Alma Mater

Hail, Herbert Hoover High
This is our song to thee
Long may our banners
Be crowned with victory
We pledge our loyalty
And our sincerity
We will be true to thee,
Hail, Hoover High.

Words and Music,
Clifford Nichols, Class of 1933

Mission Statement:
The Hoover community cultivates college and career ready citizens by maximizing every student’s potential and embracing their unique and diverse skills through rigor, relevance and relationships.

Vision Statement:
Hoover will be a center of academics, community resources, and comprehensive support services where students, teachers, parents, and community members will work together to exemplify a culture of excellence.
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Principal’s Welcome Message to Students and Families

Cardinal Students, Families, and Supporters,

I am honored to be Hoover High School’s principal and am excited to work with students, parents, and the community to ensure we are doing everything possible to provide opportunities for success for ALL students. I truly believe that every student at Hoover High School can change the world and that it takes a team of supporters at home and at school to bring out the very best in our students. Our Hoover staff is committed to creating a learning environment that is safe, engaging, and rigorous, in an effort to provide students with the tools needed for college and career readiness.

This handbook will provide you with important information regarding academic support, counseling support, academy information, contact information, school policies, after school activities, etc. In addition, it outlines the high expectations we have for ALL students. We believe holding all stakeholders to high standards is the mentality necessary to continue moving Hoover High School in a positive direction. I encourage you to look through the handbook to familiarize yourself with important expectations, resources, and calendar information throughout the year.

I am a firm believer that school connectedness is a significant indicator of student achievement. Hoover High School offers an extremely wide range of co-curricular activities and I encourage all students to find the program that best suits them. Get involved! The high school experience ends before you know it and we want to ensure we are offering as many opportunities for students to thrive at Hoover High School. Remember, we are here for YOU!

Together, we can do great things and build a culture of excellence. You deserve the best. Let’s be the best! Let’s make it a GREAT year, Cardinals!

HOO-RYDE!!!

Mr. Jason Babineau  
Principal

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<thead>
<tr>
<th>Key Contacts</th>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Vice Principal</td>
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<tr>
<td>Vice Principal</td>
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<tr>
<td>Dean of Students</td>
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<tr>
<td>Athletic Director</td>
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<tr>
<td>Finance Office</td>
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<tr>
<td>Registrar</td>
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<tr>
<td>Front Office</td>
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<tr>
<td>Attendance Office</td>
</tr>
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</table>
# Hoover High School

## Bell Schedule 2019-2020

### Regular Days
(Mon, Tue, Thu, Fri)

<table>
<thead>
<tr>
<th>Period</th>
<th>Start</th>
<th>End</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>7:30</td>
<td>9:00</td>
</tr>
<tr>
<td>Nutrition</td>
<td>9:00</td>
<td>9:05</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>9:10</td>
<td>10:40</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>10:45</td>
<td>12:20</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:25</td>
<td>12:55</td>
</tr>
<tr>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>1:00</td>
<td>2:30</td>
</tr>
</tbody>
</table>

### Modified Days
(Wednesdays)

<table>
<thead>
<tr>
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<th>Start</th>
<th>End</th>
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</thead>
<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>7:30</td>
<td>8:40</td>
</tr>
<tr>
<td>Nutrition</td>
<td>8:40</td>
<td>8:45</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>8:50</td>
<td>10:00</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>10:05</td>
<td>11:35</td>
</tr>
<tr>
<td>Lunch</td>
<td>11:40</td>
<td>12:10</td>
</tr>
<tr>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>12:15</td>
<td>1:25</td>
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</table>

### Finals Schedule
Fall: January 23 and January 24, 2020  
Spring: June 8 and June 9, 2020

<table>
<thead>
<tr>
<th>Period</th>
<th>Start</th>
<th>End</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>7:30</td>
<td>8:40</td>
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<tr>
<td>Nutrition</td>
<td>8:45</td>
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<tr>
<td>2</td>
<td>8:50</td>
<td>10:00</td>
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<tr>
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<td>10:05</td>
<td>11:15</td>
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<tr>
<td>4</td>
<td>11:20</td>
<td>12:30</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:30</td>
<td>1:00</td>
</tr>
</tbody>
</table>
1. Students will demonstrate significant annual growth in literacy and in academic content knowledge.

2. Students will engage in setting college and/or career goals.

3. Students will demonstrate effective oral and written communication skills appropriate for their audience.

4. Students will be responsible citizens who demonstrate “Cardinal PRIDE” and make positive contributions to their community.

5. Students will be critical thinkers who analyze and solve real world problems.
Hoover High School Academies

Hoover High School is proud to offer a wide variety of STEAM (Science, Technology, Engineering, Arts, and Math) focused small learning communities. Each academy offers access to rigorous AP and college-prep coursework, while integrating electives that center on themes of student interest. Teachers work in teams at each grade level to plan thematic, interdisciplinary units of project-based learning experiences. This Linked Learning approach exposes students to college and career opportunities while simulating the workforce within the classroom. To create this authentic experience, academy teams meet regularly with industry advisory boards, who work to authenticate those learning experiences and to help insure that they are rigorous, relevant, and that they are helping to prepare students for the demands of entry-level work, and post-secondary courses of study in their respective fields. Such learning experiences include job shadows, guest speakers, industry mentors, workforce experiences, and more.

For more information on the benefits of Linked Learning, please visit http://www.linkedlearning.org/en/about/

Academy of Health and Healthier Communities (AHHC)

The Academy for Health and Healthier Communities (AHHC) provides students with coursework and workplace experience that allows them to explore a wide variety of careers in the healthcare and biotechnology industries. AHHC partners with Rady Children’s Hospital FACES for the Future Program (FACES), a health professions internship program. All students in AHHC are FACES students. AHHC/FACES inspires youth to lead by creating innovative approaches to youth development, health careers preparation, and wellness. AHHC/FACES is working to address health equity for all communities through the education and empowerment of youth.

For additional information, please contact Academy Director Ellen Hohenstein at ehohenstein@sandi.net.

Academy of Information Technology (AOIT)

The Academy of Information Technology is one of the three major programs sponsored by the National Academy Foundation which provides students with knowledge of information technology and its ever expanding universe. The Academy of Information Technology gives students the opportunity to earn college credits through technology coursework and AP course offerings while still in secondary education. Our vision is to prepare students of today for higher education and careers of tomorrow and our mission is to develop a community of learners dedicated to relevant and challenging educational experiences through internship, mentorship, and academics. The AOIT will promote teamwork, character, and self-confidence, build research, organizational, and communication skills, and provide a sound foundation of Information Technology skills through AP Computer Science, Game Design, Foundations of Information Technology, and Geospatial Information Systems.

For additional information, please contact Academy Director Ms. Ellen Towers at etowers@sandi.net or by phone at (619) 344-4500 ext. 4057
Academy of Literature, Media, & Arts (ALMA)

The mission of the Academy of Literature, Media, & Arts (ALMA) is to provide artistic and creative education for students interested in journalism, music, theater, or visual art. The teachers of ALMA provide students with academic rigor through their college preparatory classes and nurtures artistic and personal growth in their arts discipline. Through collaboration with arts organizations such as The Old Globe, The Museum of Contemporary Art San Diego, Outside the Lens, and the Rob Thorsen Quartet, ALMA students learn through arts integration within their core classes. Students are encouraged to be lifelong learners and advocates for the arts in society. It is our intent to prepare students for institutions of higher education in whatever career path they decide to choose, and to be responsive to the changing climate of the world beyond high school. ALMA is committed to the diversity of the community of City Heights and fosters an environment that is inclusive, supportive, and welcoming to all.

For additional information, please contact Academy Director Michael Heu at mheu@sandi.net or (619) 344-4500 ext. 2256

Social Justice Academy (SJA)

The Social Justice Academy educates, organizes, and advocates positive social action for self, family, community and the environment. In order to prepare for college and career readiness, our project-based curriculum and actions will explore issues of human rights, social concerns and stimulate intellectual curiosity through an intensive study from diverse perspectives. Our vision is to PACE: Prepare. Collaborate. Educate. Advocate. Collaborate. Educate... for self, family, community, and the environment. Set the PACE!

