly advised to take the College Board AP Spanish Language exam. This class satisfies the requirements for both College Board Advanced Placement and the International Baccalaureate program.

**AP Spanish Literature/IB HL Y2 FL509H Grades 11-12**

Prerequisites: Must meet at least two of four requirements: a score of three or better in the AP Spanish Language exam; a grade of B or better in the AP Spanish language class; minimum of a 2.5 GPA, minimum SBAC level of Almost Meeting Standard or above in Language Arts. All students are required to fill out an application along with the teacher recommendation before consideration.

This course approximates the introductory literature course taught at the college level. The reading list is an inclusive list, which introduces students to the diverse literature written in Spanish. The readings help them reflect on the many voices and cultures included in Spanish and Latin American literature. Colleges and universities easily identify this course as a third-year college introduction to Hispanic Literature. Students who take this course are strongly advised to take the College Board AP Spanish Literature exam. This class satisfies the requirements for both College Board Advanced Placement and the International Baccalaureate program.

This is a one year course - two consecutive semesters. The course is designed to be an introduction to the French language and the many cultures and civilizations that make up the French speaking world. Students will gain a basic working knowledge of speaking, listening, reading and writing in French.

This is a one year course - two consecutive semesters. Successful completion of French 1 with a C or better, or instructor approval is required to enroll in the course.

**French III** **FL515** **Grades 11-12**

This is a one year course - two consecutive semesters. Successful completion of French 2 with a C or better, or instructor approval is required to enroll in the course.

Focus: more expanded vocabulary and continued expansion of verb tenses and modes, grammar rules and structure, and culture. This level will also include a thorough concentration in spoken French. Readings will include selections of literature from around the Francophone world. Depending on enrollment, this course may be taught concurrently with French IV as an alternating curricular course cycling through two years of advanced French.

Prerequisites: Must meet three of four requirements: Successful completion of French III with a B or better, and 2.5. GPA or above. All students are required to fill out an application along with the teacher recommendation before consideration.

The class will provide the advanced French language learner with the opportunity to use French for active communication in a course that is equivalent to a third-year college course. This course satisfies the “e” requirement for foreign language. Students who take this course are strongly advised to take the College Board AP French exam.

This course provides instruction and practice in vocabulary, sentence structure, elementary conversation, and literature, with an emphasis on visual receptive skills. This course meets the "a-g" requirement.

Successful completion of ASL 1 with a C or better, or instructor approval is required to enroll in the course. ASL II introduces students to concept centered vocabulary; classifiers and depicting verbs, as well as the concepts for translating written English into ASL. This course meets the "a-g" requirement.

Successful completion of ASL II with a C or better, or instructor approval is required to enroll in the course. ASL III focuses on expressive skills and translation. Students will improve understanding of signing space, roll shifting, and referencing. ASL III includes concepts on the creative use of Sign Language as well as

interpretation from written English to ASL. This course meets the "a-g" requirement.

**AVID**

**AVID** courses feature tutors and college students, who lead discussions and analysis of the academic subjects, in which the students are enrolled. Students enrolled in the class are required to complete weekly timed writings, and analytical discourses in all subjects. In addition, students are required to make oral presentations to the class on topics related to career research, college entrance, contemporary issues, and social concerns, all the while focusing on a culminating senior paper, portfolio, and/or project.

**AVID** students working with the tutors are expected to participate in, and eventually act as moderators for Socratic Seminars. These discussions move beyond didactic instruction, and assist students in gaining multiple perspectives on texts and supporting arguments, with clear reasoning and evidence, and developing their critical thinking skills to the extent necessary for success in college.

**AVID 9** **ND913** **Grade 9**

**Prerequisite:** Selection process, 2.4 – 3.5 GPA

The AVID (Advancement Via Individual Determination) course is an elective class for students who are college-bound. The AVID curriculum focuses on writing, inquiry, collaboration and reading (WICR) through both teacher and tutor-led activities. While concurrently enrolled in a college-prep (A-G) course of study, students learn strategies to enhance success. Note-taking, outlining, writing, speaking, reading, test-taking strategies and self-awareness are all developed and integrated. In addition, the course offers team-building activities and intensive preparation for the CAHSEE, ACT, and SAT.

**AVID 10** **ND914** **Grade 10**

**Prerequisite:** Selection process, 2.4 – 3.5 GPA

The 10<sup>th</sup> grade AVID (Advancement Via Individual Determination) class is a continuation of the 9<sup>th</sup> grade class. The AVID course is an elective class for students who are college-bound. The AVID curriculum focuses on writing, inquiry, collaboration and reading (WICR) through both teacher and tutor-led activities. While concurrently enrolled in a college-prep (A-G) course of study, students learn strategies to enhance success. Note-taking, outlining, writing, speaking, reading, test-taking strategies, and self-awareness are all developed and integrated. In addition, the course offers team-building activities and intensive preparation for the ACT, and SAT.

**AVID 11** **ND915** **Grade 11**

This AVID (Advancement Via Individual Determination) class is a continuation of the 10<sup>th</sup> grade class. In addition to the skills learned in grades 9 and 10, the AVID course for junior year prepares students for entrance into four-year colleges by emphasizing analytical writing, preparation for college entrance and placement exams, college study skills, oral language development, note taking and research. Students are expected to participate in and eventually act as moderators for Socratic Seminars and other student-led discussions. In addition, students are required to make oral presentations to the class on topics related to career searches, contemporary issues and social concerns.

**AVID Senior Seminar**                      **ND916**                      **Grade 12**

AVID (Advancement Via Individual Determination) Senior Seminar builds upon the skills learned during grade 11 in addition to guidance for college selection and application processes, scholarship applications, and

financial aid assistance. Senior students will focus on reinforcing college level skills such as public speaking and active reading. In addition, they will further develop their research skills through class discussions, group projects, a final research paper on leadership, poverty, or community issues, and a final, culminating portfolio. The goal is for seniors to leave Azusa High with a strong sense of community, self-awareness, and well-rounded interests to inform future academic and professional plans.

<b>ROTC I</b>	<b>ND920</b>	<b>Grades 9-12</b>
<b>ROTC II</b>	<b>ND921</b>	<b>Grades 10-12</b>
<b>ROTC III</b>	<b>ND922</b>	<b>Grades 11-12</b>

**Army Junior ROTC Program** compliments the curriculum and overall educational program of Azusa High School. This elective course teaches leadership through active participation, self-discipline, organizational skills, as well as a thorough understanding of ethics, respect, integrity, and community service. Health education, first-aid and physical fitness complement the curriculum utilizing a hands-on method approach. Finally, a history of citizenship, U.S. Government fundamentals, financial management and the skills necessary to be a dynamic participant in society are covered.

<b>ROTC IV CERT</b>	<b>ND923</b>	<b>Grade 12</b>
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This course is focused on building the high level leadership skills required for participating and leading Community Emergency Response Teams (CERT). CERT is a Federal Emergency Management Administration program that educates individuals about disaster preparedness for hazards that may impact their area and trains them in basic disaster response skills. The goal of the course is to develop leaders who can be effective in emergency situations by using their people skills, knowledge of logistics and teamwork, sense of civic duty, as well as deep understanding of standard procedures in community emergencies. The course comprises the senior year of Army JROTC curriculum including content from prior years such as leadership, personal growth, team building, service learning, citizenship, and government. The additional CERT content teaches fire safety, light search and rescue, team organization, disaster psychology, potential terrorist scenarios and disaster medical operations.

Classroom learning is augmented by reading, essay writing, reflective journal writing, group work, skills practice, and simulations. Students will develop a capstone service learning project focused on community emergency response including a disaster simulation service-learning project.

<b>Leadership</b>	<b>ND931</b>	<b>Grades 9-12</b>
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Prerequisite: Elected or appointed to a position in student government and/or permission of instructor. This course is designed for a student who is active in student government, to provide opportunities for sharing in decision-making, planning and communication. Meets related graduation requirements. Students must complete an application and go through an interview process to be considered.

<b>Pep Squad/Cheer</b>	<b>ND930</b>	<b>Grades 9-12</b>
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Prerequisite: This course is restricted to members of the pep squad. In this class, members of the squad will prepare and practice routines for rallies, games, competitions and other special performances. Students receive PE elective credit for this class.

**Yearbook ND942 Grades 10-12**

Prerequisite: All students must have a score of "Basic" or above in their STAR English CST.

Note: This course explores the fundamentals of layout, headline and copywriting, digital publication, photography, artwork, and advertising. Students in this class actually create the yearbook. This course does not meet the CSU Fine Arts entrance requirement. One semester of this class counts towards the AUSD Fine Arts requirements; however, students must commit to the full year. New students may not enroll at the beginning of the spring semester. Course may be repeated for credit.

