

Santa Barbara Unified School District

High School

Information Book and Course Catalog

2014-15



Santa Barbara Unified

Every child, every chance, every day.
720 Santa Barbara Street, Santa Barbara, CA 93101



Santa Barbara Unified School District

High School Information Book and Course Catalog 2014-15

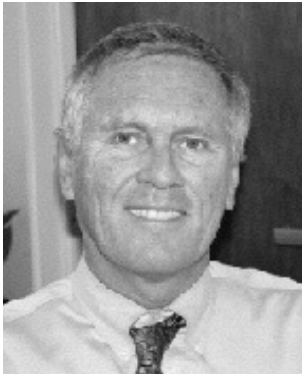
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720 SANTA BARBARA ST.
SANTA BARBARA, CA 93101
T: 805.963.4338
www.sbunified.org

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Message from the Superintendent



Dear Student:

The Santa Barbara Unified School District offers a wide variety of courses for high school students. The purpose of the catalog of approved high school courses is to assist you and your parents in selecting the courses that are best for you. Selecting the courses for your high school program is an extremely important task and one that you should do thoughtfully with your parents. The catalog will help you answer these important questions:

- What courses are required for graduation?
- When will you take each required course?
- What are your interests and areas in which you wish to develop?
- What courses are best suited to your goals?

Teachers, school counselors and administrators are available to help you make wise choices. Take full advantage of the help and support they offer. Be sure to schedule an appointment with your school counselor to help you with the important task of developing your four-year high school plan. Also, meet with your school counselor each year to review your plan and to select courses for the upcoming school year.

High school is an exciting time of life. You can design a program of studies that is uniquely suited to helping you grow and develop into the person you want to be. Plan your academic program to move you toward the future you want for yourself. On behalf of our entire school system, I wish you much success.

Sincerely,

David E. Cash, Ed.D.
Superintendent

Mission Statement

The mission of the Santa Barbara Unified School District is to ensure the educational success of all students through high expectations and a commitment to excellence and to empower them to reach their full potential as responsible, ethical, and productive citizens in a diverse and changing world.

Core Beliefs and Commitments

- We believe that the achievement of the District's mission is a shared responsibility requiring the cooperation and commitment of students, parents, staff, board members, and the community.
- We will ensure academic excellence by providing quality educational programs with all staff members focused on continually improving student achievement.
- We will effectively and transparently manage our financial and human resources to support our educational goals.
- We will maintain safe and orderly school environments for all students and employees.
- We will promote a culture of mutual trust and respect among students, parents, staff, and community members.
- We value student and staff diversity in our schools and classrooms and will promote equal access across all educational programs and activities.

Santa Barbara Unified School District

Superintendent

David E. Cash, Ed.D.
Superintendent
dcash@sbunified.org

Board of Education

Kate Parker
President
kateparker.sbschoolboard@gmail.com

H. Edward Heron
Vice President
edheron@cox.net

Gayle Eidelson
Board Member
eidelson4schools@gmail.com

S. Monique Limón
Board Member
limon4sbschools@gmail.com

Pedro Paz, Ph.D.
Board Member
pedro@vote4pedropaz.com

District Administration

Margaret Christensen, Ph.D.
Assistant Superintendent, Human Resources
mchristenseni@sbunified.org

Ben Drati, Ed.D.
Assistant Superintendent, Secondary Education
bdrati@sbunified.org

Emilio Handall
Assistant Superintendent, Elementary Education
ehandall@sbunified.org

Meg Jetté
Assistant Superintendent, Business Services
mjette@sbunified.org

Helen Rodriguez
Assistant Superintendent, Special Education
herodriguez@sbunified.org

Mitch Torina
Assistant Superintendent, Pupil Services
mtorina@sbunified.org

High School Sites

Dos Pueblos High School

7266 Alameda Ave.
Goleta, CA 93117
T: 805.968.2541
F: 805.968.2891
www.dospuebloshighschool.org
Shawn Carey, Principal

San Marcos High School

4750 Hollister Ave.
Santa Barbara, CA 93110
T: 805.967.4581
F: 805.967.8358
www.smroyals.org
Ed Behrens, Principal

Santa Barbara High School

700 East Anapamu St.
Santa Barbara, CA 93103
T: 805.966.9101
F: 805.965.6872
www.sbhsdons.org
John Becchio, Principal

La Cuesta Continuation High School

710 Santa Barbara St.
Santa Barbara, CA 93103
T: 805.966.0883
F: 805.963.8006
Frann Wageneck, Principal

Alta Vista Alternative High School

215 East Ortega St.
Santa Barbara, CA 93103
T: 805.965.1916
F: 805.963.8006
Frann Wageneck, Principal

Parental Rights and Responsibilities

FAMILY INVOLVEMENT

The Board of Education recognizes that parents/guardians of district students have certain rights as well as responsibilities related to the education of their children.