For additional information, please contact Academy Director Yolanda Gooch Noyes at vnoyes@sandi.net

Sustainable Academy of Building & Engineering (SABE)

The demand for highly skilled engineers and construction specialists is growing world-wide. Global warming, climate change, fossil fuel depletion and energy shortages are creating a new generation of sustainable construction and engineering careers. The Sustainable Academy of Building and Engineering (SABE) prepares students for college and career in such fields. Through project-based learning, students work across contents connecting their core classes to academy electives. This elective sequence includes: Intro to Green Technology, Construction Technology, Fine Woodworking, and General Construction. Through these courses, SABE students engage in authentic workplace experiences such as job shadows, guest speaking events, and hands-on learning experiences. Additionally, the capstone course, General Construction, provides students with internship opportunities and OSHA training, making students ready to enter the workforce as well as institutions of higher learning.

For additional information, please contact Academy Director, Angie Hummel at ahummel@sandi.net or (619) 344-4500 ext. 4051 and visit our website at http://hoover-sabe.weebly.com
College Avenue Compact

What Is College Avenue Compact?
• Guarantees admissions to San Diego State University (SDSU) for Hoover Students who meet certain requirements
• This is a unique agreement for Hoover High School students only
• Eligibility begins in the fall of 9th grade with continuous enrollment at Hoover High School to the end of 12th grade
• CAC services prepare students and families to meet the rigorous requirements needed to gain guaranteed admission to SDSU

What is the CAC 3.0 Scholar program and who can participate in it?
This program is exclusively available to a select group of 7th–12th graders who have maintained a cumulative GPA of 3.0 or higher. Students receive:
- Individual mentoring with a college advisor
- After school tutoring
- College and career exploration
- Assistance with scholarships
- Participate in college field trips
- Family college preparation workshops
- Individual college counseling for families

Requirements
Eligibility begins in the fall of 9th grade with continuous enrollment at Hoover High School to the end of 12th grade. Upon graduation from Hoover High school, students must have completed the following requirements in order to receive guaranteed admission to San Diego State University:
• Clear Math remediation (be ready to take college level Math) by the end of 12th grade
• Clear English remediation (be ready to take college level English) by the end of 12th grade
• Complete the 15 “A-G” requirements with grades of C or higher by the end of 12th grade
• Obtain a 3.0 grade point average (GPA) in “A-G” courses at the time of application and must be maintained through 12th grade
• Obtain a minimum CSU Eligibility Index of 2900 using SAT scores or 694 using ACT scores
• Meet all SDSU admission and enrollment deadlines
• CSU Mentor application must be submitted by November 30th
• Must not have any D or F grades during 12th grade
• Admitted students interested in enrollment must submit their Intent to Enroll by May 1st

PLEASE NOTE: The College Avenue Compact does not guarantee admission to majors with additional requirements. Currently those majors include Nursing, Music, Dance and Theater: Performance.

For more information on College Avenue Compact please contact:

<table>
<thead>
<tr>
<th>HOOVER</th>
<th>CLARK</th>
<th>WILSON</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jose Mondragon CAC Student Director</td>
<td>Giovana Leyva-Garcia, CAC Student Coordinator</td>
<td>Michelle Hadley, CAC Student Coordinator</td>
</tr>
<tr>
<td>E: <a href="mailto:jmondragon@sandi.net">jmondragon@sandi.net</a> O: (619) 344-4512</td>
<td>E: <a href="mailto:gleyva-garcia@sandi.net">gleyva-garcia@sandi.net</a> O: (619) 344-4200 x2291</td>
<td>E: <a href="mailto:mhadley@sandi.net">mhadley@sandi.net</a> O: (619) 362-3400 x2162</td>
</tr>
<tr>
<td>Claudia Rodriguez, CAC Family Director</td>
<td>Andrea Guerrero, CAC Family Coordinator</td>
<td>Belgica Crespo, CAC Family Coordinator</td>
</tr>
<tr>
<td>E:<a href="mailto:crodriguez4@sandi.net">crodriguez4@sandi.net</a> O: (619) 594-2875</td>
<td>E: <a href="mailto:aguerrero1@sandi.net">aguerrero1@sandi.net</a> O: (619) 344-4200 X2281</td>
<td>E: <a href="mailto:bcrespo@sandi.net">bcrespo@sandi.net</a> O: (619) 362-3400 x2261</td>
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### Student Resources

<table>
<thead>
<tr>
<th>Activities</th>
<th>Ms. Desingano</th>
<th>Room 551</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASB, Class/Club</td>
<td>Ms. Stahley</td>
<td>PE Girl's Office</td>
</tr>
<tr>
<td>Athletics</td>
<td>Ms. Stahley</td>
<td>PE Girl's Office</td>
</tr>
<tr>
<td>Class of 2020</td>
<td>Ms. Behumi and Ms. Desingano</td>
<td>Room 252/551</td>
</tr>
<tr>
<td>Class of 2021</td>
<td>Ms. Riego &amp; Ms. Tyler</td>
<td>Room 1058/1057</td>
</tr>
<tr>
<td>Class of 2022</td>
<td>Ms. Westfall &amp; Mr. Delon</td>
<td>Room 1303/1006</td>
</tr>
<tr>
<td>Class of 2023</td>
<td>TBD</td>
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<table>
<thead>
<tr>
<th>Cards/ID Cards</th>
<th>Ms. Santoni-Cruz</th>
<th>Finance Office (1st floor 1100)</th>
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</thead>
<tbody>
<tr>
<td>Athletics</td>
<td>Ms. Stahley</td>
<td>Health Center (600)</td>
</tr>
<tr>
<td>Class of 2020</td>
<td>Ms. Behumi and Ms. Desingano</td>
<td>Room 252/551</td>
</tr>
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<td>TBD</td>
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### ASB & Clubs
Students have many clubs and organizations to choose from at Hoover. Please contact ASB for more information. For a comprehensive list of possible clubs and organizations, visit the following link: [Hoover Programs](#).

### Request for Organization of a School Club
All authorized clubs must have the following on file in the ASB Office:
- A club constitution
- Advisor checklist
- Annual budget

Please Note: Students must file a new club packet *each year* that includes the constitution, annual budget and advisor checklist. Return completed packets to ASB for processing.

### Signs & Posters
All posters/announcements to be displayed or distributed at Hoover High School must first be approved and stamped by the ASB Advisor or Administration. An indication of that approval must be displayed on the poster/announcement, and can only be received from HHS ASB. For more details, please contact ASB.

### Fundraisers
All fundraisers are illegal and prohibited unless approved by the ASB. Contact ASB for more information.

### ASB Cards (Estimated savings of $75)
The ASB card is $20.00 and can be purchased in the Finance Office. Your card gets you in FREE to all regular season football and basketball games. It also includes savings on P.E. uniforms, student store discounts, and student event pricing. This card may also serve as a Student I.D.

### IMIN
Hoover’s IMIN After-school program, led by arc under the 21st Century High School After School Safety & Enrichment (ASSETs) grant serves as an extension of the school day. Activities are centered around academic support, enrichment opportunities, and student services. Program offerings include: tutoring center, drop-in center, weight room, cooking club, weekly and monthly events, cultural events, driver’s education courses, leadership council, and workshops. Programs are free and open to all 9th-12th Hoover students.
Hours: M, T, TH, F 2:30-5:30 pm, W 1:30-5:30pm | Room: 304
Site Coordinator: Ra Ouk | Email: ra@arc-experience.com
Find the right leadership program at Hoover!

