

Somerset High School

Home of the Saints

Parent & Student Handbook



2022-2023

A California Model Continuation High School
Bellflower Unified School District





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BELLFLOWER UNIFIED SCHOOL DISTRICT

16703 South Clark Avenue
Bellflower, CA 90706
(562) 866-9011

BOARD OF EDUCATION

Myra Garza, President
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SOMERSET HIGH SCHOOL

9242 East Laurel Street
Bellflower, CA 90706
(562) 804-6548
Clifford Higgins, Principal

Notice of Non- Discrimination: Bellflower Unified School District prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived ancestry, age, color, mental or physical disability, gender, gender identity, gender expression, genetic information, nationality, race or ethnicity, religion, sex, sexual orientation, immigration status, marital status, parental status, pregnancy status, medical information or association with a person or a group with one or more of these actual or perceived characteristics. Parents/students who have questions or concerns about the policy can contact Dr. William Avila, Assistant Superintendent of Educational Services, Title IX and Equity Compliance Officer, 16703 S. Clark Avenue, Bellflower, CA 90706, staceystewart@busd.k12.ca.us, (562) 866-9011 ext. 2012. For more information, visit the Non-Discrimination Title IX section in the Quick Links or the U.S. Department of Education website.





Our Mission

The mission of Somerset High School is to prepare our students for on-time high school graduation or transfer back to their comprehensive high school. Somerset High School will also improve students' ability to communicate effectively, to be responsible citizens who are caring and contributing members of society, and to think critically, being able to solve problems in their future post-secondary institution of learning or occupation.

We Commit to Providing:

- A rigorous, relevant, and coherent standards-based curriculum that integrates academic learning and essential life skills as defined by Somerset High School's 4Cs.
- A school climate that is safe, supportive and individualized.
- A culture that values diversity and is committed to high expectations for all.
- A carefully thought out curriculum that enhances and engages students in learning.
- The confidence that they can succeed in both their secondary and post-secondary academic endeavors.



Dear Somerset Parents and Students,

Welcome to Somerset High School! The entire staff of Somerset High School is committed to providing all students with the skills necessary to be responsible and contributing members of society. Working together, we can help Somerset achieve their academic goals and students graduate on time.

This handbook has been prepared to assist parents and students in determining the student's individual learning plans and course of study necessary to meet the requirements for graduation. It also lists the school policies, rules, procedures, and other important information necessary for academic success. Use it as a reference for questions relating to the school calendar, daily class schedules, or dress code.

I hope you take the time to read it thoroughly and discuss it with your student as that may help to ensure success and alleviate some of the concerns of enrolling in a new school.

Sincerely,

Clifford Higgins
Principal



The 4 Cs

Graduates of Somerset High School will have the foundation of the 4 Cs. Students will be able to be effective communicators, successful collaborators, creative problem solvers and critical thinkers.





Name	Position	Email	Phone and Ext.
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Somerset High School operates on a continuous year-round schedule. Students attend a total of 180 days-the same number of days as those at Bellflower and Mayfair High Schools. There are four breaks throughout the year; a 3-week fall break, a 2-week winter break, a 2-week spring break, and a summer break of about 5 weeks. A copy of the school's attendance calendar for 2022/2023 on Somerset High School's Website.

Sessions

Somerset provides two sessions daily. The morning session - 4 periods - meets from 8:30 a.m. to 12:37 p.m. The afternoon session - 3 periods - meets from 12:52 p.m. to 3:50 p.m. California Education Code considers 15 hours per week to be full time for continuation school students and Somerset High School is staffed accordingly.

Full Day Requests

Somerset realizes that some students desire more classes and has a full day request process in place. To be eligible for extra classes a student must complete the full day request form during the second to the last week of the BLOC. The requests are then prioritized by student's attendance, behavior, grade level, credits completed, grades earned and productivity. We cannot guarantee placement even if eligibility requirements are met.

Intersession

During the fall, spring, and summer breaks, students may attend Intersession classes on a voluntary basis. These Intersession classes give the students the opportunity for credit recovery. The classes offered vary from session to session.

BLOC Schedules

The Somerset school year is broken up into BLOCs with each BLOC containing approximately 20 regular school days. Necessary class changes for core subject areas are made only at the beginning of a BLOC, thus allowing teachers to have more continuity in classes which better serves the academic needs of students. Certain elective classes, however, are able to be entered during a BLOC.

Enrollment and Registration

Somerset is a referral only school. Students are referred from Bellflower and Mayfair High Schools. When a referral is received, parents enroll using an online registration process through the parent portal. Somerset also accepts students from other continuation schools who have moved into the Bellflower Unified School District area. Following the completion of registration, students then begin classes at the start of the next BLOC. Students are to continue attending their respective home schools until the enrollment process is complete.

Orientation/Skills Lab

All new Somerset students complete one BLOC in the Orientation class before entering the regular schedule of classes. There are two 3-hour sessions; a morning session from 8:30 a.m. to 11:30 p.m. and an afternoon session from 12:52 to 3:50 p.m. During this time, students' skills are assessed in reading, writing, and mathematics. Students are provided remediation as needed for the basic skills necessary for successful completion of the course work offered in the regular high school classes. Study skills are reinforced and students are also oriented to the Somerset High School policies, procedures, and rules. Following the completion of the BLOC, students are placed into the regular classes they need to progress toward graduation.



Closed Campus

Leaving campus is not permitted. All students arrive through the front door and leave through the back gate when dismissed. Students must sign out in the office if leaving school with parent permission. Once you leave campus you will not be allowed back on campus. The school campus is defined to include the entire parking lot area and the sidewalk areas both in front and back of the school. Students are not allowed to congregate in the parking lot, across Laurel St. or at the Kiwanis Hall.

Snack Period

A regular snack period is built into the Somerset schedule. Students may purchase lunches provided by the Bellflower Unified School District Food Services Department. All students must have a completed National School Lunch Program form on file even if they do not qualify. Students, who were participating at their prior schools, need to advise the staff during their registration meeting.

Student Advisory Period

Advisory is held on Wednesdays of each week and on the first day of each block to provide academic guidance to students. Its purpose is to increase student awareness and responsibility in regards to their individual learning plan that directs them to graduation and post-graduation choices. The a.m. advisory of 20 minutes follows period 1 and the p.m. advisory of 15 minutes follows period 5. In advisory, students will have the opportunity to develop and monitor their individual learning plan, make course selections and start looking towards a career.

Combined Days

Almost every Friday of the school year is a combined day. This means that afternoon students combine with morning students. Only when there is a holiday during the week is Friday a regular schedule day. Occasionally, throughout the year, there are additional combined days such as the Career Fair, Prom, Turkey Day, and some other special days. Students follow this schedule on combined days:

- Students with a 4-period a.m. schedule attend as usual.
- Students with a 3-period p.m. schedule attend from 9:29 a.m. to 12:37 p.m.
- ***Students who usually attend 4th through 7th will attend from 9:29 a.m. to 12:37 p.m. and will attend their normal 5th, 6th, and 7th periods. They will not attend their 4th period class on combined days.*** If you are in doubt as to whether a particular day is a combined day, please call the office.

Medical Information

Somerset High School has the services of a nursing assistant for 3 hours daily. The nursing assistant sees students who are feeling ill or those who may have hurt themselves in some manner on campus, maintains students' health records, and coordinates various health screening tests with the District's Health Services Coordinator.

If a student is required to take medication, a doctor's written order must be on file in the health office. A form is available from the school office. Medication is kept in the health office and is dispensed by the health assistant or nurse. At no time should medication be in the student's possession while on the campus grounds or in class unless written direction from a physician is on file in the health office reflecting medical need.



Every student completing the 12th grade is required to earn credits in the areas listed below.

SUBJECT AREA	CREDITS
English/Language Arts	40
Mathematics	10
Physical Science	10
Biological Science	10
World History	10
U.S. History	10
Geography	5
American Government/Political Systems	10
Economics	5
Practical Arts	10
Fine Arts/Foreign Language	10
Skills for Living	5
Careers	5
Health (State Requirement)	5
Computer Literacy	5
Integrated Mathematics 1 *	10
Additional Year of Math and/or Science	10
Electives	50
Total Credits	220

* Or other mathematics course which meets or exceeds the rigor of the content standards for Algebra 1.



9th Grade	1st Semester Grade	2nd Semester Grade	Summer Grade	Comments
English 9				
Geography/Health				
PE				
Science				
Math				
Elective:				
10th Grade	1st Semester Grade	2nd Semester Grade	Summer Grade	Comments
English 10				
World History				
PE				
Science				
Math				
Elective:				
11th Grade	1st Semester Grade	2nd Semester Grade	Summer Grade	Comments
English 11				
US History				
Science				
Math				
Elective:				
Elective:				
12th Grade	1st Semester Grade	2nd Semester Grade	Summer Grade	Comments
English 12				
Government				
Economics (1 sem)				
Math or Science:				
Elective:				



At Somerset High School, all grades and credits earned at another school are added to the student's transcript so long as the school issuing the grades and credits is accredited by the Western Association of Schools and Colleges (WASC). Somerset High School is unable to accept grades or credits issued by a non-accredited school.