The board believes that the education of the District's students is a shared responsibility. The superintendent or designee shall work with parents/guardians, including parents/guardians of English learners, to determine appropriate roles and responsibilities of parents/guardians, school staff and students for continuing the intellectual, physical, emotional and social development and well-being of students at each school site, including the means by which the schools and parents/guardians can help students achieve academic and other standards of the school.

Within this framework, 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 of the school.

Parents/guardians shall have the opportunity to work with schools in a mutually supportive and respectful partnership and to help their children succeed in school. (Education Code 51100)

The superintendent or designee shall ensure that district staff understand the rights of parents/guardians afforded by law and board policy and follow acceptable practices that respect those rights.

The superintendent or designee shall ensure that parents/guardians receive notification regarding their rights in accordance with law.

The superintendent or designee shall take all reasonable steps to ensure that all parents/guardians who speak a language other than English are properly notified in English, and in their home language of the rights and opportunities available to them pursuant to Education Code 48985. (Education Code 51101.1)

These rights are outlined in Chapter 864, Statutes of 1998, Education Code Section 51101 as follows:

Classroom Observations: Parents/guardians have the right to observe, within a reasonable period of time after making the request, the classroom(s) in which their child is enrolled or for the purpose of selecting the school in which their child will be enrolled. (Education Code 51101)

Parents/guardians may observe instructional and other school activities that involve their child in accordance with board policy and administrative regulations adopted to ensure the safety of students and staff, prevent undue interference with instruction or harassment of school staff, and provide reasonable

accommodations to parents/guardians. Upon written request by a parent/guardian, the superintendent or designee shall arrange for parental observation of a class or activity in a reasonable time frame and in accordance with board policy and administrative regulations. (Education Code 49091.10)

Teacher Conferences: Parents/guardians have the right to meet, within a reasonable time of their request, with their child's teacher(s) and the principal.

Volunteerism: Under the supervision of district employees, parents have the right to volunteer their time and resources for the improvement of school facilities and programs, including, but not limited to, providing assistance in the classroom with the approval, and under the direct supervision, of the teacher.

Student Attendance: Parents/guardians have the right to be notified in a timely manner if their child is absent from school without permission.

Student Testing Program: Parents/guardians have the right to receive the results of their child's performance and the school's performance on standardized tests and statewide tests.

For parents/guardians of English learners, this right shall include the right to receive the results of their child's performance on the English language development test.

School Selection: Parents/guardians have the right to request a particular school for their child and to receive a response from the district.

Safe School Environment: Parents/guardians have the right to have a school environment for their child that is safe and supportive of learning. (More information in Safe Schools Section page 27.)

Curriculum Materials: Parents/guardians have the right to examine the curriculum materials of the class or classes in which their child is enrolled.

Parents/guardians may inspect, in a reasonable time frame, all primary supplemental instructional materials and assessments stored by the classroom teacher, including textbooks, teacher's manuals, films, tapes and software.

Each school site shall make available to parents/guardians and others, upon request, a copy of the prospectus for each course, including the titles, descriptions and instructional aims of the course.

The school may charge an amount not to exceed the cost of duplication.

Student Academic Progress: Parents/guardians have the right to be informed of their child's academic progress in school and of the persons to contact if they wish more information or assistance with their child. Parents are to be notified, as early in the school year as

practicable pursuant to Education Code 48070.5, if their child is identified as being at risk of retention and of their right to consult with school personnel responsible for a decision to promote or retain their child and to appeal such a decision.

Student Records: Parents/guardians have the right to access to the school records of their child and to question anything in their child's record that the parent/guardian feels is inaccurate or misleading or is an invasion of privacy and to receive a response from the school.

Standards: Parents/guardians have the right to receive information concerning the academic performance standards, proficiencies or skills their child is expected to accomplish.