Aaron Price Fellows Program
Career exposure, community advocacy, mentoring

Big Brothers Big Sisters
Mentoring

Cardinals Interact Program
Career exposure, college access, community service

Cesar Chavez Service Clubs
Community advocacy, community service, mentoring

College Avenue Compact
College access, mentoring, tutoring

Copley-Price Family YMCA
Community service, mentoring

FACES for the Future
Career exposure, college access, mentoring

IMIN/Arc Experience

International Rescue Committee
Community advocacy, job training, tutoring

Media Arts Center San Diego
Community advocacy, community service, job training

Mid-City CAN Youth Council
Community advocacy

Ocean Discovery Institute
Career exposure, mentoring, tutoring

Pro Kids Golf
Career exposure, college access, tutoring

Reading Legacies
Career exposure, community service, mentoring

Reality Changers
College access, mentoring, tutoring

SAY San Diego
Community advocacy, community service

SDSU Consensus Organizing Center

SDSU Pre-College Institute
College access, job training, tutoring

SDSU Price Community Scholars
College access, mentoring, tutoring

Student Power Collaborative

Students Without Limits
Mentoring

The League of Amazing Programmers

UCSD Upward Bound
College access, mentoring, tutoring

Wahupa Educational Talent Search
College access, financial literacy, mentoring
Hoover High Athletics 2019-20

Principal of Athletics: Jason Babineau
jbabineau@sandi.net

Athletic Director: Vanessa Stahley
vstahley@sandi.net

ASB Advisor: Briana Desingano
bdesingano@sandi.net

Cheer Coach: Jasmine Sprewell
mariespewell@gmail.com

Fall Sports
August to November

Cross Country (Boys/Girls)
Coach: Chris Brewster
chris.c.brewster@gmail.com

Football
Coach: Zachary Shapiro
coachzshapiro@gmail.com

Tennis (Girls)
Coach: Madeline Peoples
madelinepeoples@yahoo.com

Volleyball (Girls)
Coach: Thomas Tom
aboonai@aol.com

Winter Sports
November to February

Basketball
Boys’ Coach: Walt Felusme
wfelusme@yahoo.com

Girls’ Coach: Carey Miller
cmiller213@hotmail.com

Soccer
Boys’ and Girls’ Coach: Jose De Los Santos
soccerprof_08@yahoo.com

Wrestling (Boys/Girls)
Coach: Charles Allen
clomacka@gmail.com

Spring Sports
February to May

Badminton (Boys/Girls)
Coach: John Ta
jtdzung@sandi.net

Baseball
Coach: Bob Schuman
schumanbobby@yahoo.com

Softball
Coach: Justin Delon
jdelon@sandi.net

Volleyball (Boys)
Coach: Thomas Tom
aboonai@aol.com

Swimming & Diving (Boys/Girls)
Coach: Patricia Arizmendi
xicadelxol@gmail.com

Track & Field (Boys/Girls)
Coach: Keith Turner
keith619@gmail.com

Lacrosse
Boys’ Coach: TBD
Girls’ Coach: Carey Miller
Cmiller213@hotmail.com

Visit our athletics website at hhcardinals.com
Food Services
The Hoover Food and Nutrition Services Team is committed to serving delicious and healthy meals in support of our students’ academic success. Breakfast is available 30 minutes before school starts, Nutrition Break and Lunch are served each day; every student at Hoover is eligible to receive these meals. Students can use their Lunch Personal Identification Number (PIN) or their Student ID Card to receive lunch. Help with a student PIN can be obtained from Cafeteria Office. Full menus along with nutritional information can be found at http://sdusd.yumi.com/webapp
School Cafeteria (619) 344-4560

Physical Education
Hoover Physical Education Policies and Expectations:
- Lockers are individually assigned for the term (no sharing of lockers allowed). Big lockers will only be used during the period you have P.E. Students are responsible for the safety and security of their personal effects. All non-PE related items, including backpacks and electronic devices, must be placed into lockers before students exit for roll call. Items are not allowed to be stored in teacher/coaches offices.
- Uniforms are to be worn daily. Students are expected to be properly suited by the end of the first week. P.E. uniforms are available for purchase in the finance office. Uniform consists of a gray Hoover P.E. t-shirt and black Hoover P.E. shorts or yoga pants. Closed toe shoes are mandatory and students are encouraged to keep a pair of athletic shoes in their locker. A gray sweatshirt and black sweat bottoms may be used during cold weather. Students may purchase their own uniforms outside of school as long as they meet the following requirements: gray shirt has no writing, graphics or logos and has at least a one inch shoulder. Black shorts, yoga pants or sweatpants have no writing, graphics or logos.
- Locks must be a Master Lock brand combination lock. No key locks. Locks for sale in Finance Office.
- No food is allowed in the locker rooms.

Financial Office
Our financial office is located on the 1st floor of the 1100 building. Student hours are before/after-school and during school lunch period. Students who come during classes or passing periods cannot be accommodated. The finance office sells P.E. uniforms, locks, yearbooks, and Senior packages, as well as tickets for athletic events, dances, and other ASB activities. Students will need to have a student ID card for all transactions. Payments accepted: cash, check or money order. Credit/debit card and electronic payments are not accepted.

PowerSchool Student/Parent Portal
Students and parents are encouraged to monitor academic progress via PowerSchool. Students can access their PowerSchool information by using their Active Directory PIN and Password. Parents/guardians can gain access by contacting the Site Tech, William Hilliard, to receive an Access ID and Password from the school.

Transportation
Morning bus pick-up is no longer available. Students with Moderate-Severe disabilities are provided transportation by the district. Aforementioned students may apply for transportation through the transportation secretary or Special Education Case Manager. For more information on transportation including late bus status, go to: http://transportation.sandi.net/ or call (858) 496-8460

Skateboards, Scooters and Bicycles
Hoover High welcomes the use of skateboards, scooters, and bicycles as a method of travel to and from school. Just like automobiles, they must be parked in appropriate places, these items must also be stored appropriately. Our storage lockers are located between the big gym and the 1200 building, and are equipped with secure racks. Scooters must have the ability to fold to fit inside the locker. Some oversized longboards may not fit. If an item does not fit within the lockers, it may not be brought to school. Teachers are unable to secure your items. Students must provide their own locks to use these facilities; locks will be available for purchase through the
finance office, if needed. Locks must be removed at the end of every day. The school reserves the right to cut off locks that remain after the items have been removed. Hoover is not responsible for items that are lost or stolen. At no time may these items be used on campus. Items being used on campus are subject to confiscation and can only be released to a parent or guardian.

App operated bicycles and scooters (OFO, Lime, Bird, etc.) should be parked off campus and out of the way of pedestrian or automobile traffic. Neither may be left or ridden on campus.

**Student ID Cards**

Students are required to carry ID cards on campus at all times. Returning students will receive these cards the first week of school at no charge. Freshman will have pictures taken for student ID cards during their first semester. If an ID card is lost or stolen, replacements are available for $5.00 at the finance office. Student ID cards are required for the following:

- Attendance
- Food Services
- Textbooks & Materials
- Finance Office Transactions
- School Event Admission

ASB cards also serve as a student ID. See above for more information.

**Library & Textbooks**

The library is available for student use before school and after school. Students are expected to treat the library as a quiet zone. During class time, students are not permitted to work in the library unless under the direct supervision of a staff member.

Textbooks are distributed to students during the first week of school. Upon issuing textbooks, they become the sole responsibility of the student. Students will be required to pay for lost, stolen, damaged, mildewed or otherwise missing textbooks. Textbooks are not to be left or stored in classrooms. Students with library, textbook, or any other indebtedness will not be issued library books and may not be able to purchase school event tickets, receive yearbooks, or participate in extracurricular activities. Students must clear their debts prior to graduation clearance.

Library Tech: (619) 344-4500, Ext. 3070 | Hours: 7:00 am- 3:15 pm Monday to Friday

**Hoover Innovation Center - Online and Independent Study**

In partnership with the district, our innovation Center offers student centered services and options for online and independent study opportunities that support student success. Students may: Earn extra credits to finish high school early, supplement schedules with courses that do not fit into the regular school day, enrich their high school experience with advanced coursework, make up credits to graduate on time through credit recovery, earn a high school diploma through online coursework, receive specialized services including tutoring, nursing and wellness, and bus passes.