Grades

The policy statement of the Bellflower Unified School District states in part, "In grades seven through twelve, teachers shall use academic achievement markings to indicate the students' level of achievement. Teachers may also provide narrative descriptions when appropriate."

At Somerset High School, achievement markings are as follows:

A = Outstanding Achievement 4.0 grade points

B = Above Average Achievement 3.0 grade points

C = Average Achievement 2.0 grade points

Somerset High School does not issue grades below a 'C' – Instead; students are given the opportunity to redo the assignments to bring the work up to a 'C' level.

Credits

Credits are earned based upon a pre-arranged quantity of work successfully completed – not for time spent in the classroom. Somerset High School does issue variable credits - meaning that students may earn anywhere between ½ and 5 credits per class depending on the amount of work successfully completed.

A few classes, such as teacher or office aide and physical education, issue credits at the rate of 1 credit per 12 hours of productive participation, while wood shop and media art classes issue credits based upon project completions.

Report Cards

Teachers submit grades electronically and/or issue report cards when students have finished the number of credits needed to complete requirements in each subject area. A copy of the report card is given to the office and the grade and credits are entered into the computer. One copy of the report card is kept on file by the teacher and one is given to the student. Students are advised to keep their copy of the report card.

Student grade reports and transcripts are given at the end of each BLOC. The grade report shows grades and credits for each of the eight grading periods. The transcript shows the total number of credits earned and further breaks down the number of credits BLOC by BLOC. The transcript also shows how many credits are still required in each subject area. This allows the students and parents to more fully understand exactly where a student stands on the road to graduation.



The Somerset High School program provides all students with the courses needed to satisfy State and District requirements for a high school diploma. This includes courses needed for credit recovery (past failures) as well as original credit (courses not yet taken). The requirements for a Somerset High School diploma are slightly different from those at Bellflower High School or Mayfair High School. The specific requirements for a Somerset High School diploma are outlined on page 5 of this handbook.

Because Somerset High School is accredited through the Western Association of Schools and Colleges (WASC), all credits earned at Somerset are accepted at any school throughout the United States.

Orientation

All newly enrolled students are placed into the Orientation for a period of approximately four weeks (one BLOC). This course provides new students with an orientation of the Somerset High School system, including school rules and procedures.

Part of orientation is the assignment of one math class and one English class where assessment tests are given in mathematics and English/Language Arts. Students receive remediation in those skills needed to successfully complete the normal high school level coursework. Mathematical skill remediation includes the use of ALEKS to assess and assign remedial and accelerated work. Additional coursework in English, mathematics and electives will be given to those students not needing remediation.

English/Language Arts skill remediation may include reading comprehension, basic grammar, including punctuation and capitalization skills, and writing skills including sentence structure, and paragraph and essay construction with a specific use of the RACE model of.

English Language Arts

All classes provide experience and training in reading, writing, speaking, critical thinking, and listening skills. All students also experience a core of literature at each grade level as outlined by District requirements. Somerset High School provides a strong emphasis on students' writing abilities.

3250: English 9 (10 Credits)

This course is aligned with the Common Core State Standards for grades 9 and 10 and is a survey of world literature featuring well-known writings and authors representing works from a wide range of cultural perspectives. The goal is to develop an appreciation, through comparative analysis, of the author's structure, style, and purposes and the social and historical relevance these texts represent. Complex literary devices such as figurative language, imagery, symbolism, mood and tone are addressed. In order to develop skills of research, reasoning and argumentation, students will write a variety of compositions from short answer responses to full 5 paragraph essays. Students will also be expected to develop speaking and listening skills and to learn new vocabulary. This course meets the UC/CSU a-g requirements in the following category: (b) – English.

**3420: English 10 (10 Credits)**

This course is aligned with the Common Core State Standards for grades 9 and 10 and is a survey of world literature featuring well-known writings and authors representing works from a wide range of cultural perspectives. The goal is to develop an appreciation, through comparative analysis, of the author's structure, style, and purposes, and the social and historical relevance these texts represent. Complex literary devices such as figurative language, imagery, symbolism, mood and tone are addressed. In order to develop skills of research, reasoning and argumentation, students will write a variety of compositions from short answer responses to full 5 paragraph essays. Students will work through the stages of the writing process as needed. Students will also be expected to develop speaking and listening skills and to learn new vocabulary. This course meets the UC/CSU a-g requirements in the following category: (b) – English.

3510: English 11 (10 Credits)

This course is aligned with the Common Core State Standard for grades 11 and 12 and involves the critical reading of American literature and the effective writing of a variety of types of compositions. Students study literary texts and documents, both fiction and nonfiction, spanning from the pre-revolutionary period, to the 21st Century. They will analyze and evaluate foundational U.S. documents and explore complex themes such as “The American Dream.” In order to develop skills of research, reasoning and argumentation, students will write a variety of compositions from short answer responses to full 5 paragraph essays, using organization, style and voice appropriate to the writing task. Students will work through the stages of the writing process as needed. Students will also be expected to develop speaking and listening skills and to learn new vocabulary. Students are encouraged to integrate their learning with United States history, a parallel course. Major core works may include non-fiction documents, speeches, texts and essays as well as novels, and drama selections. This course meets the UC/CSU a-g requirements in the following category: (b) – English.

3610: English 12 (10 Credits)

This course is aligned with the Common Core State Standard for grades 11 and 12 and focuses on literature studied through the theme of The Individual and Society. Students study a variety of the extended works of British and American literature. In order to develop skills of research, reasoning and argumentation, students will write a variety of compositions from short answer responses to full 5 paragraph essays, using organization, style and voice appropriate to the writing task. Students will work through the stages of the writing process as needed. Students will also be expected to develop speaking and listening skills and to learn new vocabulary. Major core works studied include non-fiction letters, speeches and documents; novels; and drama selections. This course meets the UC/CSU a-g requirements in the following category: (b) – English.

3821: Public Writing (10 Credits)

Students learn interviewing and reporting skills. They learn the ethics, etiquette, and rules governing journalistic procedures. Students are responsible for the writing and production of the Somerset student newspaper, *The Somerset Times*.

**3150: Advanced ELD (10 Credits)**

The Advanced ELD class aligns the California English-Language Arts standards and the English Language Development standards to meet the needs of the early advanced and advanced English learners. This course has been carefully designed for English learners to accelerate both their growth in language and literacy. It has also been designed to assist the English learner master the English-Language Arts content standards. Students are concurrently enrolled in their grade level English class. *Students may either receive English (1 year maximum) or elective credit for this course.*

CC001: ESL 120 (Dual Enrollment) (10 Credits)

ESL 120 is a college course designed to help long-term english learners master both the spoken and the written English language with a specific goal to help LTELs reclassify as fluent in the English language. This course gives both cerritos college credit and 10 credits of English for credit recovery.

CC001: English 72 (Dual Enrollment) (10 Credits)

English 72 (Intro to College Writing & Reasoning) introduces students to the writing process as a means of developing ideas into clear, correct, and effective writing. The course concentrates on short essay writing in accord with the conventions of standard English. Students write a series of compositions that integrate critical thinking, evaluative writing, and library research. This course is available to all Somerset students and can be used as a credit recovery course in English language arts.

Mathematics

The mathematics department courses provide a sound analytical foundation for becoming successful college students, productive citizens, and members of the working world.

7510: Integrated Math I (10 Credits)

The purpose of Integrated Math 1 is to develop each student's ability to think mathematically and conceptually. In this course, students will learn how to analyze and model multiple representations of linear functions, inequalities, and systems. Students will learn how to communicate and make connections in order to understand real world situations and use algebraic reasoning to facilitate deeper learning. Students will also learn about exponential functions and how to compare and contrast them with linear functions. Linear and exponential concepts will also be used to identify and create arithmetic and geometric sequences. In addition, students will learn how to apply geometric reasoning with respect to transformations, constructions, and coordinate proofs. This course meets the UC/CSU a-g requirements in the following category: (c) – Mathematics.

7511: Integrated Math II (10 Credits)

The focus of the Mathematics II course is on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Mathematics I. Students will expand their experience with functions to include more specialized functions such as absolute value, step, and functions that are piecewise-defined. For the Mathematics II course, instructional time should focus 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. This course meets the UC/CSU a-g requirements in the following category: (c) – Mathematics.

**7512: Integrated Math III (10 Credits)**

The focus of the Mathematics III course is extending the notion of functions to encompass polynomial functions, rational functions, radical and other inverse functions, logarithmic and exponential functions. Students will expand their experience with functions to include more specialized functions such as the trigonometric functions. For the Mathematics III course, instructional time should focus on four critical areas: (1) extend the understanding of angles to the unit circle and the graphs of the six trigonometric functions; (2) compare key characteristics of inverse functions (radical and logarithmic and inverse trigonometric), rational functions polynomial functions and cyclical functions with quadratic functions and linear and exponential functions; (3) create and solve equations that involve rational expressions, polynomial expressions, logarithmic or exponential as well as trigonometric expressions; (4) extend work with probability to discuss the normal curve. This course meets the UC/CSU a-g requirements in the following category: (c) – Mathematics.