**IB TOK**

TOK is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It is a core element which all Diploma Programme students undertake and to which all schools are required to devote at least 100 hours of class time. TOK and the Diploma Programme subjects should support each other in the sense that they reference each other and share some common goals. The TOK course examines how we know what we claim to know. It does this by encouraging students to analyse knowledge claims and explore knowledge questions.

**Work Experience Education ND938 Grades 11-12 Semester/Year**

Prerequisite: Must be employed; at least 16 years old; and has junior or senior standing.

To receive credit for Work Experience, students must attend class one period per week; have a valid work permit (and other legal paperwork); and complete weekly-related instruction assignments.

**Obtaining a Work Permit:** Work permits are required for any student who is employed and is not yet 18 years old. Issued to students who exhibit good school attendance, arrive to class on time, and are passing all classes. Forms are obtained from the Career Center.

**Lab. Asst. Tech ND926 Grades 11-12 Semester/Year**

Students will assist the teacher in setting up the lab and keeping it organized. Teacher or department chair approval.

**Teacher Aide ND925 Grade 11-12 Semester/Year**

Prerequisite: 2.0 GPA, acceptable attendance, and teacher approval.

Students earn elective credit working as aides for classroom teachers. This course meets the career-related graduation requirement. Students must also be approved by the receiving teacher.

**Office Service ND928 Grade 11-12 Semester/Year**

Prerequisite: 2.0 GPA, acceptable attendance, and counselor approval.

Under the direction of office staff, students will learn various phases of office operations. Meets the career related graduation requirement. Students must also be approved by the receiving office.

**\*No more than 10 elective credits may be earned in Teacher Aide, Office Service.**

**Counseling 145 Career/Life Planning Grade 11-12 Semester**

Through personal exploration, occupational research and the study of contemporary work issues, students will



increase their understanding of the relationship of the individual to the economic community and develop individual career plans.

### **Counseling 160**

**Grade 11-12**

**Semester**

#### **Strategies for College Success**

A course designed to give students the opportunity to create and change their habits and vision in order to have a rich, full, and rewarding scholastic life through adoption of positive attitude and critical thinking techniques. The course integrates the intellectual, physiological, social, and psychological aspects of being a college student. Learning strategies will be introduced that can be immediately and continuously applied so that students leave the course with confidence, enthusiasm, and a passion to succeed.

### **MUSE 113**

**Grade 11-12**

**Semester**

#### **History of Rock and Roll**

This course focuses on the rock musician, the music and the manner in which sociological, political, and economic conditions merged in the evolution of this art form. Listening and classroom discussion will be stressed.

#### **Administration of Justice 101 Introduction to the Administration of Justice (Fall or Spring)**

This course introduces students to the characteristics of the criminal justice system in the United States. Focus is placed on examining crime measurement, theoretical explanations of crime, responses to crime, components of the system, and current challenges to the system. The course examines the evolution of the principles and approaches utilized by the justice system and the evolving forces which have shaped these principles and approaches. Although justice structure and process is examined in a cross cultural context, emphasis is placed on the U.S. justice system, particularly the structure and function of U.S. police, courts, and corrections. Students are introduced to the origins and development of criminal law, legal process, and sentencing and incarceration policies.

#### **Administration of Justice 102 Concepts of Criminal Law (Fall or Spring)**

The philosophy and historical development of law, including the provisions of the U.S. Constitution. The concepts and definitions necessary to relate court decisions to statutes including those specific to correctional institutions.

## **Counseling Services**

Comprehensive counseling services are provided to all students. Counselors assist students with academic planning including the Four-Year Plan, career, and personal/social development through classroom guidance as well as individual and group counseling. The goal of the AHS Guidance Department is to guide students towards successfully completing all the requirements to obtain a high school diploma and be college and career ready.

## **Naviance**

Naviance is an American "college and career readiness software provider" that partners with high schools and other K–12 institutions to provide students with college planning and career assessment tools. Counselors will provide students with grade level assignments each school year. Parents may log in to the Naviance portal to learn more about college and career planning.

## College & Career Center

Many valuable services are available to students in the Azusa High School College & Career Center. It is open every day on a drop in basis. Some of the services that students can take advantage of in the College & Career Center include: Career and College information, FAFSA and scholarship assistance, Naviance support and Work permits (any working student under 18 years of age must have a work permit).

## Textbooks

Azusa High checks out textbooks to all students through the Library. Students must show their photo I. D. card with the bar coded student number and their schedule. The appropriate books will be checked out to the student. All students will have access to a textbook to take home for the core classes. If a textbook and/or library book is lost, damaged or stolen, the replacement must be made at the expense of the student to whom the book is issued. Some textbooks are available electronically, refer to individual teachers for course codes.

When returning textbooks, remember...

- **The number on the textbook turned in MUST match the number of the book checked out.** (Just because you are turning in a book does not mean that your debt is cleared. There have been cases where another student's book was stolen and turned in for credit. This will not be permitted.)
- All textbooks from one school year must be turned in (or paid for) before books for the next year will be checked out.

## Testing Programs

Some of the following tests are given at Azusa High. Below is a list of those testing programs. Check the school website for links to these resources.

Advanced Placement Tests (AP)

Armed Services Vocational Aptitude Battery (ASVAB)

General Education Development Test (GED)

Scholastic Aptitude Test (SAT)

California Science Test (CAST)

American College Tests (ACT)

California High School Proficiency Exam (CHSPE)

Preliminary Scholastic Aptitude Test (PSAT)

English Language Proficiency Assessments for California (ELPAC)

### State Testing (ICA & SBAC)

This is the testing that all 11<sup>th</sup> grade students complete in April.

- It's good practice for other tests you take
- It may help you to get other awards or scholarships
- It may qualify you for special programs
- It teaches good self-discipline
- It gives you a gauge of how you compare with other students

## Recognition & Academic Awards Programs

### Renaissance

The ASB honors student achievement twice each year in a school wide assembly based on semester grade point averages. Gold, Silver and Bronze awards are given along with Most Improved GPA.

### Honor Roll

Students may be recognized for earning one of two levels of honor including:

Silver Honor Roll	GPA of 3.25 – 3.75 or
Principal's Gold Honor Roll	GPA of 3.76 and above

At the end of each semester, students automatically qualify for the honor roll based on their total GPA (grade point average).

**National Honor Society (NHS).** The goal for many students is to be recognized for their academic achievement by wearing a white and blue cord at graduation signifying they are a life member of the National Honor Society. To obtain this goal, students must maintain a “B” average in a minimum of five subjects each semester for six semesters. No candidate may have a “D” or “F” grade during the semester that counts toward possible membership. Since membership is neither automatic nor compulsory, the student must update their initial application for membership showing their involvement in a school activities and the performance of a minimum of 25 hours of community service learning each semester.

**California Scholarship Federation (CSF).** CSF is a state-wide organization which exists to foster the highest standards of scholarship and citizenship at the high school level. While it is difficult to qualify for membership, those who meet the requirements receive a gold seal on their diploma along with special recognition at graduation. This distinction also entitles them to apply for CSF only scholarships offered by more than fifty colleges and universities throughout California.

Membership in CSF is neither automatic nor compulsory. Students do not receive credit for CSF merely by qualifying. They must meet all membership criteria to have a semester count which includes attending a minimum number of meetings and participation in service projects. Membership for the current semester is based on the student's grades from the previous semester. An eligibility list is issued at the beginning of each new semester. Students are automatically disqualified if they have “D” or a “F” in any class. Applications for CSF are available in the Guidance Office. At graduation, there are three levels of recognition for active CSF members:

- *CSF Membership* signifies membership in CSF for three or more semesters with one semester in the senior year (gold tassel).
- *Life Membership* signifies membership during four of the last six semesters with one semester in the senior year (gold cord, *gold tassel*).
- *100% Members* are those who were a member for six out of the last six semesters (gold cowl, gold tassel).

#### **Summa Cum Laude—Magna Cum Laude**

Summa Cum Laude	GPA of 4.0 or better	Silver Cord
Magna Cum Laude	GPA of 3.75-3.99	White Cord

#### **State Seal of Biliteracy Award**

The Seal of Biliteracy is an award given by a school, school district, or state in recognition of students who have studied and attained proficiency in two or more languages by high school graduation. Our vision is to help students recognize the value of their academic success and see the tangible benefits of being bilingual. The Seal of Biliteracy encourages students to pursue biliteracy, honors the skills our students attain, and can be evidence of skills that are attractive to future employers and college

admissions offices. Requirements include: English Language Arts 2.0 or higher, SBAC ELA Standard met or Standard Exceeded, demonstration of proficiency in a language other than English with a score of 3 or higher on a foreign language AP exam or IB examination with a 4 or higher.

### **Golden State Seal of Merit Diploma**

At the time of graduation, students must be eligible to receive a high school diploma. For English Language Arts, Math, Science and US History students must earn a grade of B or better in grades 9 or 10 or 11 each semester and earn a B or better in two additional subject areas not previously counted to qualify.