Hoover Innovation Center: (619) 344-4500 x3077

**Parking**

Campus renovations will limit the amount of available parking during the school year. The school parking lots are reserved between 7:00 am-4:00 pm to Hoover Staff. Parking permits are required at all times. Parking on campus is not available for students. Students may park on the surrounding streets near Hoover. For families’ convenience, there are a limited number of visitor parking spaces available on Highland Avenue by the main entrance. Vehicles parked in school lots are parked there at their own risk. The school is not liable for theft or damage.

Note: Every third Monday Highland Ave is closed for street sweeping from 7:00am-10:00am.
Counseling and Guidance Mission
The mission of Hoover High School’s guidance program is to provide a comprehensive, preventative, and developmental counseling program that promotes academic, career, and personal/social achievement for all students. School counselors are professional school advocates who provide support to maximize student skills, motivation, curiosity and resilience in order for students to lead and participate in the society of tomorrow.

Appointment Policy
Students or parents wishing to make an appointment with their counselor may schedule a meeting in person, through phone or via email. Upon entrance into the main office, you will find Visitor Intake Forms, to outline the details for your appointment. An Office Monitor or staff member will assist you. For appointments scheduled during class time, students must receive a pass from their counselor in order to leave. Additionally, it is the student’s responsibility to complete all class work missed during their appointment.

Schedule Change Policy
At the start of a term, you may change your schedule by obtaining a “Request Error in schedule (wrong class assigned, no class assigned, duplicate class assigned, etc.) Passed current class in summer school” Student’s in AP Courses are required to sign a contract. Prior to dropping an AP course, student must abide by contract expectations. AP Drop Request Forms may be obtained from your AP teacher. Once the AP Drop Request is completed, return it to the counseling center and your counselor will process your request. Your counselor will notify you if/when your request has been approved.

Note: There will be no schedule changes after the first week of the semester. Requests to change academies may be considered during the end of the first semester for the next academic year. Academy Directors will inform all students of the process during this window of time.

Academy Counseling Team

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Phone/Ext.</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHHC</td>
<td>Andrea Munoz</td>
<td><a href="mailto:amunoz@sandi.net">amunoz@sandi.net</a></td>
<td>619.344.4609 x2109</td>
</tr>
<tr>
<td>AOIT</td>
<td>Frank Zavala</td>
<td><a href="mailto:fzavala@sandi.net">fzavala@sandi.net</a></td>
<td>619.344.4557 x3057</td>
</tr>
<tr>
<td>ALMA/Scholarship</td>
<td>Tawnya Pringle</td>
<td><a href="mailto:tpringle@sandi.net">tpringle@sandi.net</a></td>
<td>619.344.4511 x2111</td>
</tr>
<tr>
<td>SJA</td>
<td>Laura Romo</td>
<td><a href="mailto:lromo@sandi.net">lromo@sandi.net</a></td>
<td>619.344.4556 x3056</td>
</tr>
<tr>
<td>SABE</td>
<td>Patty Hollman</td>
<td><a href="mailto:phollman@sandi.net">phollman@sandi.net</a></td>
<td>619.344.4514 x2114</td>
</tr>
</tbody>
</table>
**Health Services**
The Hoover Health Center provides a convenient, on-campus, youth-friendly place for students to receive health care services. As a school-based clinic we offer physical, mental and dental health services to students through collaboration with partner agencies. Students must have a pass to visit the Health Center during instructional periods.

**Physical Health Services**
M-F, 7:30 am-2:30 pm.

Additionally, we partner with La Maestra Community Clinic, a local Federally Qualified Health Clinic (FQHC), that operates 20 hours a week as a satellite La Maestra clinic. Clinic hours: M-F 8:00 am-11:45 am. Please come into the Health Center to make clinic appointments.

We offer the following physical health services:
- Acute care - Diagnosis and Treatment of Minor Illness and Injury
- General Assistance with Chronic Illnesses such as Asthma, Seizure Disorder, Diabetes, Acne
- Immunizations
- Health Assessments
- Sports Physicals
- Administration of Over the Counter Medications
- Vision and Hearing Screening
- Family Planning Services
- Referrals for Specialty Care
- IEP Assessments

**Mental Health Services**
M-F, 7:30 am-3:00 pm.

We have a full-time social worker on campus. We also partner with Rady Children’s Outpatient Psychiatry and Union of Pan Asian Communities (UPAC) to provide mental health services to students.

We offer the following mental health services:
- Crisis Intervention
- Individual Counseling
- Group Counseling
- Support groups
- Case Management
- Referrals to Community Services

**Dental Health Services**
T & Th 8:00 am - 12:00 pm, 1:00 pm - 5:00 pm and W 8:00 am - 12:00 pm.

We offer the following dental health services:
- Dental Examinations and X-rays
- Dental Cleanings
- Fillings
- Extractions
- Crowns
- Referrals for Orthodontics
Attendance Policy

Attendance Mission
Regular and punctual attendance is crucial to the success of our student population at Hoover High School. Not only do tardies, absences, and truancies cause the student to fall behind, but it also disrupts the learning environment of others. Hoover High School values punctuality and preparedness as important skills to create proactive and productive college and career minded professionals.

1st Period Tardy Policy
Students are expected to arrive promptly in the classroom, seated, at 7:30 a.m. Arriving promptly means that you are passing through the gates no later than 7:29 a.m. Failure to make it by this time will result in a tardy and the gates will close. Recurring tardies will result in a parent phone call and teacher-led intervention with student.

1st Period Tardy Procedures:
1. Gates will close at 7:45 a.m.
2. Students will enter through the attendance window. Students will scan/sign in, will be given a pass, and have no more than 4 minutes to get to their classes.
3. Teachers will take attendance within the first 15 minutes of first period, and then make adjustments, if necessary, as they see fit.
4. Students with excessive tardies will be met with Pupil Advocate or Counselor in tandem with Academy supports.

Quick Guide to Attendance Policy

<table>
<thead>
<tr>
<th>Attendance Issue</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pattern of tardies and absences approaching 40</td>
<td>• Lunch Detention and/or after school tutoring</td>
</tr>
</tbody>
</table>
| Any combination of 40 total of the following codes: Absent (A), Unexcused/Unverified (U) or Tardies (T/W) | • Loss of Privilege list (LOP)  
• Lunch Detention and/or after school tutoring |
| 1 period truancy (Z) | • Loss of Privilege list (LOP)  
• Lunch Detention and/or after school tutoring  
• Parent/guardian conference/call |
### Attendance Definitions

<table>
<thead>
<tr>
<th>Definition</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tardy (T)</strong></td>
<td>Students who arrive after the start of class without an approved pass will be marked as tardy.</td>
</tr>
<tr>
<td><strong>Unexcused Tardy (W)</strong></td>
<td>Any tardy of more than 30 minutes is considered an “unexcused tardy.”</td>
</tr>
<tr>
<td><strong>Truancy (Z)</strong></td>
<td>Students are considered truant when found wandering campus during class time without a pass or when teacher and/or guardian are unaware of the student’s absence.</td>
</tr>
<tr>
<td><strong>Unverified Absence (A)</strong></td>
<td>Students will be marked “unverified” until a parent or guardian calls in their absence. Parents/guardians must call asap. After 3 days any “unverified absence” will automatically be considered an “unexcused absence.”</td>
</tr>
<tr>
<td><strong>Unexcused Absences (U)</strong></td>
<td>Students will be marked “unexcused” for any absence not considered an “excused absence.” Excessive unexcused absences will result in phone calls home or a home visit by our Pupil Advocate.</td>
</tr>
<tr>
<td><strong>Excused Absences (H)(E)(M)(I)</strong></td>
<td>Includes, but is not necessarily limited to: High School Sponsored Event, Illness, Bereavement, Extended Medical Leave, Family Emergency, etc.</td>
</tr>
<tr>
<td><strong>Make Up (K)</strong></td>
<td>When a student clears a Tardy (T) or an Unexcused Absence (A) with Saturday School, Lunch Detention or Tutoring.</td>
</tr>
</tbody>
</table>

### Lunch Detention
Students will use their I.D. cards to scan into lunch detention. Lunch will be provided in the stadium bleachers for students participating. There will be no cell phones, gaming or sound devices permitted during this time. Showing up to lunch detention is mandatory. Lunch Detention clears up to 2 tardies.