7997: Business Mathematics (10 Credits)

This course offers practical math concepts as related to all areas of ‘real life.’ The course includes the study of credit and credit cards, purchasing a car, banking (checking and savings accounts), income taxes, mortgages, investments, and planning a budget.

Science

The science department offerings are designed to meet the needs of all students with the primary goal of teaching scientific literacy so that students learn basic concepts, facts and processes of science, develop an appreciation for science in everyday life, and use thinking skills for lifelong learning.

6201: Biology of the Living Earth (10 Credits)

This new course is based upon the Next Generation Science Standards. The areas of study include: cells, biochemistry, genetics, microbiology, evolution, physiology, and ecology. Students will utilize basic tools of biology including dissecting equipment, microscopes, lab equipment and chemical agents. Students will learn to apply the scientific method to their studies. This course counts toward life science graduation requirements. This investigative laboratory-oriented course emphasizes the basic structural, physiological, ecological, evolutionary, and genetic principles as they pertain to living organisms. Critical thinking and problem solving are integral components of the curriculum. The course is also designed to help all students develop an appreciation of the natural world and an understanding of biology’s role in society. This course meets the UC/CSU a-g requirements in the following category: (d) – Laboratory Science.

6301: Chemistry in the Earth System (10 Credits)

Chemistry in the Earth System (3-course model) courses typically cover topics such as combustion, heat and energy in the Earth system, atoms, elements, and molecules, chemical reactions, chemistry of climate change, dynamics of chemical reactions and ocean acidification. This course presents students with the opportunity to consider the impact of chemical reactions on the global climate system. This course presents an integration of Earth and space science and chemistry but maintains an emphasis on chemistry. This course has been submitted for UC/CSU approval in the following category: (d) – Laboratory Science.

**6351: Physics in the Universe (10 Credits)**

Physics of the Universe courses (3-course model) typically cover topics such as forces and motion, gravity and electromagnetism, energy conversion, nuclear processes, waves, electromagnetic radiation, stars and the origin of the universe. Physics of the Universe courses present opportunities for students to participate in engineering design challenges related to energy conversion. This course integrates engineering and environmental principles into curriculum but maintains an emphasis on physics. This course has been submitted for UC/CSU approval in the following category: (d) – Laboratory Science.

6380: Environmental Science (10 Credits)

The course combines general life science and general physical science, with emphasis on the environment. Students will observe nature in an attempt to better understand the relationships and interactions between organisms and the environment. Emphasis will be placed on current topics pertaining to the environment such as energy use, pollution, and human impact. Environmental science provides useful information that will allow students to make educated decisions for our community, country, and the planet. This course does not satisfy college lab-science requirements but meets graduation requirements as an additional year of science or for elective credit.

6249: Earth Science (10 Credits)

This course includes Earth's place in the universe, its dynamic processes, the role of energy in Earth's system, bio-chemical cycles, the structure and origin of the atmosphere and the connections to California's geology. The scientific method is used and science careers are discussed. This course does not satisfy the UC/CSU “d” lab-science course requirement, but fulfills the UC/CSU “g” elective course requirement. This course is offered only to students that come to Somerset with partial credit in Earth Science and is only used to help students complete this course.

Social Science

The goals of the Social Science curriculum are to develop cultural understanding, civic values, an understanding of the democratic process, and to promote critical thinking and participation skills that are essential for effective citizenship.

4300: United States History (10 Credits)

The year-long course begins with a selective review of United States history with an emphasis on two major themes – the nation's beginnings and the industrial transformation of the new nation. The remainder of the course emphasizes the major turning points in American history in the twentieth century and twenty-first century. This course meets the UC/CSU a-g requirements in the following category: (a) – History/Social Science.

4200: Modern World History (10 Credits)

This course will look at culture and geography and how it has impacted modern world history. Students will look at significant world events from the late 18th Century to the present day. Although culture and geography will be emphasized, political and social aspects affecting modern world history will be included. This course meets the UC/CSU a-g requirements in the following category: (a) – History/Social Science.

**4415: United States Government/Political Systems (10 Credits)**

This course will provide students with an overview of the general principles, concepts, theories, and actual operations of the American political system. Emphasis is placed on the characteristics of American government and its interactions with the global community. Successful completion of this course satisfies state graduation requirements. This course meets the UC/CSU a-g requirements in the following category: (a) – History/Social Science.

4500: Economics (5 Credits)

This course is designed to help students develop critical thinking skills through the understanding, application, and analysis of fundamental economic concepts. Students will be expected to apply quantitative and mathematical skills to economics. Also, students will be expected to apply economic logic to a wide variety of real-world and hypothetical situations. This course meets the UC/CSU a-g requirements in the following category: (a) – History/Social Science.

4140: World Geography (5 Credits)

World Geography is a semester class dedicated to the study of the five geographic themes of location, place, interaction, movement and regions. This course includes rigorous assignments and special projects. This course meets the UC/CSU a-g requirements in the following category: (a) – History/Social Science.

Career Technical Education and Other Electives

Career Technical Education (CTE) courses prepare students for their future occupation. These courses lead to CTE pathway completion, certificate, or give Somerset students guidance in how to prepare to meet the requirements for the career they choose.

5305: Careers (5 Credits)

This is designed to help students individually determine their post high school plans. It can be done independently and consists of five basic units. Each unit is worth one credit. Students will examine who they are, the different careers available, what they value in a career and steps needed to achieve their career goals. This course is a graduation requirement at Somerset High School.

5200: Skills for Living (5 Credits)

In this course students survey three basic areas: Parenting and Family Living, Psychology and Human Behavior, and Life Skills Mathematics. This course is a graduation requirement at Somerset High School.

2018: Computer Literacy (5 Credits)

Students learn and practice basic keyboarding skills, as well as the basic hardware of computers. Students are exposed to various software programs such as WordPerfect, Word, Excel, and Access. Additional activities include the usage of graphics and publishing software and an introduction to the usage of the Internet. This course is a graduation requirement at Somerset High School. Students who return to their home schools have these credits converted to electives.

**5620: Computer Aided Design (10 Credits)**

Students will learn to create architectural and various engineering designs on the computer using the CAD program such as Solidworks as a tool for these designs. Opportunities will be provided for students to participate in contests and events, and field trips to view various companies and students will be able to create their designed objects on both C&C machines and 3D printers. This class is the introductory course to the Computer Aided Design pathway.

5621: Computer Aided Design Advanced (10 Credits)

This course covers advanced principles of engineering drawings in visually communicating engineering designs and advanced usage of computer-aided design (CAD) principles. Topics include the development of visualization skills; orthographic projections; mechanical dimensioning and tolerance practices; and the engineering design process. Assignments develop sketching and 2-D and 3-D CAD skills. The use of the CAD software is an integral part of the course. This course will also cover the engineering design process and project management.

2237: Graphic Design Production (10 Credits)

Students will learn the basic fundamentals of designing logos, textiles, digital art and photo manipulation for individual portfolios. Projects will be designed to enhance students' understanding of graphic design and illustration for various types of media and careers in the Industry. Also, students will be able to create motion using 2D and 3D illusion and multi-media in the entertainment business. This course meets the UC/CSU a-g requirements in the following category: (f) - Visual and Performing Arts.

2240: Advanced Graphic Design Production (10 Credits)

This course provides advanced students the opportunity to specialize in a particular area of interest, expand their expertise in a particular specialization, and develop more advanced skills. This course also provides students with a deeper understanding of printing and manufacturing processes and systems common to careers in the graphic production and printing technology industries. Representative topics include the principles of design composition, graphic design and layout, typography, image generation and file preparation, photography, digital imaging, prepress preparation, printing and screen-printing technologies, binding and finishing processes, multimedia blending, and business and entrepreneurship principles. This course meets the UC/CSU a-g requirements in the following category: (f) - Visual and Performing Arts.

8135: PE 10/11/12 (10 Credits)

Although physical education (P.E.) is not a graduation requirement for Somerset students, it is offered by special agreement for students returning to their home schools with administrator approval.

5732: Introduction to Woodworking (10 Credits)

These electives and/or practical arts class gives students the opportunity to create a wide variety of projects out of wood. Students learn the correct usage of many different tools in building their projects as well as being taught the safety rules that apply to using equipment in the wood shop. This course meets the UC/CSU a-g requirements in the following category: (g) – College Preparatory Elective.

**5733: Cabinetmaking (10 Credits)**

This course prepares students to safely design, lay out and shape stock; assemble wooden articles or subassemblies; mark, bind, saw, carve, and sand wooden products; repair wooden articles; and use a variety of hand and power tools. This course meets the UC/CSU a-g requirements in the following category: (g) – College Preparatory Elective.

CC007: TH 123 Stage Makeup (Dual Enrollment) (10 Credits)

This course provides instruction in techniques of theatrical make-up. This course earns the student college credit and can be used for the Fine Arts or elective requirement for credits toward high school graduation.