### **Senior Awards Assembly**

This is an evening event to honor our senior class with academic achievements and to give various awards. Everyone is invited to attend. Awards include medallions, certificates, and plaques.

### **Senior Scholarship Night**

Scholarships are given to seniors at this very special event. Students are selected by the Scholarship Committee for excellence, outstanding improvement, and participation.

## **STUDENT EXPECTATIONS**

### **School-Wide Behavior Statement of Purpose**

Azusa High School is committed to providing a 21<sup>st</sup> century, global education that emphasizes critical thinking, effective communication, and respect for diversity. In order to create successful citizens that are college prepared and career ready, we provide a safe and positive environment that is supported by collaborative community involvement.

### **BEHAVIORAL EXPECTATIONS**

**Be Safe**

**Be Respectful**

**Be Responsible**

## Positive Behavior Interventions and Support (PBIS)

Azusa High School prides itself on being a safe campus. The main goal of our discipline policy is to have procedures that provide a place that is conducive to student learning and achievement. All students are expected to behave and conduct themselves in a manner that is appropriate to facilitate the educational process. The students, faculty, and administration of Azusa High School strongly believe that discipline is vital to promote an atmosphere of student behavior necessary to achieve and maintain high academic and moral standards.

The listing of the minimum and maximum actions serves as a guideline to bring consistency of discipline and fairness to students of Azusa High School. A violation may warrant a minimum or maximum disciplinary action, dependent upon the situation, circumstances, and previous behavior of the student. Maintaining discipline on the Azusa High School campus is the responsibility of all students, faculty, staff, administration, and parents. **Even though an offense may not be listed in this handbook, students are expected to use common sense and good judgment. Reasonable consequences are determined by administration in all situations, published or not.**

## Academic Honesty Policy

Azusa High School values excellence in learning and respect for the intellectual property rights of others.

- **Cheating** is intentionally using dishonest methods for one's own gain.
- **Plagiarism** is copying another person's ideas and/or works without giving credit.

Examples of Cheating and Plagiarism include, but *are not limited* to the following:

1. Turning in any work that is not the student's own work
2. Copying another student's work or class assignments
3. Copying or presenting any portion of an author's work without proper citation (For example: internet sources, Cliff Notes, Spark Notes, etc.)
4. Copying or presenting any portion of a musician's, artist's, or public speaker's work without proper citation
5. Allowing another student to copy your work or class assignments
6. Putting your name on someone else's paper/project
7. Copying another student's answers on an individualized quiz/test
8. Giving another student help on an individualized quiz/test
9. Possession of or using a "cheat sheet" on a quiz/test
10. Tampering with a teacher's grade records
11. Stealing and/or selling quizzes/exams (Consequences for theft also apply.)
12. Possession of or using teacher manuals/solution manuals (Consequences for theft also apply.)
13. Using electronic devices/cell phones during quizzes/exams for any reason, even to check the time of day
14. Talking/communicating during a quiz/test
15. Providing a copy of a test or assignment to a student
16. Hacking into a computer database of tests and retrieving one to distribute (Consequences for theft in the electronic system will apply).

### First Offense

- Student receives a grade of zero on the assignment/test, etc.
- Teacher contacts parent
- Teacher counsels/conferences with students as needed
- Referral to administration

### Second Offense

- Student receives a grade of zero on the assignment/test, etc.
- Teacher contacts parent
- Referral to administration
- Student will receive one day of In-House suspension
- Administrator will contact parent to advise of In-House Suspension

### Third Offense

- Student receives a grade of zero on the assignment/test, etc.
- Teacher contacts parent
- Referral to administration
- Student will be suspended out of school for 3 days including a parent contact/conference
- **For the remainder of the school year, the Student may NOT participate in any activities, athletics, or organizations, including but not limited to: holding office, representing the school, honorary awards, etc.**
- Student will be removed from prom, Grad Night, etc.

## Student Behavior

1. A clean campus is to be maintained at all times.
2. All students shall remain on campus during school hours. No student may leave campus or the classroom without proper written authorization issued by a school office or staff. Students leaving without authorization will be considered truant.
3. Students shall not loiter or create disturbances.
4. Students must leave campus at the end of their school day, unless they are in a co-curricular activity.
5. Use or possession of cigarettes, alcohol, drugs, or any paraphernalia is prohibited.
6. No gambling is allowed on the campus.
7. Possession of marking pens, permanent markers, or other means of graffiti is prohibited.
8. Inappropriate public display of affection is prohibited on campus.
9. Students shall adhere to courtesies commonly observed in society.
10. Cheating is not to be condoned in any form.
11. Conduct at assemblies shall be courteous and attentive.
  - a. Applause is the accepted expression of approval. (Whistling, loud noises, booing or name calling are not acceptable.)
  - b. Reading and/or talking during a program is rude and disrespectful.
12. Other activities not appropriate are the use of roller blades, water pistols, super-soakers, water balloons, laser pointers and other devices that might disrupt school; Hazing or harassing of students, birthday bashing, gambling (such as flipping or pitching coins, rolling dice, etc.)
13. Reckless driving or riding on or about the school property in such a manner as to endanger persons or property is not acceptable; this includes cars, bicycles, and skateboards.
14. **Unauthorized Advertising:** No materials (flyers, advertisements) may be distributed on the school premises without prior school administration approval.
15. Students may sell items on campus during approved sales periods according to the ASB approved event

form on file in the ASB office.

## Assemblies

Assemblies are held for the purposes of promoting school spirit and highlighting academic accomplishments. During these events, the following Assembly Code applies:

### *Assembly Code*

- Students will show respect for the flag and flag salute.
- Students will be a good audience.
- Students will show appreciation through applause and not through whistling and other noises including calling out peoples' names.
- Students will remain for the entire assembly.
- Students will not throw anything at anyone.
- Students will not make any rude noises or gestures and will refrain from all other inappropriate behavior.
- Students will protect furniture and other equipment in all facilities of the school.
- Students will not bring food or drink into the assembly.
- Students will not wear any head coverings in the assembly as per the Dress Code.
- Students will enter/exit the assembly in a safe and orderly manner.

Students may be removed from the assembly or suspended from future assemblies if they do not follow the behavior expectations.

## Dress Code

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process. Each school shall allow students to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Ed. Code 35183.5)

In addition, the following guidelines shall apply to all regular school activities:

1. Shoes must be worn at all times.
2. Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles, etc.) shall be free of graffiti, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice or anything gang-related.
3. Only school approved Azusa Aztec hats ("A" logo), college hats, or black-blue-gray-white plain hats (no insignia, letters, pictures, etc.) will be permitted to be worn on campus. Hats, caps and other head coverings [including beanies] shall not be worn indoors.
4. Clothes shall be sufficient to conceal undergarments at all times.
5. Gym shorts may not be worn in classes other than physical education.

## Gang-Related Apparel

Gang-related apparel at school or school activities is prohibited. It is defined as any clothing which could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Ed Code 32282) Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed and updated whenever related information is received.

Note:

- At Azusa High, certain logos (**A13, 13, F, P, S, etc.**) are not permitted on any clothing, hats or belongings. Other items may be prohibited by the school administration for reasons stated above.
- Dress Code items that are confiscated may be picked up in the Guidance Office.

Consequences:	Minimum Action:	Warning/Counseling/Parent Conference
	Maximum Action:	Suspension/Expulsion

## Hat Wearing Policy

Only Azusa High School approved hats will be permitted to be worn on campus. Examples of approved hats are the Azusa High baseball, football and golf hats. Also permitted are college hats with a college name/logo. Finally, blank hats are permitted (colors-black, blue, white, gray) with no insignia of any kind. Hats that are not permitted are pro style hats from MLB, NFL, NHL, etc. Any hat affiliated with any type of gang affiliation will not be permitted to be worn on campus and confiscated. Please visit our website at [azusahighschool.net](http://azusahighschool.net) to see pictures of approved hats and to read more about our hat policy. Hats will be available for purchase on campus.

## Electronic Devices

Unauthorized use of electronic devices used during instruction causes disruption. The District encourages students to leave personal items such as iPods, MP3 players, cell phones, recreational equipment, etc., at home. In any event, the District will not be held responsible for any personal items which are lost, stolen or damaged. In order to protect instructional time for all students, the following policy is in place:

1. Electronic devices (cell phones, iPod, MP3 player, speakers, PSP, Game Boy, still or video cameras, etc.) are easily stolen and cause major disruptions at the school. Leave them at home!
2. Electronic devices are to be turned off (not vibration mode) during class periods.
3. Students may NOT use any electronic device, including cell phones, during class periods without the express permission of an administrator, teacher or another District employee.
4. School time will not be used to search for stolen or lost electronic devices. In the case of lost or stolen electronic devices, the school and the District shall NOT be deemed responsible for its replacement or damage.
5. No student shall use an electronic signaling device with camera, video or voice recording function in a way or under circumstances which infringe on the privacy rights of others.
6. Electronic devices used during restricted times will be confiscated. They may be picked up in the Main Office 3:00 PM on the day AFTER it is confiscated by parent/guardian only.