### Saturday School
Students may go to Saturday School to clear up to 5 tardies, 4 single-period absences, or 1 full-day absence per Saturday School session. Students must use their ID cards to sign in to receive clearance.

### Tutoring
Students may attend tutoring session to remediate a single period tardy (T) only. A sign in and scan is required for a valid tutoring session.
Behavior Management Policy

Behavior Management Policy Mission Statement
Hoover values and upholds common expectations of all Hoover community members in order to maintain a safe, productive, and dynamic learning environment for all. These common expectations for student success will help students develop a professional college and career readiness mindset.

Common Expectations
1. Arrive to class on time with needed materials and ready to work.
2. Follow directions when given by any staff member.
3. Learn and follow classroom rules determined by the teacher.
4. Do not use profanity, threaten, or harass others- including displaying “hate” visuals, or verbalizing them.
5. Keep electronic devices out of sight and turned off during class time unless you are given explicit permission by the teacher to use them.
6. Do not leave the campus without following attendance policies.
7. Do not accept delivery of anything from off-campus during school hours.
8. Follow the dress code guidelines.
9. Do not fight or play-fight.
10. Be respectful of yourself and others.
11. Treat your campus surroundings with care and respect because...it’s yours!

Academy Interventions
Our wall-to-wall academy model will allow for the facilitation and support of restorative practices. This creates impactful relationships between staff and students (community building), a cohesive communication structure, and ultimately allows for the administrative office to focus on the Level 4 interventions that require more intensive restorative measures.

Cardinal P.R.I.D.E.
Led by our Student Advisory Board, Cardinal P.R.I.D.E. outlines our identity as Hoover Cardinals. Although we may have different backgrounds or interests, Cardinal P.R.I.D.E. was developed by students to unite us as one. It’s our job to make sure the world knows how incredible Hoover students are. Let’s prove it! Hoo-Ryde!

Cardinal PRIDE

Passion:
Cardinals enthusiastically invest energy into their beliefs, success, and pursuit of excellence. Cardinals are driven about the things they love and desire.

Resilience:
Cardinals choose to view obstacles as opportunities to grow. Cardinals are optimistic about their future because they learn from their experiences.

Integrity:
Cardinals show respect by being honest, reliable, and sincere. Cardinals take ownership of their choices and look to consistently develop as individuals.

Diversity:
Cardinals embrace one another and value each other’s differences. Cardinals show empathy by seeking to understand all backgrounds and cultures.

Empowerment:
Cardinals express self worth with confidence and authenticity. Cardinals seek an education that creates unique leaders who are knowledgeable and destined to create a better future.
Hoover High School’s Restorative Practices Model Mission Statement
As a leader in the district’s commitment to restorative justice, an innovative approach to behavior management and growth of the whole individual, we continue to integrate this philosophy and practices into our campus culture. In addition to the overview below, the following link will offer you more information: Restorative Justice.

RESTORATIVE OVERVIEW

Restorative Practices in San Diego Unified School District

The San Diego Unified School District is partnering with the National Conflict Resolution Center to provide restorative tools and support to schools. The purpose of restorative practices is to further cultivate community on campuses with a focus on building strong relationships. Restorative Practices hold students accountable for their actions while giving them a high level of support to create a campus culture of learning and safety for all school community members.

RESTORATIVE PRINCIPLES:
• Building strong RELATIONSHIPS
• Safe and supportive campus environment
• Opportunity for empathic dialogue
• Taking responsibility for actions
• Inclusion of all school community members
• Consensus based decision making
• Focus on harms, needs, obligations, and causes
• Expand capacity of school community to create a just and fair response

IIRP Questions for Person Responsible:
What happened?
What were you thinking about at the time?
Who was affected by what you did?
What was the impact of your actions?
What needs to happen to make things right?

IIRP Questions for Impacted Community Member:
What happened?
What were your thoughts at the time and since?
How has this affected you and others?
What has been the hardest part for you?
What do you think needs to happen next?

Serious Behavior Incidents at Sample High School
After 1 year of whole school Tier 1 restorative training/interventions

<table>
<thead>
<tr>
<th>TYPE OF INCIDENTS</th>
<th>NUMBER OF INCIDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assault on Students</td>
<td>46</td>
</tr>
<tr>
<td>Assault on Teacher/Admin</td>
<td>25</td>
</tr>
<tr>
<td>Disorderly Conduct</td>
<td>43</td>
</tr>
</tbody>
</table>

Full Report available at: http://tinyurl.com/noe5hpq
4 STAGES OF RESTORATIVE PRACTICES IN SCHOOLS

STAGE 1
Communication skills, building empathy and relationships

STAGE 2
Restorative response to 1:1 interactions

STAGE 3
Restorative response to offenses

STAGE 4
Intensive wrap around support

PERCENTAGE OF STUDENT AND STAFF POPULATION ENGAGED IN RESTORATIVE PRACTICES

STAGE 1 uses circles to proactively create strong positive relationships between teachers and students in classrooms. Restorative circles include the whole classroom community and focus on building empathy, good communication, a strong sense of belonging, and shared values through fun ice breakers and open dialogue. Circles are also used for staff development and focus on building positive campus culture.

STAGE 2 uses one on one conversations to create a sense of empowerment and ownership for individual’s actions. Restorative conversations focus on sharing personal impact using “I” statements and creating a safe space where a challenging incident between two people can be discussed openly and honestly.

STAGE 3 uses impact circles and restorative conferences to respond to offenses such as assault, vandalism, drug use, disorderly conduct, truancy, etc. These processes bring those affected by harm together to address the root causes of the incident, hold the student accountable, and promote healing for impacted community members, such as other students, teachers, staff, administrators, and school police.

STAGE 4 uses restorative circles to welcome students back to their school site after a period of absence related to suspension, expulsion or incarceration. The focus is on mending broken relationships, creating a site based accountability plan, and creating supports for the student to ensure their academic success.

“\[The premise of restorative practices is that people are happier, more cooperative and productive, and more likely to make positive changes when those in authority do things ‘with’ them, rather than ‘to’ them or ‘for’ them.\]

– INTERNATIONAL INSTITUTE FOR RESTORATIVE PRACTICES (IIRP)

FIGURE 1. IIRP Social Discipline Window

### Action Levels

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
</table>
| **Teacher-Student**
Remind/Redirect/Reteach | **Teacher-Student**
Discussion/Reflection (Parent Phone Call) | Referred to Academy Director and/or Counselor for Conference | Referred to Dean of Students, VP, or School Police |

### Possible Behaviors

- Classroom disruption
- Dress Code Violation
- Not following classroom expectations
- Tardies
- Unexcused Absences
- Unauthorized Electronic Device use (1st)
- Repeated behaviors after Level 1
- Defiance
- More than 3 Tardies, Truancies, and/or Unexcused Absences
- Cheating
- Plagiarism
- Continued Unauthorized Electronic Device use
- Continued Behaviors after Level 1 & 2 Interventions
- Bullying
- Harassment
- Cyberbullying
- Excessive Tardies, Truancies, or Unexcused Absences
- Excessive Unauthorized Electronic Device use
- Soliciting drugs
- Physical Aggression
- Sexual Harassment
- Theft
- Vandalism
- Possession of illegal substances or paraphernalia
- Violations of State or Federal Laws
- Continued Behaviors of Level 3

### Possible Supports

- Visual Cue
- Reminder
- Stay after class
- Review common expectations
- Community building circles
- Reflection Sheet
- Buddy Room
- Short time out
- Circles
- Contact-Parent/Teacher Conference
- Lunch Detention

1. Referral
2. Parent Contact from Academy Director/Counselor
3. Restorative Conference Scheduled
4. Academy developed behavior modification and/or consequences
5. Administrative assistance and/or assigned consequences, if necessary

1. Call for supervision assistance: Dial “0”
2. Meeting with Dean or Vice Principal
3. Administration assigned behavior modification and/or consequences
4. Parent phone call with re-entry meeting scheduled
5. Re-entry meeting upon student return
Campus Policies

Dress Code
An individual and unique style of dress is vastly important to all. However, appropriate clothing is vital to the success and focus of our school. There are guidelines we follow so that we maintain a focus on our ultimate goal: learning. These guidelines below will support students in developing a professional, college and career ready mindset.