Non-Departmental Courses**6875: Health (5 Credits)**

This required course is a survey of today's health issues. The issues covered in this course are proper nutrition, physical fitness, communicable and non-communicable diseases, abuse, human sexuality, personal safety, life-saving techniques, mental health concepts, and some human anatomy.

4825: Associated Student Body (ASB) (10 Credits)

Students are encouraged to apply for student council. Applications and elections are held twice a year. Student Council helps with the environment of the school by providing events and activities. They have hosted BBQ's, Basketball tournaments and have represented SHS at various functions. Students must maintain good standing and be a role model.

3840: Journalism (10 Credits)

Students learn interviewing and reporting skills, in addition to the ethics, etiquette and rules governing journalistic procedures. Students write, edit, manage and produce Somerset's student newspaper. Students will learn the fundamentals of journalism. They will be able to recognize a news story, feature story, and editorial. They will master interviewing and reporting skills. They will learn the ethics, etiquette, and rules governing journalistic procedures. They will learn the production side of journalism by proofreading, editing, writing headlines, and designing pages. This course meets the UC/CSU a-g requirements in the following category: (g) - College Preparatory Elective

4600: Psychology (10 Credits)

This course will provide a study of personality, thinking, learning, heredity and environment, emotion, mental illness, perception, child development, and other aspects of behavior of human beings. This course meets the UC/CSU a-g requirements in the following category: (g) – College Preparatory Elective

3830: Yearbook (10 Credits)

Students selected for this class are involved in the design, layout, and production of the school's yearbook, writing of stories and captions, photography, candid and group events, design and layout of section pages and the overall editorial theme of each year's book. This course may be repeated for credit with permission. This course meets the UC/CSU a-g requirements in the following category: (g) – College Preparatory Elective.

**1809: Office Aide (10 Credits)**

Students that desire to be an office aide must have good grades, attendance, and no disciplinary entries on their student screen. Students in these positions are asked to assist in the day-to-day operations of the offices on our campus. This includes answering phones in a polite and professional manner, taking passes out to classes without disturbing classes, and assisting in the numerous other tasks that an office manager is asked to do. A maximum of fifteen credits may be counted towards graduation.

California Advancing Pathways for Students**Career Pathways in Education Course 1 (10 Credits)**

This entry-level course is designed to provide students with knowledge of career opportunities in the field of teaching and other school site educational professions. Students will learn about children and adolescents in the areas of physical, intellectual, emotional and social growth and development. Students will learn instructional strategies and how to apply them in the classroom to meet the needs of all students. Students will identify ways to create an environment that stimulates learning and encourages student achievement. Classroom management techniques will be explained, discussed and practiced. Students will compete in education competition opportunities during the year. (Skills USA). Additional assignments in Google Classroom.

Career Pathways in Education Course 2 (10 Credits)

This class is the second of two courses within the Education, Child Development, and Family Services Sector. The capstone course will provide continuing opportunities for students interested in careers in this sector to formally study education and participate in community classroom practice, experiences in partnering schools as students work with mentor educators/after-school programs. Students will compete in education competition opportunities during the year. (Skills USA). Additional assignments in Google Classroom.

Culinary Arts (10 Credits)

This entry-level course prepares students to understand the scientific principles of nutrition and careers related to food and nutrition. Instruction includes nutrition and health, food safety and sanitation, meal management, food purchasing and food preparation. Students will demonstrate the ability to prepare and properly serve various food items for consumption. Additional assignments in Google Classroom.

Baking and Pastry (10 Credits)

This is a capstone course which will build upon students' beginning culinary skills. Students will learn to make a variety of yeast breads, quick breads, cookies, cakes, and pastries. Students will learn culinary techniques such as meringue production and egg tempering. Students will learn a variety of specialty desserts including Crème Brûlée, Homemade ice cream, Custards and Puddings. Students will also learn to decorate their own custom cake for a special occasion. Additional assignments in Google Classroom.

**eSports/Gaming 1 (10 Credits)**

This entry-level course looks at the design, programming, and social impact of video games. Approximately one half of this course is devoted to programming games, taking into account the importance of narrative, character development, and design principles. The class will look at the games in the context of society, including the use of games in informing, educating, and altering behavior. Additional assignments in Google Classroom.

eSports/Gaming 2 (10 Credits)

This is a capstone course. Students will develop skills to conceptualize, design, create an E Sport gaming experience, explore various video game software and hardware, and learn about game storylines, player progression and algorithmic decision making. Students will analyze player goals, player actions, rewards, challenges, and other game play components. Additional assignments in Google Classroom.

Early Childhood Specialist/Child Care Worker (10 Credits)

This class prepares students for working with young children in preschool and home settings. In this class students learn the developmental stages of children. In the preschool lab setting, students will apply teaching methods to help children love to learn in a happy, structured environment. Students will complete on the job hours within a pre-school/childcare placement. Students will compete in education competition opportunities during the year. (Skills USA) Additional assignments in Google Classroom.

Emergency Medical Technician (10 Credits)

California law requires all ambulance attendants to be trained and certified at the EMT level. EMT's are often used as the first dispatched medical providers within an Emergency Medical Services (EMS) system. Training consists of 170 hours, broken down into lecture, lab and supervised field experience. Students must participate in an ambulance ride-along and at a hospital emergency room. CalAPS will provide an EMT Course Completion Certificate, EMT skills verification including LA County Scope of Practice and access to test with the National Registry of Emergency Medical Technicians (NREMT). Students will compete in EMT competition during the year. (HOSA).

Entrepreneurship and Innovation-Course 1 (10 Credits)

This entry level course trains students to recognize business opportunities and to develop business management skills for starting, operating, and maintaining their own business. Training includes operating a t-shirt printing, embroidery, laser etching business or other venture under the supervision of the instructor. Students will compete in entrepreneurship competition opportunities during the year. (Skills USA) Additional assignments in Google Classroom.

Entrepreneurship and Innovation-Course 2 (10 Credits)

This capstone level course that trains students to further develop their entrepreneurial skills. Training includes operating a t-shirt printing, embroidery, laser etching business or other venture under the supervision of the instructor. Students will develop and launch their own personal projects. Students will compete in opportunities during the year. (Skills USA). Additional assignments in Google Classroom.

**Firefighting Occupations Course 1 (10 Credits)**

This entry level course provides students an overview of the eligibility and training standards required for careers in fire service that include firefighting, arson investigation, rescue, and providing emergency medical services. Students participate in first aid/CPR training and rescue practices. Students will compete in fire competition opportunities during the year. (Skills USA/HOSA)

Firefighting Occupations Course 2: Fire Control and Safety (10 Credits)

This is a capstone level course with a pre-requisite of Firefighting Course 1. Students will gain practical hands-on experience with fire apparatuses, tools, and equipment, e.g., hoses and nozzles, ladders, pumps, and personal protective equipment. Students participate in CERT training as well as CPR and rescue practice. Students will compete in fire competition opportunities during the year. (Skills USA/HOSA)

Firefighting Occupations Course 3: EMR (10 Credits)

This is a capstone level course with a pre-requisite of Firefighting Course 1. Students will gain knowledge of Emergency Medical systems, the anatomy and physiology of the human body and the principles of emergency care and on-scene safety and precautions. Students will be CPR and rescue practice trained. Students will compete in fire/EMR competition opportunities during the year. (Skills USA/HOSA)

Health Occupations-Course 1 (10 Credits)

This entry level course provides students an overview of the training standards and roles and responsibilities required for various professions in the health industry. Students will participate in class instruction as well as complete observation hours at Lakewood Regional Medical Center. Students participate in first aid/CPR training and rescue practices. Additional assignments in Google Classroom.

Health Occupations-Course 2: Patient Care and Medical Services (10 Credits)

This capstone level course is an elective course that builds on patient care concepts. Students will focus on topics in health care related to working in emergency medicine and other health services. Topics include nutrition, behavioral health, emergency care, infection control, and medical technology. Additional assignments in Google Classroom.

Heavy Construction Course 1: Wood Framing and Plumbing Systems (10 Credits) This entry-level course will train students in construction and building design within residential and commercial construction. Students will learn safety standards and procedures, the use of power tools, blueprint reading, measurement and estimation. Students will acquire experience working with building materials while building projects. Students will compete in construction competition opportunities during the year. (Skills USA)

Heavy Construction Course 2: Advanced Wood Framing and Plumbing Systems (10 Credits) This Capstone course will train students in construction and building design within residential and commercial construction. Students will learn safety standards and procedures, the use of power tools, blueprint reading, measurement and estimation. Students will acquire experience working with building materials while building projects. Students will participate in construction competition opportunities during the year. (Skills USA)



Introduction to Fashion, Apparel, Merchandising and Design Course 1 (10 credits) This introductory course provides students a basic understanding of fashion, textiles, design and construction. Emphasis is placed on fashion design and construction, fashion merchandising, fashion illustration, history of fashion, apparel and appearance, wardrobe and budgets. Additional assignments in Google Classroom.