**1<sup>st</sup> Offense** (Warning): Student conference with individual teacher and confiscation

**2<sup>nd</sup> Offense** (Removal): Parent to pick up from site administrator

**3<sup>rd</sup> Offense** Administrative Discretion



Students may not use a listening device or recording device in a classroom without the prior approval of the teacher and the principal. (Ed. Code 51512) This includes recording anybody or any activity in a classroom whether the class is held inside or outside. Consequences for this are determined by the administrator.

## Markers / Graffiti Tools

Permanent markers and other graffiti tools are not to be brought to school at any time. If you possess them:

- They will be confiscated
- You may be suspected of graffiti on campus which could lead to other consequences
- You may be assigned detention or campus beautification at lunch or after school
- Your belongings will be searched. (Possession of one banned item at school causes suspicion that you may have other banned items that could endanger safety or cause vandalism)
- You may be suspended or cited for possessing a graffiti implement

## Confiscated Items

All items taken away from students, other than electronic devices, are given to a site administrator. Those items will be given to the parent/guardian in person in the office or they can be picked up by the student on the last day of school provided that they are not an illegal item.

## Bicycles / Skateboards / Scooters

1. Do not ride or stand on bicycles, skateboards or scooters on campus. You must carry / walk them while on campus. Walk them from the sidewalk into the school.
2. Lock bicycles in the bike racks which are available in the student parking lot. Lock up skateboards/scooters on the skateboard rack.
3. If you ride them on campus, they will be taken away. On the first offense, you will get it back the next school day 15 minutes after school ends. On the second and following offenses, longer and additional consequences may apply.
4. Do not ask a staff member to hold these items for you.

## Search and Seizure

In accordance with a United States Supreme Court ruling, administrators with “reasonable suspicion” may search students and/or their property may be searched for contraband by school personnel in an effort to maintain a safe and orderly school environment where an education may be accomplished in an atmosphere of law and order.

## Student Redirection

- **Discussion/Warning** – Any staff member informs or redirects a student when he/she has violated or is about to violate a school rule or regulation. The student may be warned through a written referral that the behavior is unacceptable.
- **Counseling** – The counselor/administrator provides a positive relationship by which reasons for misbehavior are analyzed and positive steps for correction will be recommended to the student, in addition to communication with parent and teacher. A student may be removed from the classroom for inappropriate behavior that disrupts the learning process.
- **Parent Conference** - Any staff member may request the presence of a parent/guardian to assist in the redirection of a student demonstrating the need for assistance with academic, social or emotional

assistance.

- **Before School/Lunch/After School Detention** – Assigned by an administrator, counselor, or teacher to be served at school. Multiple detentions may be assigned as appropriate for behavior and/or attendance. This may include campus beautification.
- **Citations**- The School Resource Officer is authorized to write citations for students to appear in court. The School Resource Officer may issue citations to students who are in violation of the penal code on campus. The citation requires the student and parent to make a court appearance which may result in a fine. Students are encouraged to request mediation intervention. Mediation sessions may be requested through any administrator, counselor or the School Resource Officer.
- **In-House Suspension** – Students who commit a serious infraction of school rules may be placed on In-House Suspension. This is isolation from the total school program. School work is obtained from each of the student's teachers to be completed during the school day.
- **SART / SARB** - School Attendance Review Team and School Attendance Review Board
- **Saturday Academy**- When other measures have failed to correct student behavior, an administrator may assign a student to Saturday Academy from 8:00 a.m. to 12:15 p.m.
- **Shadowing** – Parents are required to attend classes with the student. An administrator's approval is required for this action.
- **Suspension**—Removal of a student from Azusa High School and all school-sponsored activities on and off campus for the purpose of home correction for a period of time not to exceed 5 days for each infraction. Suspension is a disciplinary action for unacceptable behavior on campus and/or school activities. The parent/guardian is responsible for using the suspension time to discuss with their son or daughter appropriate conduct and responsibilities as a student at Azusa High School. An administrator will meet with the student and parent to discuss the specifics of the suspension. Homework will be requested for a student during the time of suspension. An administrator's approval is required for this action.
- **Alternative Placement**— Possible removal from Azusa High School to an alternative program or site. An administrator's approval is required for this action.
- **Expulsion**— Expulsion is the most severe avenue of discipline. It is the removal of a student by action of the School Board from the instructional programs offered by the Azusa Unified School District. Students referred for an expulsion hearing will have grades, attendance, and behavior reviewed by a district panel that may decide to remove the student from all schools in the district. Most other local school districts will not accept students expelled from another district.

## Education Code 48900 (E.C.)

A student may be suspended from school for any of the following reasons:

- (a) Caused, attempted to cause or threatened to cause physical injury to another person.
  - a.1 Caused or attempted to cause physical injury to a school employee.
  - a.2 Two or more on one-person or two groups of students fighting.
- (b) Possessed any knife, explosive, or other dangerous object of no reasonable use to the pupil
- (c) Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of any controlled substance.
- (d) Unlawfully offered, arranged, or negotiated to sell any substance represented as a controlled substance (look-alike).
- (e) Committed, attempted to commit robbery or extortion
- (f) Cause or attempt to cause damage to school property.
- (g) Stolen or attempted to steal school property or private property.

- (h)** Possessed or used tobacco or any products containing nicotine.
- (i)** Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j)** Had unlawful possession of or unlawfully offered, arranged or negotiated to sell any drug paraphernalia.
- (l)** Knowingly received stolen school property or private property
- (m)** Possessed an imitation firearm
- (n)** Committed or attempted to commit sexual assault
- (o)** Harassed, threatened, or intimidated a student witness
- (p)** Unlawfully offered, arranged to sell, negotiated to sell or sold the prescription Soma
- (r)** Aiding or abetting the infliction, attempted infliction or threatened infliction of physical injury
- 48900.2** Sexual harassment [includes spreading rumors, creating a hostile environment, verbal comments, body language, physical touching]
- 48900.3** Hate Violence [Racial slurs are minor acts of hate violence; symbols of hate]
- 48900.4** Intentionally engaged in harassment, threats or intimidation
- 48900.7** Made terrorist threats against school officials, property or both
- 48901.5** Use of an electronic signaling device during school hours [See the section on "Cell Phones and Pagers"]

**E.C. 48915. Recommending Expulsion**

(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:

- (1) Causing serious physical injury to another person, except in self-defense.
- (2) Possession of any knife or other dangerous object of no reasonable use to the pupil.
- (3) Unlawful possession of any controlled substance listed in Chapter 2 of the HSC, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
- (4) Robbery or extortion.

(5) Assault or battery, as defined in Section 240 and 242 of the PC, 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 Sec. 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) thru (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. (2) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or other. (c) The principal or superintendent of schools shall immediately suspend, pursuant to Sec. 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 designee of the principal.

The 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. (3) Unlawfully selling a controlled substance listed in Section 11053 of the HSC. (4) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Sec. 48900 or committing sexual battery as defined in subdivision (n) of Sec. 48900. (5) Possession of an explosive.

(d) The governing board shall order a pupil expelled upon finding 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. (2) Is not provided at comprehensive middle, junior or senior high school, or at any elementary school. (3) 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 Sec. 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 Sec. 48900, or Sec. 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 maturity 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 (c) to a program of student which meets all the conditions specified in subdivision (e). 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 the section, “knife” means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted with a blade primarily for stabbing, a weapon with a blade longer than 3.5 inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.

(h) As used in the section, the term “explosive” means “destructive device” as described in Section 921 of the USC (United States Code).

#### Violation of Suspension

Violation of suspension includes being physically present on school grounds, in the vicinity of the Azusa High School campus, or at a school-sponsored activity. No suspended student may loiter at or near any school or public place where students normally attend or congregate. This includes the grass area in front of the school or any school parking lot.

Students are responsible to the school for their behavior:

1. While on school grounds.
2. While going to or coming from school.
3. During the lunch period.
4. During, going to, or coming from, a school-sponsored activity.

#### Due Process

1. Violation(s) will be reviewed and the student will be informed of the reason for disciplinary action.
2. The student will be permitted to discuss the violation(s) and to present information on his/her own behalf.
3. In the event the infraction by the student results in suspension, expulsion, or involuntary transfer, the student/parent has a right to a conference/hearing within a specified time as prescribed by law.

### I. D. Cards

- All students are issued one free photo I. D. card at the beginning of the year. Students who lose their I. D. card may purchase a replacement in the Activities Office.
- Students are to carry it every day to school.
- Students must show it to any staff member upon request.

- The I.D. card is required to check out materials from the library, textbooks, to conduct business in the school offices, voting, and pick up confiscated items. It is also needed for identification for specific testing programs.