Dress Code for Success Mode:
1. Messaging: Any clothing, jewelry, or accessories with decorations, patches, lettering, advertisements, etc., that may be considered obscene, offensive, discriminatory, drug/alcohol related or gang affiliated are not to be worn to school or school events. Including any clothing, or accessories that may be used as weapons, or having inappropriate messages or symbols
2. Tops: Must cover chest and torso and must not be see-through
3. Dresses, skirts, shorts, & rompers: The length must be no shorter than mid-thigh and not see-through
4. Shoes: Must be safe, made for outdoor use, and heels must not be taller than 3”
5. Hoodies are not to cover students’ ears during class time
6. Masks are not allowed at any time
7. Undergarments should not be visible

Pass/Out of Class Policy
When out of class at any time, you must have a valid white/green pass issued by a staff member and your Student I.D. card. Restroom passes will be white passes with I.D. Students must show pass and I.D. card if ANY staff member requests it. If a student is out of class without a pass they will need to surrender I.D. card to be given a referral and marked truant. When considered truant, they will be brought to an administrator or dean by campus supervision. There will be a phone call home, and consequences depending on attendance history. If a student refuses to comply with other staff member’s requests to return to class, then campus supervisors will be notified accordingly. Students may not request to use the restroom the first 10 or last 10 minutes of classroom time.

Closed Campus
Hoover High School is a closed campus, which means that visitors must get access through the Main Entrance that is located along Highland Avenue. Students may only leave campus during the hours of 7:30- 2:30 with a parent/guardian phone call stating the business directly to the attendance office.

Off limits to all unsupervised students:
1. The library and computer area. Students may access library computers before and after school, and during after school tutoring.
2. Any construction area or area blocked off for construction.
3. Teachers’ lounge, staff bathroom(s), and copy room.
4. The Main Office unless summoned by office staff, a school counselor, dean of students, or administrator.
5. See Lunch Boundaries Map. Accessible areas are highlighted in yellow. Those off limits are in red.

Lunch Boundaries Map. Accessible areas are highlighted in yellow. Those off limits are in red.
Food Delivery
Hoover provides students with four completely free nutrition opportunities per day. Having food delivered to campus during the day disrupts the educational process and is not allowed at any time. Parents are encouraged to contact administration if there is a specific dietary need. Students may not have food delivered from services such as UberEats, YelpEat24, GrubHub or any other specific restaurant delivery during the school day.

Electronic Devices
Electronics may be used before school, between classes, and during lunch. Headphones or the earpiece on a phone are the only acceptable listening devices. External or amplified speakers may not be used on campus at any time. When entering classrooms, all electronics and headphones are expected to be stored and out of sight. Each classroom will have a green or red sign that displays electronic usage in the classroom. If the sign is red, students must have all electronic devices out of sight. If the sign is green, students may have their electronic devices out and used responsibly with teacher discretion. Students may not use any electronics during “bathroom breaks.” Students bring electronic devices at their own risk and are responsible for proper usage and security of the item. Hoover is not responsible for lost or stolen items. If an item is lost or stolen, the student should contact our school police officer to file a report. When parents, guardians, or family members need to contact students during school hours, all communication should be directed to the main office, not the student’s phone or device.
Parent/Guardian Visits to Classrooms
All parents/guardians must report to the Main Office, sign in, and obtain a visitor's pass.
1. Appointments to see a teacher or to visit a classroom must be made 24 hours in advance with the teacher.
2. Administration may refuse a visitor's pass if it is in the best interest of the students to do so.
3. Any person on school grounds without permission is trespassing and is subject to arrest by the police.

GPA Requirements
Students must maintain a GPA of 2.0 in both scholarship and citizenship to participate in interscholastic athletics.

Academic Honesty
Academic honesty is an extremely important factor in maintaining an educational environment which is fair, open, and preserves the dignity of all students. Each student is responsible for helping to keep this environment intact. Academic honesty does not simply involve "not cheating," and it is not merely a personal matter. It involves the trust and respect of the teacher as well as that of every student in the class. A violation of the trust and respect of the teacher and fellow classmates is a very serious matter. The student will receive Level 2 or 3 interventions accordingly. Academic Dishonesty includes the following offenses:

Cheating on Tests and Assignments: Intentional giving, or using, of outside assistance related to an examination, test, or quiz without permission from the teacher (including misuse of technology). Any collaboration between a student and another person at times or in ways which are not permitted.

Fabrication: Any falsification or intentional invention of data, sources, or other authority in an academic exercise.

Plagiarism: Any intentional use of another person's ideas, words, or work as one's own. Plagiarism includes the misuse of published material, material generated by technology, or the work of another student.

Theft or Alteration of Materials: Any theft, concealment, alteration, or distribution of student, staff, or library material. A student guilty of stealing or using stolen materials or of altering test or class materials may face suspension, removal from class with a failing grade, removal from HHS, or all of the above.

Forgery: Falsifying or submitting academic work by forging another person's signature.
Graduation Information

Credit

To earn a diploma, students must complete a minimum of 44 semester credits. Students are expected to meet California standards in English, mathematics, science, history/social science, fine and practical arts, and physical education, as well as the UC/CSU “A-G” course requirements. Click here for a complete list of required courses for graduation.

Grade Point Average (GPA)

An overall 9th–12th grade GPA of 2.0 or higher is required to graduate. The GPA is computed on the basis of: A=4, B=3, C=2, D=1, F=0

Only Advanced Placement and some honors courses will be given a weighted GPA for high school graduation. The Weighted GPA is computed on the basis of: A=5, B=4, C=3, D=1, F=0

Diploma with Academic Distinction

The Board of Education awards high school diplomas inscribed "With Academic Distinction" to students whose achievements have been outstanding. Only those students who have attended a district high school for their entire senior year and met all other requirements are eligible for this diploma. Students who have attended high schools in other school districts for all or part of grades 10 and 11 may qualify for this recognition if their academic performance in the San Diego Unified School District merits consideration. The high school principal is responsible for evaluating courses taken outside the district. To check eligibility and requirements for this diploma, please reference State Mandates

Option 1: Student must earn a GPA of 3.5 or higher for all courses taken in grades 10, 11, and the first semester of grade 12.

Option 2: Student must meet the following three requirements:

1. Grades 9-12: 2 years of Science and Foreign Language. Requirements may be met prior to grade 9 if courses are equivalent to those offered in grades 9-12.

2. Grades 10-12: 14 semester credits with grades A or B in specific selected courses.

3. Four of the required 14 semester credits must be earned in grade 12.

If you have any questions, or for a list of selected courses, please see the Registrar.

Seal of Biliteracy

The High School Seal of Biliteracy is awarded upon attainment of a high level of proficiency in two or more languages. The Seal of Biliteracy highlights individuals with multilingual and multicultural competence to potential employers and provides universities with a method of identifying and giving credit to applicants with high levels of proficiency in a second language. To see eligibility requirements, please visit: Seal of Biliteracy
Anti-Bullying and Intimidation Prohibition Policy

In its commitment to providing all students and staff with a safe learning environment where everyone is treated with respect and no one is physically or emotionally harmed, the Board of Education will not tolerate any student or staff member being bullied (including cyber-bullying), harassed, or intimidated in any form at school or school-related events, (including off-campus events, school-sponsored activities, school busses, any event related to school business), or outside of school hours with the intention to be carried out during any of the above.