Advanced Fashion, Apparel and Textiles Course 2 (10 Credits)

This intermediate course provides students an in-depth study of fashion design and construction. Instruction focuses on clothing construction and design, the history of fashion, wardrobe budgets, and textiles. Students create a culminating portfolio of work and participate in a production to showcase their proficiency. Additional assignments in Google Classroom.

Law Enforcement Services-Course 1 (10 Credits)

This introductory level course provides an overview of the eligibility and training standards required for various professions in law enforcement. Students will gain experience in the area of police communications, report writing; procedures regarding probable cause, warrants, and arrests, use of force, and patrol and traffic procedures. Students will compete in law enforcement competition opportunities during the year. (Skills USA)

Law Enforcement Services-Course 2: Crime Scene/Introduction to Forensic Science (10 Credits) This capstone level course will prepare students for crime scene investigation, photographing of the crime scene, collection and preservation of evidence, and fingerprint techniques including comparison, rolling of prints, pattern identification and the Henry Classification. Students will gain an appreciation and understanding of the history of forensic science and how scientific evidence is used in court. Students will compete in law enforcement competition opportunities during the year. (Skills USA)

Makerspace "Fab Lab" Course 1 (10 Credits)

Makerspace is an entry-level course. Students work within a "workshop" to explore, build, and create achievable projects within a wide range of skills or areas. The "Workshop" may cover alternative energy, animation, crafts, fashion, fiber arts, photography, robots, sustainability, vehicles, woodworking/carpentry, deconstruction, construction, circuits, motors and switches, propulsion, printing, architecture, etc. Students will compete in makerspace competition opportunities during the year. (Skills USA) Additional assignments in Google Classroom.

Makerspace "Fab Lab" Course 2 (10 Credits)

Makerspace 2 is a capstone course. Students work within a "workshop" to explore, build, and create achievable projects within a wide range of skills or areas. The "workshop" may cover alternative energy, animation, crafts, fashion, fiber arts, photography, robots, sustainability, vehicles, woodworking/carpentry, deconstruction, construction, circuits, motors and switches, propulsion, printing, architecture, etc. Students will compete in makerspace competition opportunities during the year (Skills USA). Additional assignments in Google Classroom.

**Stage Production Technology Course 1 (10 Credits)**

This intermediate course provides students with knowledge in lighting, audio, backline, stage plots and design, stage management, production management and box office/publicity/marketing. Students will learn how to design and stage a music or theater event on campus. Additional assignments in Google Classroom.

Stage Production Technology Course 2 (10 Credits)

This advanced course provides students in-depth knowledge on lighting, audio, backline, stage plots and design, stage management, production management and box office/publicity/marketing. Students will apply their expertise to design and stage a music or theater event on campus. Additional assignments in Google Classroom.



Testing is an essential element of accountability in education. Somerset students are taught how to take tests they will encounter throughout their education, careers, and professions. Whether it is the California High School Exit Exam, a driving test, a college entrance exam, a test to reach the next level in a career, or a licensing examination, Somerset students are taught test-taking strategies as well as the content within the exam. The following is a list of required and voluntary tests students take during high school.

REQUIRED TESTING

CAASPP – California Assessments of Student Performance and Progress

All students in grade eleven are required to participate in the annual Common Core SMARTER BALANCED TESTING. This state-mandated standardized testing program is used to compare achievement levels of students and their schools throughout the state. It consists of tests of general achievement levels that measure mastery of Common Core standards. Results from these tests are used to compare and evaluate schools and, because every student in the state takes them, to compare and evaluate individual student progress. SMARTER BALANCED testing windows open between April and June.

English Language Proficiency Assessments for California (ELPAC)

All students whose home language is not English are required to take the ELPAC test each fall until they become proficient in English.

NWEA Map Growth

All students are administered the NWEA Map Growth Assessments in reading, language usage and math. NWEA Map Growth Assessments, which are administered in the Fall and Spring, is a computer adaptive test designed to measure student achievement in the moment and growth over time. Teachers are able to see the progress on each individual student and the class as a whole and use the results to guide instruction and target specific skills for students.

VOLUNTARY TESTING PROGRAMS

PSAT

The PSAT is most useful to students in their junior year although it is available to sophomores as well. It is designed to prepare students to take the SAT, a nationally recognized college entrance exam. Structured like the SAT, it tests verbal, mathematics, and writing skills. For students hoping to enter college, this is an excellent preparatory testing program. Somerset students are encouraged to take this test and may receive more information from the Somerset Guidance Technicians.

SAT

The Scholastic Aptitude Test is part of the College Board's testing program. It is designed to assess aptitude for college-level work and provides verbal and math scores. Guidance Technicians can assist students in acquiring more information about the SAT.



SOMERSET CONTINUATION HIGH SCHOOL 2022 – 2023 CALENDAR HIGHLIGHTS

July

- 14 Non-Student Day
- 15 Non-Student Day
- 18 First Day of Student Attendance/BLOC 1 Begins**
- 22 Combined Day
- 29 Combined Day/Staff Meeting

August

- 5 Combined Day
- 12 Combined Day/Staff Meeting
- 17 Back to School Night, Somerset High School, 6:00 p.m.-7:30 p.m.**
- 19 Combined Day
- 22 BLOC 1 ASB Event
- 22 BLOC 2 Begins**
- 26 Combined Day/Staff Meeting

September

- 2 Combined Day
- 5 No School/Labor Day Holiday
- 15 Fall Picture Day
- 16 Combined Day/Staff Meeting
- 19-23 Fall Intercession (Mandatory for all incoming Orientation students and highly recommended for all Somerset students to earn additional credits.)**
- 26-30 School Closed

October

- 1-7 School Closed
- 13 BLOC 2 ASB Event
- 14 Combined Day
- 17 BLOC 3 Begins**
- 21 Combined Day/Staff Meeting
- 28 Combined Day

November

- 4 Combined Day/Staff Meeting
- 10 BLOC 3 ASB Event
- 11 No School/Veteran's Day Holiday
- 14 BLOC 4 Begins**
- 17 Turkey Day/Somerset Book Scholarship Fundraiser, Somerset High School, 9:00 a.m.-12:00 p.m./Combined Day**
- 18 Combined Day
- 21-25 School Closed/Thanksgiving Week

December

- 2 Combined Day
- 9 Combined Day/Staff Meeting



- 16 Combined Day
- 21 BLOC 4 ASB Event
- 22 Fall Semester Ends/Combined Day**
- 23-31 School Closed/Winter Break

January

- 1-9 School Closed/Winter Break
- 10 Non-Student Day
- 11 Students Return/BLOC 5 Begins**
- 16 No School/Martin Luther King, Jr. Holiday
- 25 Vision Night, Somerset High School, 6:00 p.m.-7:30 p.m.**
- 27 Combined Day/Staff Meeting

February

- 3 Combined Day/Staff Meeting
- 9 BLOC 5 ASB Event
- 10 Combined Day
- 13 BLOC 6 Begins**
- 16 Makeup Picture Day
- 17 No School/President's Day
- 20 No School/President's Day

March

- 3 Combined Day/Staff Meeting
- 9 College & Career Fair, Somerset High School, 9:00 a.m.-12:00 p.m./Combined Day**
- 10 Combined Day
- 16 BLOC 6 ASB Event
- 17 Combined Day/Staff Meeting
- 20 BLOC 7 Begins**
- 24 Combined Day
- 31 Combined Day

April

- 3-7 Spring Intersession (Mandatory for all incoming Orientation students and highly recommended for all Somerset students to earn additional credits.)**
- 10-14 School Closed/Spring Break
- 21 Combined Day/Staff Meeting
- 27 BLOC 7 ASB Event
- 28 Combined Day

May

- 1 BLOC 8 Begins**
- 5 Combined Day/Staff Meeting
- 10 Spring Awards (Notice will be sent home prior to this date. Please make sure that all contact information is current.)**
- 12 Combined Day
- 19 Combined Day/Staff Meeting
- 25 Prom (Further details to follow)/Combined Day**
- 26 Combined Day
- 29 No School/Memorial Day Holiday



30 BLOC 8 ASB Event/Senior/Graduate Event, Somerset High School,
9:30 a.m.-12:30 p.m./Combined Day

30 Graduation Ceremony, Ron Yary Stadium at Bellflower High School

Graduates to arrive at 6:00 p.m. in the Gym

Guest gates open at 6:30 p.m.

Ceremony begins at 7:00 p.m.

June

1 Spring Semester Ends/Last Day of Student Attendance/Combined Day

2 Non-Student Day



“Punctuality is the key to success and a mark of excellence.”

The Somerset High School staff believes strongly that students who attend school regularly and on time will meet with success, while those with poor attendance continue to have difficulty in school. We encourage parents/guardians to help us by stressing to their students the importance of productive attendance and punctuality.

All absences must be cleared by the Somerset of ice staff. Parents/guardians are required to call the school attendance of ice whenever a student is absent for any reason. The attendance of ice staff or the Tele-Parent automated calling system will call for all students who are absent and whose parent/guardian has not previously called. Students have a ten minute grace period at the beginning of each period to make it to class. After the first ten minutes the student will be sent to in-house for the rest of the period.