## Closed Campus

Azusa High School is a closed campus. Once a student arrives at school, you must remain on campus unless you have an office-approved permit to leave campus. **STUDENTS MAY NOT LEAVE CAMPUS WITHOUT PRIOR APPROVAL OR IT WILL BE CONSIDERED TRUANCY.** Students who are found off campus without permission or leave campus without permission have violated the California Education Code and city truancy laws. They will be returned to campus and given a citation to appear in court. Other consequences at the discretion of the administrator may be given. If you wish to have your student released early or contacted, please call 815-3491.

## Parking

- All students may park their cars in the student parking lot, bikes in the bicycle racks, or skateboards/scooters in the skateboard/scooter rack. Students are not permitted to park in any staff parking lot.
- The District and school are not responsible for accidents, theft, or vandalism done to student automobiles, bikes, skateboards or scooters.

## P.E. Dress Requirements

The required physical education uniform is:

- TOP – Plain gray t-shirt with “AHS PE” and the student name listed on the front OR students may purchase an Aztec Logo P.E. shirt, Plain gray sweatshirts or students may purchase Azusa sweatshirts. The top must be a sleeved t-shirt. Shirts with the sleeves cut out are not permitted.
- BOTTOM - Black shorts or students may purchase black mesh shorts from the school; White socks and tennis shoes, black sweatpants
- *Not Acceptable* - Cut-offs, hats, and logo shirts other than P.E.
- Loaner clothes are available on Monday only. Consult the PE course syllabus for more information.

Students are warned that theft may occur in the locker room. To prevent this from happening:

- Cover your lock when dialing the combination to prevent others from seeing the combination.
- When locking the lock, turn the dial at least twice to clear the combination.
- Be sure to lock your lock when going out to PE and when coming and going from the locker room. Many students have said that they locked their lock when staff found it open.
- Do not share a PE locker.
- Do not keep valuables in your PE locker.
- IMPORTANT > > PE lockers are virtually NEVER broken into – they are usually left unlocked or the lock is not fully cleared when being relocked.

Students may provide their own PE clothes as listed above or purchase them in the locker room after the first day of school. All clothes should be clearly marked with the student's first and last name.

## Senior Contracts

All seniors are bound by the Senior Contract which dictates certain behaviors in preparation for graduation and completion of the senior year. These will be enforced and all seniors will be bound by these. If there is any conflict between the Senior Contract and any other policy, the more restrictive policy will prevail. Consequences for violation of the Senior Contract are listed on the contract itself.

## Saturday Academy

Azusa High School has implemented an enrichment program for our students called Saturday Academy.

Saturday Academy provides make-up assignments and enrichment opportunities for all students while allowing students who have been absent to make up missed days of attendance. Missed days of school result in lost learning opportunities; through Saturday Academy students are able to make up missing work and recover learning.

All absences must be cleared through the attendance office within five days of the absence. In order to attend school activities, the student understands that he/she must attend the Aztec Saturday Academy if he/she incur any of the following:

1. One (1) or more unexcused all day absence during the year. This will prevent the student from participating in all student activities. Parents/Guardians have 5 days to verify an absence with a phone call 626-815-3491 or valid note (e.g. medical professional) turned in to the attendance office. One (1) Aztec Saturday Academy will clear one (1) unexcused all day absence.
2. Six (6) or more unexcused period absences (aka period truanies) during the year. Period absences/truanies are when a student has an unexcused absence to a class or is late more than thirty (30) minutes (Y) to a class.
3. Ten (10) or more tardies (T) during the year. A tardy occurs when a student is not sitting in their assigned seat when the bell rings. One (1) Aztec Saturday Academy will clear ten (10) tardies.
4. Aztec Saturday Academy sessions will last 4 hours and 15 minutes. Students must attend the entire 4 hours and 15 minutes in order to clear one (1) unverified all day absence, or six (6) unverified period absences (aka period truanies), or ten (10) tardies. Students that are late or leave early from Aztec Saturday Academy will not receive credit.

## Tardy Policy

All students are to be in class before the tardy bell rings and the class begins. The following interventions will serve as a guideline for Azusa High School teachers to encourage positive attendance and eliminate tardiness. All incidents and interventions are to be documented by teachers, counselors and administration.

### Phase I (Teacher Intervention Tardies 1-4)

1. Teachers will give students a verbal warning and counsel students to be in class on time.
2. Teachers will give students a verbal warning to be in class on time and make parent contact.
3. Teachers may assign a detention or Saturday Academy to their student.
4. If tardiness persists after serving teacher detention a referral will be sent to the student's counselor for Phase II intervention.

### Phase II (Counselor Intervention Tardies 5-7)

5. Teachers will send a referral to the student's counselor for Phase II intervention. Interventions may include Saturday Academy, detention during lunch, detention before/after school, parent/student conference and/or request that a parent shadow the student on campus.

### Phase III (Assistant Principal Intervention)

Tardies of eight (8) or more will be referred to the Assistant Principal of Guidance. Interventions may include detention, parent to shadow the student on campus, parent/student conference, Saturday Academy, or a referral to the SART or SARB Process.

Teachers are encouraged to discuss any student cases or interventions with the student's counselor or an administrator. Our goal is to correct student behavior through Positive Behavior Interventions and Supports and enable students to be successful and productive members of our society.

## Free Period

Some students may not be assigned a class during a period, usually periods 1 or 6. These students may be on campus in the library, conducting business in one of the offices, or at the blue lunch tables. They may NOT be anywhere else on campus during this time. Loitering on campus will **NOT** be allowed.

# STUDENT SUPPORT SERVICES

## Attendance Policy

Attendance is vitally important to the success of the student in the classroom. Students are expected to attend all classes on time every day. Students should never be absent or tardy unless it is necessary because trancies and tardies affect achievement in classes and are carefully monitored. Tardy sweeps are done regularly and progressive discipline consequences are given for continuing tardies.

The student will receive an excused absence when a parent has contacted the attendance office with a note or phone call and identified the absence as:

1. Illness
2. Medical or dental appointment
3. Court Appearance
4. Funeral attendance
5. Religious holiday or ceremony observance
6. Care of an ill child when student is custodial parent

All other absences are unexcused.

Clearing Absences: A parent note or phone call (815-3491) is the only way an absence can be cleared. Absences must be cleared within 5 school days. Absences not cleared **within five school days** will be recorded as a truancy. Truant students will be assigned consequences.

## JUVENILE DAYTIME LOITERING/TRUANCY ORDINANCE

The Azusa Municipal Code (Section 46-128) which pertains to juvenile daytime loitering/truancy states:

“It is unlawful for any minor, under the age of eighteen, who is subject compulsory education or to compulsory continuing education to loiter, idle, wander, or be in or upon the public streets, highways, roads, alleys, parks, playgrounds, or other public grounds, public places, public buildings, places of

amusement and eating places, vacant lots or any unsupervised place during the hours of 8:30 a.m. and 1:30 p.m. on days when school is in session. The provisions of this section do not apply when the minor is on an emergency errand directed by his or her parent or guardian or other adult person having the care and custody of the minor or when the minor is going or coming directly from or to their place of gainful employment or to and from a medical appointment or students who have permission to leave campus for lunch or school-related activity and have in their possession a valid, school issued, off-campus permit. Each violation of the provisions of this section shall constitute a separate offense and shall be a misdemeanor.”

The normal punishment is a fine and citation from the School Resource Officer. Truancy fines and fees can be up to \$500 and a possibility of suspension of the violator’s driver’s license or a delay in receiving their driver’s license. This ordinance would also apply to students who attend school outside of the Azusa Unified School District that are found in Azusa and are truant from their respective schools. Surrounding communities – Covina, West Covina, Glendora, Baldwin Park – have adopted similar ordinances with similar fines. Police in these communities are authorized to ticket Azusa students who are found to be away from school without permission during school hours.

#### Principal’s Perfect Attendance Award

1. Must be continuously enrolled since Day 1 of the semester
2. Must be present and on-time (no tardies) for all periods each day in the semester
3. Any absence (including illness, court, funeral, family business, personal, etc.) will disqualify a student for the Perfect Attendance Award

### **Make-up Work / Long Term Absence / Home & Hospital**

Students have the right to make up work and receive credit for makeup work due to qualified absences (eg: illness, medical appointments, school sponsored events, funerals, etc.). It is the student’s responsibility to meet with the teacher to get work missed during the absence. Students are encouraged to get assignments ahead of time, when possible. The teacher determines a reasonable amount of time to make up the work. Read and follow the teacher’s syllabus and or announcement in the classroom. Teachers are not required to (but may choose to) give makeup work for unqualified absences (truancy, out of town, etc.).