Such acts include those that are reasonably perceived as being motivated either by an actual or perceived attribute that includes but is not limited to race, religion, creed, color, marital status, parental status, veteran status, sex, sexual orientation, gender expression or identity, ancestry, national origin, ethnic group identification, age, mental or physical disability or any other distinguishing characteristic.

The district further prohibits the inciting, aiding, coercing or directing of others to commit acts of bullying or cyberbullying, harassment or intimidation. Any staff member that observes, overhears or otherwise witnesses bullying (including cyber-bullying), harassment, or intimidation, or to whom such actions have been reported must take prompt and appropriate action to stop the behavior and to prevent its reoccurrence as detailed in the applicable Administrative Procedure. Students who observe, overhear, or otherwise witness such actions must, and parents/district visitors are encouraged to report the behaviors to a staff member. At each school, the principal or principal’s designee is responsible for receiving and promptly investigating complaints alleging violations of this policy. Any form of retaliation in response to a report of such acts is prohibited.

To learn more about the San Diego Unified School District’s Safe Schools Task Force, go to: http://www.sandi.net/page/2441.

Title IX Educational Equity

Notice of Student Nondiscrimination/Notice of Nondiscrimination

San Diego Unified School District is committed to equal opportunity for all individuals in education. District programs and activities shall be free from discrimination, harassment, intimidation, and bullying by reason of the following actual or perceived characteristics: age, ancestry, color, mental or physical disability, ethnicity, ethnic group identification, gender, gender expression, gender identity, genetic information, immigration status, marital or parental status, nationality, national origin, actual or perceived sex, sexual orientation, race, religion, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics.

Students who violate this policy may be subject to discipline, up to and including expulsion, in accordance with district policy, administrative procedure and state law.

Employees who violate this policy shall be subject to discipline up to and including dismissal. Any disciplinary action shall be in accordance with applicable federal, state and/or collective bargaining agreements.

Reference Board Policy (BP) 5145.3 and Administrative Regulation (AR) 5145.3 for full policies.
**Student Sexual Harassment Policy**

San Diego Unified School District is committed to making the schools free from sexual harassment and discrimination, harassment, intimidation, and bullying. Sexual harassment is a form of sex discrimination under Title IX of the Education Amendments of the Civil Rights Act of 1972 and is prohibited by both federal and state laws. The district prohibits sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities. Sexual harassment is defined in Education Code to mean unwelcome sexual advances; requests for sexual favors; or verbal, visual, or physical conduct of a sexual nature, made by someone from or in the educational setting. The superintendent or his/her designee shall ensure that district students receive age-appropriate instruction about their rights to be free from sexual harassment, the district procedure for reporting and investigating complaints of sexual harassment including with whom a complaint should be filed.

The district prohibits conduct that has the purpose or effect of having a negative impact on the individual’s work or academic performance, or that is sufficiently severe, persistent, or pervasive to create an intimidating, hostile, or offensive educational environment.

The district further prohibits sexual harassment that conditions a student's status, progress, benefits, services, honors, program or activities based on submission to such conduct.

Any student who feels that he/she is being, or has been, sexually harassed by a school employee, another student, or a non-school employee at school or at a school-related event, shall immediately contact his/her teacher or any other district employee. An employee who receives such a complaint shall report it in accordance with administrative procedures/regulations.

Students who violate this policy may be subject to discipline, up to and including expulsion, in accordance with district policy, administrative procedure and state law.

Employees who violate this policy shall be subject to discipline up to and including dismissal. Any disciplinary action shall be in accordance with applicable federal and state laws and/or collective bargaining agreements.

The district believes that it can resolve issues of discrimination, harassment, intimidation, and bullying at the school site.

Reference BP and AR 5145.7 and BP and AR 0410 for full policies

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**To file a formal complaint for discrimination, harassment, intimidation, and bullying or sexual harassment**

**Filing a Uniform Complaint**

A complaint may be filed by a student or parent/guardian by obtaining a copy of the Uniform Complaint Form (BP and AR 1312.3) from the school or the district’s Uniform Complaint Compliance Office or districts website. Remedies available outside of the district are listed in this procedure.

**Investigation**

San Diego Unified School District will immediately undertake an effective, thorough, and objective investigation of the harassment and/or discrimination, harassment, intimidation, and bullying allegations and provide a written report within 60 days from the date the complaint was filed. The Superintendent or his/her designee shall ensure that any complaint received is investigated in accordance with district administrative procedures and that school personnel take immediate steps to intervene, when safe to so, when they witness any act of harassment.
Action
When an allegation of sexual harassment is validated by the investigation and disciplinary action is necessary, the superintendent will determine the appropriate course of action to prevent reoccurrence and follow up with the harassed student, depending upon whether the harasser is a student, staff member or agent of the district. If the complaint of sexual harassment is validated the superintendent and/or designee shall take prompt, appropriate action to end the harassment and to address the effects on the victim.

Complaints will be kept confidential to the extent possible. The person filing the complaint may also pursue action in civil court.

The district prohibits retaliation against any person who complains, testifies, assist or participated in district complaint procedures.

Reference BP and AR 1312.3 for full policies

A student who has a complaint of discrimination or sexual harassment or discrimination, harassment, intimidation, and bullying based on sex shall immediately contact his/her teacher or any other district employee. For questions or additional information or if a complaint cannot be resolved at the site level, or at any tie the student may:

**Lynn Ryan**  
Title IX Coordinator  lryan@sandi.net  
San Diego Unified School District  
4100 Normal Street, Room 2129  
San Diego, CA 92103  
619-725-7225

For questions or additional information, please call (619) 725-7225.
Teacher’s Responsibility:

- Assess the situation. Step outside and evaluate the surrounding area. Do you see fire? Do you smell smoke? Do you see people moving quickly from a location? If you answer “No”, please stand by and look for a Remind App message and email with next steps.
- If you answer “Yes” follow Fire Evacuation Procedure
  o Teacher shall verify that the room is empty before leaving the room
  o Leave lights on
  o Lock doors
  o Proceed to evacuation route.
  o Do not reenter the building for any reason, do not take risks.
  o Remind students that it is very important to **remain quiet, and behave in an orderly manner throughout this evacuation.**
  o Evacuate to football field and submit HHS Evacuation report to Command Post.
  o Inform students that they may be outdoors for an extended period of time.

Student’s Responsibility:

- Stay calm
- Follow instructions from the teacher: turn off lights and lock doors
- No talking, including cell phones
- Once doors are closed, they will be locked and they will not be re-opened until the situation is safe.
- Students outside the building will take direction from their teacher and proceed to a designated safe location
- If you are in the restroom, proceed to evacuation route at once
- If you are in any other building other than your classroom, proceed to evacuation route at once
- Evacuate to turf field and look for your Teacher/Classroom
- If emergency takes place before school, report to 1st period teacher
- If emergency takes place during break, passing periods, or lunch, report to previous period’s class

All Clear Signal:

- Stadium speaker/bullhorn announcement by Administration followed by Remind App message and/or email
Modified Lockdown is the threat of violence or police action in the surrounding community and requires precautionary measures to ensure the safety of students and staff. Outer gates and other entrance/exit points will be closed to deter a potential perpetrator from entering school grounds. **When a campus is in Modified Lockdown status, classroom instruction and/or activity may continue as long as all classroom and office doors are locked, and all students and staff remain inside through the duration of that event.**

Modified Lockdown response is considered appropriate for, but not limited to, the following types of emergencies:
- Potential threat of violence in the surrounding community
- Police activity in the surrounding community
- Police chase down El Cajon Blvd.