- Morning classes (periods 1 through 4) begin at 8:30 a.m. Students must be in their seats when the late bell rings at 8:30 a.m.
 - Morning students will not be admitted to class later than 8:40 a.m.
- Afternoon classes (periods 5 through 7) begin at 12:52 p.m. Students should be in their seats when the late bell rings at 12:52 p.m.
 - Afternoon students will not be admitted to class later than 1:02 p.m.
- Students, who are more than 10 minutes late from the start of the period will be held in tardy-sweep for the remainder of the period and may be required to make up missed class that same day. Students are allowed to do school work while they are in tardy sweep. Students may be excused from tardy sweep with proper documentation. Documentation may include doctor's note, note for court appearance, or other official meeting with administrative approval.
- Excessive tardiness will result in school level intervention which may include detention, community service hours and/or referral to the School Attendance Review Team (SART) or the School Attendance Review Board (SARB), and will have an impact on the ability to earn credits. For morning students, three or more tardies may result in a change of schedule to afternoon classes.
 - Students who are absent are encouraged to makeup work for classes missed.
- Morning students must maintain 80% productive attendance and are allowed two “make-ups” per BLOC. Failure to maintain this standard will result in an involuntary change to an afternoon schedule with a 3-period day. (NOTE: Students who have been dropped to an afternoon schedule may petition to regain a morning schedule after reestablishing 80% productive attendance during a BLOC. **(Changes may be made only at the beginning of a new BLOC.)**)

California Education Code, §48200 states that all students must maintain satisfactory attendance. If students have 3 or more unexcused absences during the school year, school administration is required to put interventions in place immediately. Such interventions may include, but are not limited to, student and parent/guardian conferences, community service hours, and referral to the School Attendance Review Team (SART) where the student and parent/guardian will agree to and sign an attendance contract, or to the School Attendance Review Board (SARB), or to the District Attorney for further action.



Regular Day Schedule			
Morning Session			
Period	From	To	Minutes
1	8:30	9:25	55
Passing	9:25	9:29	4
2	9:29	10:29	60
Snack	10:29	10:36	7
Passing	10:36	10:43	7
3	10:43	11:38	55
Passing	11:38	11:42	4
4	11:42	12:37	55
Total Minutes (Excluding Snack) 240			
** Afternoon Break/Snack 12:37 - 12:50**			
Afternoon Session (2 minute passing)			
5	12:52	1:52	60
Passing	1:52	1:56	4
6	1:56	2:51	55
Passing	2:51	2:55	4
7	2:55	3:50	55
Total Minutes (Excluding Snack) 180			
Combined Day Schedule			
Periods	From	To	Total Minute
1	8:30	9:25	55
Passing	9:25	9:29	4
2 & 5	9:29	10:29	60
Snack	10:29	10:36	7
Passing	10:36	10:43	7
3 & 6	10:43	11:38	55
Passing	11:38	11:42	4
4 & 7	11:42	12:37	55
Total Minutes (Excluding Snack) 240			

Wednesday Advisory Day Schedule			
Morning Session			
Period	From	To	Minutes
1	8:30	9:20	50
Passing	9:20	9:24	4
Advisory	9:24	9:44	20
Passing	9:44	9:48	4
2	9:48	10:38	50
Snack	10:38	10:44	6
Passing	10:44	10:52	8
3	10:52	11:42	50
Passing	11:42	11:46	4
4	11:46	12:36	50
Total Minutes (Excluding Snack) 240			
** Afternoon Break/Snack 12:36 - 12:50**			
Afternoon Session (1 minute passing)			
5	12:51	1:41	50
Passing	1:41	1:45	4
Advisory	1:45	2:00	15
Passing	2:00	2:05	5
6	2:05	2:55	50
Passing	2:55	3:00	5
7	3:00	3:50	50
Total Minutes (Excluding Snack) 180			



The following is an outline of the Somerset High School policy regarding Friday Buyouts.

Friday buyouts may only be earned during weeks that have five school days. (*Note: The classroom teachers reserve the right to apply standards for weeks without five school days to the next week that the students are eligible for a Friday buyout.*)

Only *students* who have four classes are eligible for a Friday buyout. (Note: ROP Computer classes [4th & 5th periods] do not count toward the attendance eligibility for a Friday buyout.)

The following standards are explicit in a teacher approving a Friday buyout:

- The student must be present Monday through Thursday of the buyout week.
- (Note: Making up an absence does not qualify the student for a Friday buyout.)
- Students not in attendance for the previous non-Buy out Friday will not be permitted to Buyout.
- The student must be in class and ready to work when the bell rings starting each period.
- The student must remain on task in class.
- The student must maintain acceptable behavior and citizenship each day.
- The student must have had no dress code violations.
- The student must adhere to any reasonable conditions stated by the classroom teacher above and beyond the conditions stated above.

Teachers may only sign buyouts of students who are enrolled in their classes.

Administrators will not overrule the decision by a teacher to not sign a buyout.

Students must obtain signatures from all teachers with whom they were enrolled for a particular class period during the buyout week. This means that if students have had a change of class, they must obtain the signatures of both teachers for the days they were enrolled.

Students who abuse or evade the correct procedures in regard to earned Friday buyouts will lose the privilege of buying out for thirty (30) school days and/or face further school discipline.

(Note: Time spent off-track does not count toward resumption of Friday buyout privileges.)



The responsibility for the dress and grooming of a student rests primarily with the student and his or her parents or guardians.

Allowable Dress & Grooming

- Students must wear clothing including both a shirt with pants or skirt, or the equivalent and shoes.
- Shirts and dresses must have fabric in the front and on the sides.
- Clothing must cover undergarments, waistbands and bra straps.
- Revealing clothing and bare midriffs are not allowed.
- Hats and other headwear must allow the face to be visible and not interfere with the line of sight to any student or staff. Hoodies must allow the student face and ears to be visible to staff.
- Clothing must be suitable for all scheduled classroom activities including physical education, science labs, wood shop, and other activities where unique hazards exist.
- Specialized courses may require specialized attire, such as sports uniforms or safety ear. **Non-Allowable Dress & Grooming**
- Clothing may not depict, advertise or advocate the use of alcohol, tobacco, marijuana or other controlled substances.
- Clothing may not depict pornography, nudity or sexual acts.
- Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation or any other protected groups.
- Clothing, including gang identifiers, must not threaten the health or safety of any other student or staff.
- If the student's attire or grooming threatens the health or safety of any other person, then discipline for dress or grooming violations should be consistent with discipline policies for similar violations.



Floaters List Policies

In most classes at Somerset, students may leave the classroom to visit the restroom, get a drink of water, or visit the office by adhering to the following conditions:

- Obtain a written pass from the teacher.
- Only one student may be out at a time.
- Students may not be out during the first or last ten minutes of class.

The following is the Somerset High School policy statement regarding the Floaters' List.

- Students on the Floaters' List are not to exit the class during the regular class period.

In the event of an emergency, the teacher will call the office via the intercom and a member of the office staff will go to the class to accompany the students from the class. **(Note: Using the restroom or getting a drink of water does not qualify as an emergency.)** Students with medical conditions must have a current doctor's written order on file (see page 4).

- Teachers may make additions to their individual in-class Floaters' List.
- Teachers will not comment on the process during which a student was placed on the Floaters' List. (Note: Each student places himself on the Floaters' List by being excessively out of class or otherwise violating the conditions of the Floaters' List; thus, teachers do not place students on the Floaters' List.)
- Students who do not adhere to the stipulations of being on the Floaters' List are to be documented via a Student Referral. Any teacher may document violations of the Floaters' List. Violators will be subject to further school discipline (i.e., community service, and/or loss of the privilege for a morning schedule, suspension, etc.) and will be automatically placed on the next Floaters' List.

Goldenrod Policies

The following is the Somerset High School policy statement for submitting student requests for administrative and/or office services - the submitting of a "goldenrod."

Goldenrods shall be deposited in the box on the counter in the front office only during non-class time.

If a student fails to inform his teacher of the need for a goldenrod at the beginning of the class period, the student may have to wait until the next day.

Students must completely fill out all requested information on the Goldenrod or risk the chance of having the goldenrod discarded.

Students requesting status reports are to submit a goldenrod at the beginning of the period. The status report will be run and delivered to the student's classroom via an office aide or messenger.



Somerset High School will adhere to the following policy regarding cell phones:

Use of cellular devices shall be turned off in class, except when being used for a valid instructional or other school-related purpose as determined by the teacher or other school site staff. When devices are in use, they shall remain in the silent/vibrate mode unless specific direction is provided by the teacher. Students may not use or display cell phones in classrooms or during participation in school activities, unless specifically authorized by a school administrator or designee. Cellular devices must remain out of sight or in a carrying case and remain powered “OFF” when not being used for instructional purposes in the classroom. Any device with camera, video, or voice recording function shall not be used in any manner which infringes on the privacy rights of any other person.