If you know that you will be absent from school for a family emergency or personal illness for an extended period of time, contact the Guidance Office immediately at 815-3490. They can help you best plan how to get and complete your assignments so you don’t fall behind. If a medical doctor writes an “off-school” order for 10 or more days, the student will be referred to Home & Hospital for a home teacher.





## AZUSA HIGH SCHOOL – SCHEDULES 2021-22

### Regular Day

Period 0	7:00 - 7:55
Period 1	<b>8:00</b> - 8:57
Period 2	9:03 - 10:03
Period 3	10:09 - 11:06
Period 4	11:12 - 12:09
<b>Lunch</b>	<b>12:09- 12:44</b>
Period 5	12:50 - 1:47
Period 6	1:53 - <b>2:50</b>
Period 7	2:55 - 3:53

### Minimum Day

Period 0	7:00 - 7:55
Period 1	<b>8:00</b> - 8:40
Period 2	8:46 - 9:31
Period 3	9:37 - 10:17
Period 4	10:23 - 11:03
Period 5	11:09 - 11:49
Period 6	11:55 - <b>12:35</b>
<b>Lunch</b>	<b>12:35 - 1:05</b>
Period 7	1:11 - 1:51

*A one-minute warning bell rings  
before each period begins.  
Passing periods are 6 minutes long.*

### Early Release Day

Period 0	7:00 - 7:55
Period 1	<b>8:00</b> - 8:49
Period 2	8:55 - 9:45
Period 3	9:51 - 10:40
Period 4	10:46 - 11:35
<b>Lunch</b>	<b>11:35 - 12:10</b>
Period 5	12:16 - 1:05
Period 6	1:11 - <b>2:00</b>
Period 7	2:06 - 2:55

### Assembly Day

Period 0	7:00 - 7:55
Period 1	<b>8:00</b> - 8:48
Period 2	8:54 - 9:42
Period 3	9:48 - 10:36
Period 4	10:42 - 11:30
Assembly	11:36 - 12:27
<b>Lunch</b>	<b>12:27 - 1:02</b>
Period 5	1:08 - 1:56
Period 6	2:02 - <b>2:50</b>
Period 7	2:56 - 3:44

### PBIS Day

Period 0	7:00 - 7:55
Period 1	<b>8:00</b> - 8:53
Period 2	8:59 - 10:19
Period 3	10:25 - 11:18
Period 4	11:24 - 12:17
<b>Lunch</b>	<b>12:17 - 12:52</b>
Period 5	12:58 - 1:51
Period 6	1:57 - <b>2:50</b>
Period 7	2:56 - 3:49

# AZUSA HIGH SCHOOL 2021-2022 SCHOOL CALENDAR

August/September 2021				
M	T	W	TH	F
16	17	18	19	20
23	24	25	26	27
30	31	1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

October 2021				
M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

November 2021				
M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

December 2021				
M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

January 2022				
M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

February 2022				
M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28				

	Regular Day –Dismissal 2:50
	Minimum Day – Dismissal 12:35
	Early Release – 2:00 p.m.
	Assembly Schedule
	End of Triad
	Staff Development/PLC – No School
	Holidays – No School

March 2022				
M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

April 2022				
M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

May 2022				
M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

June 2022				
M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

## EVENT DATES

### August

16-20 No School – Staff Devp./PLC  
19 First Day of School

### September

6 No School – Labor Day  
8 Back to School Night  
10 Fall Rally  
22 Academic Award Night  
20 No School – Staff Devp. Day  
24 End of Triad 1

### October

6 Report Card Night  
8-9 Homecoming Rally & Dance  
15 AHS vs GHS Game  
26 College Fair

### November

5 End of Triad 2  
11 No School – Veterans Day  
17 No School – Staff Devp. Day  
22-26 Thanksgiving Break

### December

21 Minimum Day  
23 End of Semester 1 – Min Day  
24-1/7 Winter Break

### January

10 No School - Staff Devp. Day  
11 Professional Learning Comm  
17 No School – MLK Jr. Day  
21 Winter Rally

### February

2 Aztec Expo  
14 No School – Lincoln's Day  
21 No School – Presidents' Day  
25 End of Triad 4

### March

25 Spring Rally

### April

1 Minimum Day  
4-8 Spring Break  
22 End of Triad 5 & Chaos in Canyon

### May

AP & IB Testing  
6 Renaissance Rally  
28 Prom  
30 No School – Memorial Day  
25 Scholarship & Senior Awards

### June

1 Sports Awards  
6-7 Minimum Day  
7 Graduation  
10 End of Semester 2/Last Day of School/Minimum Day

## AERIES ACCOUNTS FOR STUDENTS AND PARENTS

All students and parents are encouraged to set up an AERIES account at the beginning of the school year to access attendance and student grade information. Instructions to set up an account are available on the home page of the school website. You can also set up automatic text messages and/or emails to alert you. This is the best way to get current information. It is a faster and more efficient way to communicate with teachers.

## Student Planner/Calendar

All students will receive a calendar/planner. Planners allow one to record the due dates of assignments, while weekly and daily schedules are used to record regular activities as well as due dates of assignments. The planners give the student an overall idea of when major school projects and social events are scheduled. Plans may be made ahead of time to complete all the assignments and activities in a timely manner. Another benefit of a planner is that it helps reduce the tension associated with procrastination. Finally, a planner gives the student a sense of control over his/her academic and social affairs.

## Health Office

Students who need to see the school Health Aide must get a pass from the teacher. The Health Aide is available during selected school hours to provide general first aid, health counseling and guidance.

The Azusa Unified School District requires that all students who need medication during school hours must do the following:

1. Present a written statement from the student's physician detailing the method, amount and time schedules for the taking of the medication.
2. Present a written statement from the parent/guardian requesting the District to assist the student in taking the prescribed medication.
3. Bring the medication in the original bottle, properly labeled. Students may not possess, carry or use medication or keep it in their lockers (unless requested in writing by the physician – see form #357). Forms may be picked up in the Health Aide's Office.

## Email

Parents and students are encouraged to communicate via email with staff members' District email address. These addresses are given out by the teachers and offices upon request or you may find them on our website at [www.azusahighschool.net](http://www.azusahighschool.net)

## Emergency Records

In the event of an emergency, every attempt will be made to contact the parents if a student requires immediate medical attention. Each student must have an emergency record on file so that the school has the necessary information in order to make the proper contacts. We encourage all parents to keep the emergency information accurate and up-to-date.

In the event of an emergency and disciplinary action, only the person(s) listed on the emergency record will be allowed to take the student from campus. Only those listed as emergency contacts may arrange for students

to leave campus, call students to the office to speak with them, and obtain information regarding students.

## Lockers

The P.E. locker is for the convenience of every student. Each student assumes all responsibility for personal and school-loaned equipment and books kept in the locker. **Students may not share lockers with other students for safety reasons.**

## Nutrition Food Services

Lunch is provided in the “speed line”, through the a la carte windows and in the cafeteria. In addition, we have three lunch kiosks on campus. We encourage students to apply for the free & reduced price lunches.

## College & Career Center

Many valuable services are available to students in the Azusa High School College & Career Center. It is open every day on a drop in basis (students are required to have a pass from a staff member). Some of the services that students can take advantage of in the College & Career Center include: Career information; College information; Work permits (any working student under 18 years of age must have a work permit); financial aid and scholarship information for seniors.

## Transcripts

- A transcript is an official record of all credits earned toward high school graduation.
- A parent / guardian may request a transcript at any time in writing. Because of the time involved, we ask that requests be kept to a minimum.
- Students may request transcripts on their own behalf if they have completed Grade 10 OR are 16 years old.
- If a student believes that there is an error on the transcript, the student will explain in writing what he/she believes the error to be. That information will be given to the counselor so that they may consult with necessary staff for a response.
- **No transcripts will be released if the student has a debt to any school.**

## Parking

Students may park their cars in the student parking lot or bikes, skateboards and scooters in the bicycle/skateboard racks. Students are not permitted to park in any staff parking lot. The District and school are not responsible for accidents, theft, or vandalism done to student automobiles or bikes.

## School Resource Officer (SRO)

Azusa High School has a full-time School Resource Officer from the Azusa Police Department on site and may be reached at 815-3420. The school works in collaboration with the SRO in order to maintain a safe learning environment. Students may seek career guidance and individual support as needed.

## Work Permits

Students under the age of 18 MUST have a work permit in order to work in California. To get a work permit from our school district, do the following:

- Students may pick up a work permit application from the College & Career Center while looking for a job

- The student and parent complete their portions of the form
- The employer completes his/her section of the form
- Return the completed form to the Career Center technician who will issue the Work Permit if the student meets all eligibility requirements
- A Work Experience class is offered as an elective at Azusa High School, enrollment is limited
- If you have questions, please call 815-3465

FYI: You get the job first, and then the Work Permit is issued

## ACTIVITIES + ATHLETICS

### Activity and Athletic Code

Azusa High School offers its students a variety of activities, clubs, and athletic teams to get involved in. Students must have a 2.0 GPA (grade point average) and have passed at least 20 credits in the most recent grading period (semester or quarter) in order to participate in any extra-curricular events. This includes, but is not limited to, athletics, student activities, elections for ASB & court, after school field trips, clubs, dances, and performances, etc. If an event takes place during the student's school day, students are not required to have the 2.0 GPA. If the event occurs after the close of the student's scheduled day, the GPA requirement applies.