**Teacher’s Responsibility:**
- Account for everyone in the room
- Report any items in hallways or classroom that seem out of the ordinary
- Keep everyone in the room. “No one In- No one Out”
- **Continue with instruction and operations inside buildings and await further instructions via Remind App and/or email**
- All outside activities will be cancelled until deactivation of lockdown

**Student’s Responsibility:**
- Go immediately to the nearest supervised classroom, if not possible, go to the nearest room
- Follow instructions from the teacher
- If you are in any other secure place, stay where you are and remain calm & quiet
- Remain where you are until further instructions have been provided by police or admin/staff

**If students are engaged in an outdoor class activity on an outdoor field (PE OR OTHER ACTIVITY):**
- Gather students together quickly and safely
- Inform students that as part of Modified Lockdown procedures, the class will move immediately to a pre-determined classroom location
- Proceed to on-campus shelter location as quickly as possible
- Once inside, take attendance to ensure all present students are accounted for
- By classroom phone, cell phone, walkie-talkie, or 2-way radio, contact Attendance Office (ext. 2178) to report class location and any absent or missing students
- Implement all classroom policies and procedures for Modified Lockdown status
- Wait for another action or, if ALL CLEAR announcement is issued, return to normal class routine

**All Clear Signal:**
- “All Clear, Hoover” Remind App message and/or e-mail from Administration
“Active shooter situations” are defined as those where an individual or individuals are “actively engaged in killing or attempting to kill people in a confined and populated area.” Active shooters / armed assailants frequently use firearms, but attacks of this type can also be made with other types of weapons (knives, swords, etc.). These situations are unpredictable and evolve quickly. Because of this, individuals must be prepared to deal with an active shooter / armed assailant situation before law enforcement personnel arrive on the scene.

No single response fits all active shooter / armed assailant situations; therefore, it is essential all members of the school staff know their options for response and are prepared to act decisively to protect their students and themselves.

**Response to Immediate Threat:**

- Use senses to attempt to identify location of threat
- Based on evaluation of surrounding safety, quickly check the hallway for students or staff, gather them inside, lock the classroom door
- For those who choose Shelter In Place: ensure all room occupants drop and take cover, spread out, away from windows and doors, sitting quietly on floor and out of line of site from room entrance
- Instruct students to turn ringtones off on cell phones/vibrate mode only
- Remind students that it is very important to remain quiet to avoid calling attention
- Inform students that they may be in a lockdown situation for an extended period of time. Remind them that all classrooms have an Emergency Kit, including a “toilet”, if necessary

**Teacher’s Responsibility:**

1. All employees are authorized to take immediate action to protect students and themselves and students if they see or hear anything that causes them to believe an active shooter / armed assailant situation is occurring or is about to occur.
   a. Act immediately if you or your students:
      - hear a sound that might be gunfire
      - see something that looks like a weapon being carried or used on or near the campus
      - sense any other indication of active shooter / armed assailant threat
   b. Quickly evaluate which option (Run, Hide or Fight) will best protect students and yourself
   c. Be decisive. Communicate your plan to your students and act quickly
   d. Call 911 and the School Office as soon as it is safe to do so
Options: **Run, Hide or Fight**

**Run:** If you can get students and yourself safely away from danger, do so immediately.
- Run if you...
  - Know with certainty, the exact location of assailant (do not trust unofficial and second-hand accounts)
  - Can visualize a route that will get your students and yourself safely off campus
    - Don't carry anything with you.
  - Police may mistake an item in your hands as a weapon
  - Leave everything behind
    - If you encounter people along the way...
      - **Adults:** Warn them and take them with if you can but don’t stop if they refuse to come
      - **Students:** Warn any students you encounter; and take them with you if you can. You may use reasonable force to take a student with you if you can do so without endangering yourself or the other students in your care
    - Put physical space and buildings between you and the assailant to cover your escape. Run in a zig zag pattern
    - Keep going until you are certain you are out of danger
    - Call 911 as soon as it is safe to do so
    - Keep your students with you.
    - Keep running until you reach law enforcement personnel. Keep hand visible at all times for law enforcement personnel
    - Follow law enforcement instructions at all times

**Hide:** If you do not know the exact location of the assailant, get your students and yourself into the most secure location available and LOCKDOWN. Use closest room available.
- Lock the doors
- Close and lock windows and close blinds or cover windows.
- Turn off lights
- Barricade the doors with heavy furniture and have students help if possible. Be sure the barricade covers any glass in or near the door
- Silence all electronic devices
- Remain silent
- Keep students spread out and out of line of site from room entrance
- Prepare to take action if the assailant attempts to get in the room
- If possible, email to communicate your location, the number of students or staff with you, if you have any wounded and the extent of the injuries
- Remain in place until evacuated by identifiable law enforcement officers
- DO NOT open the door. Doors will not be opened until law enforcement enters
- Student/Staff accountability will be documented by law enforcement

**FIGHT:** Never seek out confrontation with an active shooter / armed assailant. If you are confronted by an active shooter / armed assailant and you have no safer option, take immediate action to disrupt or incapacitate the assailant. If you choose the FIGHT option, commit to your actions.
- Prepare yourself and your students for the possibility that the assailant may attempt to get in the room you are in
  - Construct a strong barricade
  - If you have another way out (a window or back door) use it while the assailant is attempting to get in
  - If no other exit is available be prepared to disrupt the assailant by throwing objects at the assailant and running for the exit as soon as the assailant enters the room
    a. Use items in the environment as improvised weapons (fire extinguishers, staplers, books, cups, etc.)
    b. Yell and scream to distract the assailant.
    c. Stay committed and don’t give up until law enforcement arrive
● Staff members may consider using aggressive and violent force to surprise and overwhelm the assailant
● Call 911 as soon as it is safe to do so

Student’s Responsibility:

- Quickly and safely travel to a building/classroom whose door is open. Do not waste time knocking on doors. Go immediately to the nearest classroom, if not possible, go to the nearest room, close doors, and hide
- Follow strategic plan of faculty or staff
- Remain silent, including silencing cell phones
- Once doors are closed, they will be locked and they will not be re-opened until the situation is safe
- Students outside the building will take direction from staff member and proceed to a designated safe location
- If you are in the bathroom and you feel secure, lock the stall door and sit with feet up on top of toilet lid
- If you are in any other secure place, stay where you are and remain calm & quiet
- Remain where you are until further instructions have been provided by police or admin/staff

All Clear Signal:

- In event of Complete Lockdown, All Clear will be facilitated by law enforcement on a room by room basis
Teacher’s Responsibility:

- Remain calm
- Secure your space by identifying hazards and securing moveable items prior to an earthquake
- DROP down onto your hands and knees (before the earthquake knocks you down). This position protects you from falling, but allows you to still move if necessary
- COVER your head and neck (and your entire body if possible) under a sturdy table or desk. If there is no shelter nearby, only then should you get down near an interior wall (or next to low-lying furniture that won't fall on you), and cover your head and neck with your arms and hands
- HOLD ON to your shelter (or to your head and neck) until the shaking stops. Be prepared to move with your shelter if the shaking shifts it around
- If you are outdoors, move to a clear area if you can safely do so; avoid power lines, trees, signs, buildings, and other hazards
- When shaking has stopped, evacuate to the turf field (or alternative location) with entire class
- Tape green construction paper for “all clear”. Tape red paper is anyone was left behind and need help
- Account for everyone in your room and return HHS Evacuation Report to the 50 yard line on the field

Student’s Responsibility:

- Go immediately to the nearest supervised classroom. If not possible, move to a clear area if you can safely do so; avoid power lines, trees, signs, buildings, and other hazards
- Follow instructions from the teacher: DROP-COVER-HOLD ON
- Immediately drop to the floor under desks, chairs or table. With back to windows, place head between knees, hold on to a table leg with one hand and cover the back of the neck with the other arm
- If you are in any other secure place, stay where you are, follow DROP-COVER-HOLD ON protocol. Remain calm and wait for further instructions
- Once outside the building, students will take direction from their teacher and proceed to a designated safe location
- If emergency takes place before school, report to 1st period teacher
- If emergency takes place during break, passing periods, or lunch, report to previous period’s class

All Clear Signal:

- Stadium speaker/bullhorn announcement by Administration followed by Remind App message and/or email
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<td>September 16</td>
<td>Picture Day for 11th and 12th grade</td>
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<td>November 1</td>
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