Cellular devices and other electronic components may be used on campus during snack, lunch, before school, and or after school.

Other electronic components are:

- *ipods / mp3 players / gameboys / personal game devices*
- *headphones/CD players, etc.*
- *tablets or ipads*

Failure to comply with any portion of this policy will result in immediate confiscation of the cell phone. Confiscated items may be picked up by the parent/guardian only. Proof of ownership may be required at time of pick up.

The school and the District are NOT responsible for lost, stolen, or confiscated property.

POLICIES RELATED TO COMPUTER HARDWARE AND SOFTWARE

- **There is to be no food or drink in the area of the computers.**
- **Students may not bring software from outside the classroom.**
- **Students may not download programs into the computers.**
- **Students’ internet usage will be monitored and if inappropriate, internet access will be withheld.**

All teachers who have computers and other electronic devices in their classroom will have a signed “computer usage policy” statement for all students.

Students and/or their parents/guardians may be held financially responsible for any damage caused to the school’s technological equipment as a result of the violation of any of the above.



Student Expectations	Outcomes	Rules and Education Code	Consequences
<p>Students will use the 4Cs to solve all issues related to the rules of Somerset High School that help students to be safe and encourage an effective learning environment by:</p> <ul style="list-style-type: none"> • COMMUNICATING • COLLABORATION • CRITICAL THINKING • CREATIVITY 	<p>Students will learn effective collaboration by bringing what they need for academic success and by working with others at Somerset to maintain a safe and effective learning environment.</p>	<p>Students will bring all items necessary to assist in the completion of credits toward on-time graduation. The respect created through fair application of rules will lead to the prevention or complete elimination of students bringing dangerous items that would cause the learning environment to be unsafe for students or staff. Students will also not leave campus without the permission of a students parent or guardian.</p>	<p>This progression of consequences will be based on the severity of the infraction and a consequence lower on the list may be used.</p> <p>1-Warning, Reflection, Student Conference, Counseling, Study Hall 2 – Teacher Conference, Parent Conference, Conflict Mediation, Restitution, Community Service, Behavioral Contract, Education,</p> <p>3– Suspension 1 to 5 days</p> <p>4 – Transfer to alternate placement</p> <p>5 – Refer for Expulsion</p> <p>6 – Contact Sheriff Department</p>
	<p>Students will resolve differences or conflict through effective communication and by using critical thinking and creativity to find unique and effective solutions to differences and conflicts.</p>	<p>Students will resolve all conflicts or perceived injustice through effective communication of issues and by actively listening to the others point of view. No physical altercations, bullying, or threats will be used to resolve differences.</p>	
	<p>Students will respect the property of fellow students, staff, and Somerset High School as a whole. Students will work well together with others (Collaborate) to create a caring and safe learning environment.</p>	<p>Students will respect the property of others and of the Somerset campus as a whole. This respect of will lead to the lessening or total elimination of theft, robbery, extortion, graffiti, tagging, vandalism, littering, throwing food, and property damage.</p>	



Student Expectations	Outcomes	Rules and Education Code	Consequences
<p>Students will use the 4Cs to solve all issues related to the rules of Somerset High School that help students to be safe and encourage an effective learning environment by:</p> <ul style="list-style-type: none"> • COMMUNICATING • COLLABORATION • CRITICAL THINKING • CREATIVITY 	<p>Students will use the skills of collaboration, critical thinking, creativity, and communication to resolve differences with staff or students and come to a mutual solution to problems.</p>	<p>Students and teachers will build an environment of mutual respect. Both students and teachers will listen to each other's concerns through effective communication and empathy that allows seeing other people's point of view. This will lead to the eventual elimination of disruptions of school activities, the willful defiance of supervisors, teachers or administrators, and the occurrence of students visiting other campuses without permission. The mutual respect created through effective discourse will also lead to the elimination of intimidation, profanity or vulgarity, racially inciting statements, sexual harassment, obscenity, and hate crimes.</p>	<p>This progression of consequences will be based on the severity of the infraction and a consequence lower on the list may be used.</p> <p>1-Warning, Reflection, Student Conference, Counseling, Study Hall 2 – Teacher Conference, Parent Conference, Conflict Mediation, Restitution, Community Service, Behavioral Contract, Education, 3– Suspension 1 to 5 days 4 – Transfer to alternate placement 5 – Refer for Expulsion 6 – Contact Sheriff Department</p>
	<p>Students will come to school clear-headed and ready to learn. Students will use critical thinking to make choices that maximize academic, social, and emotional success at Somerset.</p>	<p>The encouragement of critical thinking to be totally mentally prepared to learn will eventually lead to the elimination of possession, selling, buying, or furnishing of drugs or alcohol including wax pens or vapes.</p>	



Student Expectations	Outcomes	Rules and Education Code	Consequences
<p>Students will use the 4Cs to solve all issues related to the rules of Somerset High School that help students to be safe and encourage an effective learning environment by:</p> <ul style="list-style-type: none">• COMMUNICATING• COLLABORATION• CRITICAL THINKING• CREATIVITY	<p>Students will take pride in their learning and use the 4Cs to do work that helps them master the essential learning for each course they take..</p>	<p>This pride and love of learning, born out of hard work and perseverance will lead to the lessening or elimination of cheating which includes:</p> <ul style="list-style-type: none">• Copying homework.• Copying tests.• Use of notes without permission.• Forging• Altering or duplicating school documents• Plagiarism	<p>This progression of consequences will be based on the severity of the infraction and a consequence lower on the list may be used.</p> <p>1-Warning, Reflection, Student Conference, Counseling, Study Hall 2 – Teacher Conference, Parent Conference, Conflict Mediation, Restitution, Community Service, Behavioral Contract, Education,</p> <p>3– Suspension 1 to 5 days</p> <p>4 – Transfer to alternate placement</p> <p>5 – Refer for Expulsion</p> <p>6 – Contact Sheriff Department</p>
	<p>Students will make sound judgments by using the 4Cs on what is appropriate to do at school.</p>	<p>Students will make sound decisions that will help them thrive at Somerset and be academically successful by graduating on time or transferring back to the regular comprehensive school program. These sound judgement will lead to the eventual elimination of many behaviors that throw students off track which include, drug use, fighting, and gambling..</p>	



Our School's Social Vision

Somerset High School is an environment that is socially, emotionally and physically safe, serene, and supportive. Somerset High School is a home away from home.

Purpose of this policy

Bullying and harassment stand in the way of our social vision. This policy prohibits harassment and bullying at Somerset High School, during the school and after-school program, at school field trips, sports and school sponsored events, and when students are traveling to and from school. It describes our school's procedures to prevent and stop bullying and prohibits reprisal or retaliation against any person who reports bullying. This policy applies to all students, teachers, staff, specialists, and anyone who works on our campus, whether employed by the school or district, working as contractors, or volunteers and is adopted pursuant to California Law (Seth's Law AB9).

Definitions

- Bullying occurs when a student, or group of students, repeatedly try to hurt, humiliate or get power over another less powerful student in any of the following ways.
- Physical bullying is when a student uses physical force to hurt another student e.g. by hitting, pushing, shoving, kicking, taking a student's belongings or stealing their money.
- Verbal bullying is when a student uses words, images or gestures to intimidate or humiliate another student e.g. by taunting, name-calling, teasing, put-downs, insults, threats and blackmail.
- Relational bullying is when a student excludes or isolates another student e.g. through leaving them out, manipulating others against them, or spreading gossip or rumors.
- Cyberbullying is when a student uses their cell-phone, text messages, e-mails, instant messaging, chats and websites (such as Facebook, Twitter, YouTube or Instagram) to bully another student in any of the ways described above.

Bullying may at times amount to harassment. It is harassment to target a student online or face to face because of their actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or because they are associating with a student or group of students with one or more of these actual or perceived characteristics. It is sexual harassment to target a student with unwanted sexual comments, gestures, attention, stalking and physical contact that cause a student to feel uncomfortable or unsafe at school, or interferes with schoolwork. This is dealt with further in the district's sexual harassment policy. Our school does not tolerate bullying or harassment for any reason. You are breaking the law if you harass anyone at our school. It is a serious breach of the school rules if a student takes revenge or asks someone to threaten or hurt a student that has reported bullying or harassment.

How Students Can End Bullying

Bullying and harassment cause pain and stress to students and are never justified or excusable as "just teasing" or "just playing." When a student stands by doing nothing, or laughs or posts comments online when others bully, they are participating in bullying. The students at Somerset High School have agreed to join together to treat others with respect both online and face to face so that we keep our campus bully-free.

All students agree to:

- Value student differences and treat others with respect both online and face-to-face.
- Stand up to bullying students providing it is safe to do so, e.g. by using a statement such as "I don't appreciate what you said".
- If I cannot safely stop the bullying, walk away and seek help from a trusted adult.
- I will never take revenge or ask someone to hurt a student that has reported bullying.



Our school takes a problem-solving approach to bullying. We have staff members trained as Solution Coaches® to bring together a Solution Team® of students and ask them to end bullying situations. Most Solution Teams successfully end bullying situations after one or two meetings without using punishment.