Extracurricular activities are a privilege extended to students who adhere to the following code:

- A student must pass four classes and maintain a 2.0 GPA at the last grading period to be eligible to participate on a team, in any activity, or in any organization.
- Students with a history of discipline or truancy problems will not be able to participate on a team, in an activity organization, or attend an activity. This will be an administrative decision, and can vary from temporary suspension for the activity to removal from the team or organization.

### Eligibility

Student success in academics is the first priority at Azusa High School. Students must have a 2.0 GPA (grade point average) and have passed at least five classes in the most recent grading period (semester or triad) in order to participate in any extra-curricular events. This includes, but is not limited to, athletics, student activities, elections for ASB & court, after school field trips, clubs, dances, and performances, etc. See also the Activity and Athletic Code for more details.

### Participating in AHS Athletics

Azusa High School takes great pride in its Athletic Program. The following information can help you as you make plans to join the Aztec teams.

- All athletes must have a valid physical filed with the Athletic Director before they are eligible.
- Physicals are valid for one calendar year.
- All students must have medical and hospitalization insurance. This can be provided through family insurance plans, or through the school district provider.
- In addition to the physical packet, the following forms must also be on file with the Athletic Director:
  - a) Notification of possible injury
  - b) Field Trip/Athletic Waiver & Medical Authorization
  - c) Emergency Card (2)

- d) CIF Code of Ethics Signature
- e) Steroid Agreement
- Varsity athletes are eligible to earn a Varsity Letter if they meet requirements and have paid for an ASB Card.
- Student athletes must maintain a 2.0 GPA to remain eligible to play. The Athletic Director will confirm this, with assistance from the coaches.
- When playing in an away game, all athletes must ride the Azusa High School bus to and from the site of play.
- Students with a history of discipline or truancy problems will not be able to participate on a team,

If you have any questions about these guidelines, or the AHS Athletic Program in general, contact Athletic Director at 626-815-3433.

## Clubs / Organizations

Azusa High School is proud to offer a wide and diverse array of activities open to all students. Membership opportunities in various clubs are open all year round with a special Club Rush Day in the fall. Students must have a 2.0 GPA in the most recent grading period in order to participate. Students who wish to participate in student government (ASB office) must maintain a GPA of 2.5 or above.

ACADECA	Femineers	LINK
Art	FCA	Mecha
Athletic Council	French	MOCHA
Aztec Best Buddies	Games	National Honor Society (NHS)
AVID	Gay-Straight Alliance	Science
Band / Pageantry	International Baccalaureate	SES
California Scholarship	Interact	Spanish
Drama	Leadership	Turquoi (Yearbook)
Federation (CSF)	LEAP	

## Associated Student Body (ASB) Card

Students participating in athletics, band, choir and various clubs are strongly encouraged to purchase an ASB card. The funds generated from the sale of this card support the extra-curricular activities students are involved in. Event participation fees, officials and event workers are paid from these fees. Students purchasing these cards will be offered free incentives and discounts at school events or on school merchandise which will exceed the cost of the card. *Please make checks payable to:* Azusa High School. There is a \$25 fee for returned checks.

## Assemblies

Assemblies are held for the purposes of promoting school spirit and highlighting academic accomplishments. During these events, the following Assembly Code applies:

### Assembly Code

- Students will show respect for the flag and flag salute.
- Students will be a good audience.



- Students will show appreciation through applause and not through whistling and other noises including calling out peoples' names.
- Students will remain for the entire assembly.
- Students will not throw anything at anyone.
- Students will not make any rude noises or gestures and will refrain from all other inappropriate behavior.
- Students will protect furniture and other equipment in all facilities of the school.
- Students will not bring food or drink into the assembly.
- Students will not wear any head coverings in the assembly as per the Dress Code.
- Students will enter/exit the assembly in a safe and orderly manner.

Students may be removed from the assembly or suspended from future assemblies if they do not follow the behavior expectations.

## Selling Items on Campus

Only ASB approved fundraisers and/or sales are allowed. Sales by outside groups are not permitted on campus. Candy sales are permitted after school only. If you have any questions, please talk to the Activities Director.

## Debts / Check Policy

- All debts must be cleared prior to the beginning of the next school year.
- No student or his/her date will be able to purchase tickets for special events unless all debts are cleared.
- Transcripts will not be released if a student has debts to the school.
- The Business Office accepts checks from August-May 10. Returned checks will include a bank service fee and is the responsibility of the writer of the check.
- **After May 1, only Cash or Money Orders are accepted.**

## Yearbooks

Yearbooks may be purchased at special prices as noted in the registration letter that was mailed home in August. For more information, visit or call the Activities Office.

## Picking up Students from Events

Parents are expected to pick up their son/daughter from dances and events at the ending time of the event. If an event is scheduled to end at 10:00 PM, parents should arrange for the transportation to be waiting for the student at 10:00 PM.

## School Dance & Grad Night Regulations

1. For some dances (Homecoming, Sadie Hawkins and Prom) you may apply to bring one guest. All guest applications must be approved by the Assistant Principal – Activities prior to purchasing a ticket. Guest applications may be picked up in the Activities Office.
2. Dances require that tickets be bought before the day of the event. No tickets will be sold at the door. Refunds are available only until the day before the event, (Grad Night and Prom tickets are non-refundable).
3. Once you are inside the dance you are expected to remain inside until you decide to leave. Once you leave you will not be permitted to re-enter. This includes forgotten items in your car (camera, makeup,

etc.)

4. Anyone under the influence or possession of a controlled substance at a school activity will be held accountable as per Student Discipline Guidelines and will be referred to local law enforcement.
5. Grad Night follows the same criteria as formal dances.
6. All school rules are in effect.
7. Students must meet eligibility requirements to attend.

## Senior Portraits

Parents of senior students will be receiving information on portraits which are taken in the summer. Our official photographer is Studio 1 Photography.

## Graduation Caps & Gowns

Parents of seniors who will be purchasing caps & gowns should attend the Junior or Senior Parent Information meeting. Jostens will be in attendance and provide pricing for graduation materials. Jostens will be on campus during lunch on a few dates prior to graduation for purchasing graduation necessities. For more information, please call the ASB Office at 626-815-3427, Jostens at 951-698-6451, or visit [www.jostens.com](http://www.jostens.com). Incentives are offered for ordering early. *Checks for Graduation Caps & Gowns should be made payable to: Jostens.*

## Senior Scholarship Nights

Towards the end of the school year, Azusa High will celebrate its seniors with a scholarship night. Any student receiving a scholarship, along with his/her family, will be invited to this honorable event.

## Parent Athletic Pass

Parents, Guardians, and Adult family members are able to purchase a Parent Pass in the ASB Office which will allow the pass holder admission to ALL regular season HOME athletic contests. This does not include tournaments. Call 626-815-3427 for details. *Please make checks payable to: Azusa High School*

# PARENTS AND COMMUNITY

## AERIES Accounts for Parents and Students

All students and parents are encouraged to set up an AERIES account at the beginning of the school year to access attendance and student grade information. Instructions to set up an account are available on the home page of the school website. You can also set up automatic text messages and/or emails to alert you. This is the best way to get current information. It is a faster and more efficient way to communicate with teachers.

## Attendance Policy

Attendance is vitally important to the success of the student in the classroom. Students are expected to attend all classes on time every day. Students should never be absent or tardy unless it is necessary because trancies and tardies affect achievement in classes and are carefully monitored. Tardy sweeps are done regularly and progressive discipline consequences given for continuing tardies.

The student will receive an excused absence when a parent has contacted the attendance office with a note or



phone call and identified the absence as:

- Illness
- Home Quarantine
- Medical or dental appointment
- Court Appearance
- Funeral attendance
- Religious holiday or ceremony
- Observance
- Attendance at religious retreats (not to exceed four hours per semester)
- Attendance at employment conference
- Care of an ill child when student is custodial parent
- Personal and/or family problems

All other absences are unexcused.

Clearing Absences: A parent note or phone call (815-3491) is the only way an absence can be cleared. Absences must be cleared within 5 school days. Absences not cleared **within five school days** will be recorded as a truancy. Truant students will be assigned consequences.

#### JUVENILE DAYTIME LOITERING/TRUANCY ORDINANCE

The Azusa Municipal Code (Section 46-128) which pertains to juvenile daytime loitering/truancy states:

“It is unlawful for any minor, under the age of eighteen, who is subject compulsory education or to compulsory continuation education to loiter, idle, wander, or be in or upon the public streets, highways, roads, alleys, parks, playgrounds, or other public grounds, public places, public buildings, places of amusement and eating places, vacant lots or any unsupervised place during the hours of 8:30 a.m. and 1:30 p.m. on days when school is in session. The provisions of this section do not apply when the minor is on an emergency errand directed by his or her parent or guardian or other adult person having the care and custody of the minor or when the minor is going or coming directly from or to their place of gainful employment or to and from a medical appointment or students who have permission to leave campus for lunch or school-related activity and have in their possession a valid, school issued, off-campus permit. Each violation of the provisions of this section shall constitute a separate offense and shall be a misdemeanor.”

The normal consequence is a fine and citation from School Resource Officer. Truancy fines and fees can be up to \$500 and a possibility of suspension of the violator’s driver’s license or a delay in receiving their driver’s license. This ordinance would also apply to students who attend school outside of the Azusa Unified School District that are found in Azusa and are truant from their respective schools. Surrounding communities – Covina, West Covina, Glendora, Baldwin Park – have adopted like ordinances with similar fines. Police in these communities are authorized to ticket Azusa students who are found to be away from school without permission during school hours.

#### Principal’s Perfect Attendance Award

- Must be continuously enrolled since Day 1 of the semester
- Must be present and on-time for all periods each day in the semester
- Any absence (including illness, court, funeral, etc.) will disqualify a student for the Perfect Attendance Award

## Visitors

Azusa High School welcomes community and parent visitors. We invite you to visit and get involved in the programs we offer to students. Campus safety, however, must be maintained. The following policies have been developed to make AHS a safe learning environment that remains open to parents and community:

- Parents and guardians are the primary visitors to the campus. All others must have prior approval of the Principal.
- All visitors must sign in at the Main Office and obtain a visitor's badge. The badge must be visible at all times or the visitor will be stopped by campus security and escorted to the office.
- Student visitors are not allowed on campus during the school day.

Any exceptions to the policy are made by the Principal or an Assistant Principal.

Parents who wish to confer with teachers may do so before or after school, or during their planning period. **It is always best to telephone or email ahead to be sure a conference time is reserved. A 24-hour notice for conferences is required.**

## Parking

All students may park their cars in the student parking lot, bikes in the bicycle racks, and skateboards/scooters in the skateboard/scooter rack. Students are not permitted to park in any staff parking lot.

- The District and school are not responsible for accidents, theft, or vandalism done to student automobiles, bikes, skateboards or scooters.

## Volunteers

Azusa High school is always looking for volunteers to assist with our students and activities. In order to become a volunteer with the school, you must submit a volunteer application through the district office.

## Deliveries During School Hours

**No deliveries will be made to classrooms.** Classroom deliveries interrupt the learning process by shifting the focus from the subject being learned to the gift being received. Therefore, parents may leave items for their students on the shelves in the Main Office. However, it is the student's responsibility to come to the Reception Office to pick it up. The office will not notify the student.

## Deliveries Made During Lunch

**All food deliveries must be made during the normal lunch hour in the Main Office.** It is the student's responsibility to meet said delivery person. The Main Office will not accept any food delivery under any circumstance. Deliveries made before or after the lunch hour will be turned away and parents or delivery drivers will not be allowed to leave food in the main office for later pick up. No delivery shall be passed through any other school fences/gates on campus.

## Emergency Card Update

If at any time the student's emergency card information changes, it is necessary to update his/her emergency card. Please contact the Guidance Office with any updated information.

## **Make-up Work / Long Term Absence / Home & Hospital**

Students have the right to make up work and receive credit for makeup work due to qualified absences (eg: illness, medical appointment, school sponsored events, or funeral, etc.). It is the student's responsibility to meet with the teacher to get work missed during the absence. Students are encouraged to get assignments ahead of time, when possible. The teacher determines a reasonable amount of time to make up the work. Read and follow the teacher's syllabus and or announcement in the classroom. Teachers are not required to (but may choose to) give makeup work for unqualified absences (truancy, out of town, etc.).

If you know that you will be absent from school for a family emergency or personal illness for an extended period of time, contact the Guidance Office immediately at 815-3490. They can help you best plan how to get and complete your assignments so you don't fall behind. If a medical doctor writes an "off-school" order for 10 or more days, the student will be referred to Home & Hospital for a home teacher.

## **Picking up Students from Events**

Parents are expected to pick up their son/daughter from dances and events at the ending time of the event. If an event is scheduled to end at 10:00 PM, parents should arrange for the transportation to be waiting for the student at 10:00 PM.

## **BlackBoard Connect (Parent & Community)**

This is an automated phone calling, email and text message system that works in three ways:

1. Receive notification of student absences.
2. Notification of special events, school holidays, etc.
3. Information may also be sent from the individual teachers.

If a parent would like the messages to go to a phone number other than the home number, please call the Attendance Office 815-3491 to have the number changed.

## **Parent Center**

Azusa High has a beautiful Parent Center on campus. Meetings, activities, trainings and much more are conducted in the Parent Center. Please contact our parent liaison for further information.

## **Café Azteca**

At least once a month, our school holds a special meeting called the Cafe Azteca in the Parent Center. We invite all families to participate in this informative meeting. Please check the school calendar for the meeting schedule.

## **Parent Education Courses**

Azusa High will offer a parent education program for our Aztec families. For those parents with first time high school students we offer a series of classes to better understand the transition to high school. In preparation for college we offer a series of classes for you to learn about how to prepare your child for college and get a better understanding of the expectations and lifestyles of college. Please check the calendar for the scheduled training dates.

## Parent Information Nights (Back to School Night, Report Card Night, Aztec EXPO)

Azusa High will offer multiple opportunities for parents and families to check on the progress of their child and to learn about the school programs. Please check the school calendar for these scheduled events.

## Parent Athletic Pass

Parents, Guardians, and Adult family members are able to purchase a Parent Pass in the ASB Office which will allow the pass holder admission to ALL regular season HOME athletic contests. This does not include tournaments. Call 626-815-3427 for details. *Please make checks payable to: Azusa High School*

## School Site Council

The School Site Council (SSC) is a group of teachers, parents, classified employees, and students that works with the principal to develop, review and evaluate school improvement programs and school budgets. The members of the site council are generally elected by their peers. The council will meet 3 to 5 times a year.

## ELAC/DELAC

ELAC is a meeting place that parents can use as a platform to express their concerns and ideas to both the school and the district, to inform the decisions of the School Site Council. Children benefit by ELAC as their parents' concerns are voiced to the School Site Council, resulting in an impact on decisions at both the school level and the district level. They will see the change in their parents, as the parents are empowered by the trainings they will receive, and as they develop the ability to speak out for their families. ELAC offers workshops that cover broad areas, such as legal issues involved in working with English Language Learner students, trainings in reading and homework techniques that can immediately help their children and trainings in dealing with different family problems. ELAC provides parents with a forum to express their thoughts and concerns about their children's education at the site and district level. Parents have more expertise about their children's education than they realize.

## Graduation Caps & Gowns

Parents of seniors who will be purchasing caps & gowns should attend the Senior Parent Information meeting. Jostens will be in attendance and provide pricing for graduation materials. Jostens will be on campus during lunch on a few dates prior to graduation for purchasing graduation necessities. For more information, please call the ASB Office at 626-815-3427, Jostens at 951-775-6212, or visit [www.jostens.com](http://www.jostens.com). Incentives are offered for ordering early. *Checks for Graduation Caps & Gowns should be made payable to: Jostens.*

## Inter-District Transfers

Students who live outside of our school district may apply to attend school in Azusa. Since attendance at AHS under an Inter-District Transfer is a privilege, students need to be sure of the following:

- Be present and on-time to all classes
- Have no grades of D or F
- Have no suspensions

Students who violate the above *may* have their transfer revoked mid-year and/or may be denied in future years.

## ALMA MATER

*Marching proudly ever forward  
To victory and to fame.  
Azusa High our Alma Mater  
Glorious is thy name.  
Through the years our hearts will cherish  
Times we spent with you.  
Memories will never perish  
We're forever true.*

## LEGAL NOTICES

### **Non-Discrimination Notice**

It is the policy of the Azusa Unified School District not to discriminate on the basis of color, race, creed, religion, sex, national origin, sexual orientation, lack of English skills, handicapping condition, age or language in its admission of students to school programs, educational programs and activities, *or the recruitment and employment or personnel. Students, parents, employees, and community* members who feel that they have a grievance concerning discrimination should contact: Erin Kremer, Equal Opportunity Coordinator, Azusa Unified School District, 546 S. Citrus Avenue, Azusa, CA 91702 (626) 885-6184.

Additional required legal notices are found in the "Parent Handbook" as published by the Azusa Unified School District. They are also posted in all offices and classrooms at the school