Staff, Teacher and Parent Response to Student Harassment and Bullying

Our school follows a four-level system for preventing and responding to bullying and harassment

Level 1 – Prevent & Interrupt

- All teachers, staff, students and volunteers support a campus-wide system for educating about, preventing and stopping harassment and bullying.
- If any teacher, staff member or volunteer witnesses an act of harassment or bullying, he or she shall take immediate steps to intervene.
- If a parent or guardian knows or suspects that their child is being harassed or bullied, encourage your student to stand up to the bullying or to seek help from any trusted adult on campus. If this does not solve the situation, inform the Counselor, Belinda Davila and then the Principal, Cliff Higgins. The school can only help you if you trust us with the problem and tell us what is happening.

Level 2 – Check in with target of bullying and notify the Counselor

- All members of school staff are encouraged to watch out for students who appear to be isolated from other students, who are put down by other students behind their back, or who show signs of being bullied.
- If any staff member knows or suspects that a student is the target of ongoing bullying or harassment (i.e. bullying has happened more than once and is likely to continue), he or she shall check in with the student as soon as reasonably possible. If this appears to be ongoing bullying or harassment, he or she shall immediately inform Belinda Davila and then Principal Cliff Higgins either verbally, via e-mail or a completed SARF.

Level 3 – Solution Team, Progressive Discipline and other responses

- Our school uses a variety of methods to prevent and end harassment and bullying. We may use Solution Teams®, progressive discipline with increased consequences if behavior continues, and suspension or expulsion. • If a Solution Team is appropriate, the Solution Coach will meet the target of bullying and offer to convene a Solution Team to bring their bullying to an end. The Solution Team is a team of 6-8 students that includes the bullying students, bystanders, and students who are positive role models. The Solution Coach records their progress using a Solution Team Log and shall report progress to the principal.
- If progressive discipline, suspension, or expulsion is appropriate, the principal will meet with the bullying student, and involve their parents and teachers when determining consequences.
- In all cases of bullying, Ms. Davila will add a referral into student's counseling notes.

Level 4 – Implement an Empathy-Building Action Plan

If a pattern of harassment or prejudice is apparent across an entire class or grade, the Solution Coach and other relevant school staff implement a plan to teach respect for differences and create a supportive peer culture.

Timeline for Complaints Under this Policy

Week One

- Student, teacher or parent notifies Belinda Davila of ongoing bullying or harassment and then the principal.
- When appropriate, the student is referred to a Solution Coach to receive the benefit of a Solution Team. Or the school principal may engage the progressive discipline process.
- Parents of the target are informed.

Week Two

- Second meeting of the Solution Team if this has been initiated.
- Further progressive discipline or consequences issued when necessary.



Week Three

- Third meeting of the Solution Team if this has been initiated.
- Target invited to attend this final Solution Team
- Solution Coach notifies the Principal and parents of outcome.
- Solution Coach implements an empathy-building plan for the entire class or grade if needed.

If the school's intervention does not resolve the bullying, the student or their parent/guardian should inform the Principal. If the student or parent/guardian disagrees with how the school has responded to their complaint of discrimination, harassment, intimidation, or bullying, he or she may appeal in writing to Dr. William Avila, Assistant Superintendent of Educational Services at the Bellflower district office located at 16703 S. Clark Ave, Bellflower, CA.



Somerset High School recognizes that a critical part of effective schooling is parent involvement. The school and the home cannot be looked at in isolation from one another; families and schools need to collaborate to help children adhere to the responsibilities of being successful students.

Research has shown that involvement by parents as partners in their children's education contributes greatly to student achievement and conduct.

1. Families provide the primary educational environment. An educational environment is a quiet, positive place at home where your child can complete homework.
2. Parent involvement in their children's education improves student achievement.
3. Parent involvement in their children's education is more important to student success than family income or education.
4. Parent involvement with the school is most effective when it is supportive, long-lasting and well planned.
5. The benefits of parent involvement for students are not limited to early childhood or the elementary grades; positive benefits continue on through high school and college.
6. Parents must be involved in supporting their children's education at home, and to ensure the quality of schools in serving the community, parents must be involved at all levels in schools.

The staff of Somerset High School believes that the education of its students is a responsibility shared with parents. The school's primary responsibility shall be to provide a high-quality curriculum and instructional program in a supportive and effective learning environment that enables all students to meet the academic expectations set forth in the California Academic Standards.

Parents shall have the responsibility and opportunity to work with the schools in a mutually supportive and respectful partnership with the goal of helping their children succeed in school.

Parent refers to any caregiver who has responsibility for the caring for a child including parents, grandparents, aunts, uncles, foster parents, stepparents, older siblings. Etc.

Parent Involvement Policy

Parent involvement as described in this policy shall be developed with the assistance of parents, agreed to by parent, incorporated in the school's Single Plan for Student Achievement (SPSA), reviewed and updated annually by parents, and readily available to the local community.

All parents are invited and encouraged to attend an annual meeting which shall be held in the fall (i.e. Back to School Night) at a time and date that is convenient for the parent community. A written notice (in English, Spanish, and to the extent possible, other languages as needed) shall be sent to all parents and will include the rights of parents to be actively involved in supporting their children's academic achievement. Each year parents shall be invited to attend a number of regularly scheduled meetings (such as School Site Council (SSC), English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), Back to School Night, etc., that are planned at times convenient for their participation. The goal of these meetings is to keep parents informed regarding the progress of students in the core academic program, intervention programs and other issues pertaining to Somerset High School. In addition, parents will receive specific information about the SCE program participants and program implementation. Through these meetings, parents will be involved, on an on-going basis, in the planning, review and improvement of programs, including the Parent Involvement Policy and school plan.

The principal and school staff shall provide timely information about curriculum, local and state assessment results, the proficiency level students are expected to meet, the status of the school's Annual Proficiency Index (API) and Adequate Yearly Progress (AYP) and funds received through State Compensatory Education (SCE). Parents will be informed, on an ongoing basis, about student support programs, classroom activities and school events. They will provide suggestions for, and receive information and training on family and education related topics to assist them with their children.



Shared Responsibilities

The school staff and parents shall jointly develop a home-school compact that explains how parents, students and school staff will share responsibility for improved student academic achievement. The compact shall be reviewed annually and modified as needed. The compact shall

- Be signed by all parties – parent, student, teacher(s) and principal and a copy given to the parent and student.
- Describe how the school staff will be responsible for providing a high-quality instructional program that enables all students to meet the California academic standards and for providing a safe, nurturing learning environment for all students.
- Explain how parents will be responsible for supporting their child's learning by monitoring attendance, homework completion, television viewing, use of electronic devices and participating in decisions relating to the child's education.
- Describe how students will take responsibility for coming to school to work as learners.

Building Parent Involvement

- To ensure effective involvement of parents and to support a partnership among the school, parents, and community that will improve student achievement, the school shall –
- Provide regularly scheduled informational meetings and workshops to address topics requested and needed by parents. To address the requirements in the No Child Left Behind Act of 2001, Title 1, Section 1118, the school shall enable parent to gain a better understanding of the following:
 - State academic content standards and achievement goals all students are expected to meet.
 - How to monitor their children's progress through interpreting state and local assessment reports and student progress reports.
 - Strategies to use at home to support their child's academic achievement, such as monitoring the completion of homework and school assignments, reading with their child, working with mathematics, literacy training, etc.
- Effective use of resources provided on the parent bulletin, located in the Administration building that support and encourage parental involvement in their children's education.

School staff shall be educated, with the assistance of parents, in the value of parent contributions, and how to reach out to, communicate with, and work with parents as equal partners in their children's education by using strategies to:

- Ensure the information related to school and parent programs, meetings, workshops, and other activities is sent in parent-friendly format, via Blackboard Connect, to the extent practical, in a language parents understand.
- Implement and coordinate parent programs that build ties between parents and the school, such as opportunities to support the school through volunteering their time, and when appropriate, offer classroom/teacher support and after school activities such as translating or tutoring.

- Become knowledgeable about parent's rights as specified in California statutes and in the No Child Left Behind Act of 2001, Title 1, Part A.

To further the goal of effective parent involvement, school staff will:

- Examine and adopt model parent involvement programs such as the PTA's National Standards for Parent/Family Involvement.
- Encourage and inform parents of the leadership roles available to effectively serve on the PTA, Safe-School Committee, and the School Site Council.
- Organize a parent group (i.e. PTA) for the purpose of supporting parent involvement activities at the school and enhancing the leadership skills of parents in working with other parents.
- Reach outside the school through Regional Occupational Program (ROP) to form alliances with community-based agencies and businesses to connect families in need of assistance to appropriate support services.
- Consider hiring a parent/community representative to serve as a liaison between school and community to increase parent communication and participation (Funded through SCE).

Accessibility

The school, to the extent practical, shall provide parents with limited English proficiency opportunities to fully participate in school sponsored activities by using translation at all meetings and workshops and by sending written notices and reports in language, to the extent possible, that parents understand.