School Rules: Parents/guardians have the right to be informed in advance about school rules, including disciplinary rules and procedures in accordance with Education Code 48980, attendance policies, dress codes and procedures for visiting the school.

Psychological Testing: Parents/guardians have the right to receive information on any psychological testing the school does involving their child and to deny permission to give the test. It is the parent's right to provide informed, written parental consent before their child is tested for a behavioral, mental or emotional evaluation. A general consent, including medical consent used to approve admission to or involvement in a special education or remedial program or regular school activity, shall not constitute written consent for these purposes.

Councils and Committees: Parents/guardians have the right to participate as a member of a parent advisory committee, school site council, or site-based management leadership team in accordance with any rules and regulations governing membership in these organizations.

For parents/guardians of English learners, this right shall include the right to participate in school and district advisory bodies in accordance with federal and state law and regulations.

Parent Responsibilities

Parents/guardians may support the learning environment of their child by:

- Monitoring attendance of their child
- Ensuring that homework is completed and turned in on time
- Encouraging their child to participate in extracurricular and co-curricular activities
- Monitoring and regulating technology viewing by their child
- Working with their child at home in learning activities that extend the classroom learning
- Volunteering in their child's classroom(s) or for other

school activities

- Participating in decisions related to the education of their own child or the total school program as appropriate
- Reading to the child and having the child read to them

Education Code Section 51101(d) states: "This section may not be construed so as to authorize a school to inform a parent or guardian, . . . or to permit participation by a parent or guardian in the education of a child, if it conflicts with a valid restraining order, protective order, or order for custody or visitation issued by a court of competent jurisdiction."

College Preparatory Requirements: In addition to the rights described in Education Code Sections 51100-51102, students and parents have the right to be informed of college entrance requirements. It is critically important to know how to assist those students who choose to pursue a college education. Students and parents need to know the series of college preparatory classes to take in high school. The minimum requirements vary, depending on the selected college or university. (See the "Planning for College" section page 49)

Career Technical Education: The California Department of Education defines "career technical education" as a program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers.

Santa Barbara Unified School District offers Career Pathways in the following industry sectors: Arts and Communications; Agriculture & Natural Resources; Building Trades & Construction; Education, Child Development & Family Services; Energy & Utilities; Engineering & Design; Finance & Business; Health Science & Medical Technology; Hospitality, Tourism & Recreation; Information Technology, Marketing, Sales & Service; and Transportation. Each pathway has a sequence of two courses that build knowledge and skill in a specific industry sector and lead to an industry certification or culminating experience demonstrating skill proficiency in a specific industry sector.

Students can learn more about Career Technical Education at the California Department of Education website: www.cde.ca.gov/ci/ct

For more information about Santa Barbara Unified Schools programs visit the District's website: www.sbunified.org

Counseling: Your child has the right to meet with a school counselor for help in choosing courses that meet college admission requirements, or enrolling in career technical education courses, or both. If you wish to schedule a meeting with a school counselor, contact the counseling office at your child's high school.

PUBLIC NOTICE OF SANTA BARBARA UNIFIED SCHOOL DISTRICT NON-DISCRIMINATION COMPLIANCE

1. As a matter of principle and as required by Titles VI and VII of the Civil Rights Act of 1964, Title 5 of the California Code of Regulations, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities Education Act of 2004 and other Federal and State laws, the Santa Barbara Unified Schools do not discriminate on the basis of age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, in any of its policies, practices or procedures. This nondiscrimination policy covers admission and access to, and treatment and employment in, district programs and activities, including career technical education. The lack of English language skills will not be a barrier to admission and participation in the career technical education or any other district program.

Complaints regarding these areas may be pursued under the District's Uniform Complaint procedure (Board Policy 1312.3).

2. No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity in the Santa Barbara Unified School District as it conforms with Title IX, State Law and CIE regulations. The district recognizes that sexual harassment is a form of sex discrimination. Sexual harassment is prohibited by Board Policy 1312.3. Complaints with respect to sexual harassment may be filed pursuant to Board Policy 1312.3.
3. Career Technical Education programs are offered in twelve industry sector areas: Arts and Communications; Agriculture & Natural Resources; Building Trades & Construction; Education, Child Development & Family Services; Energy & Utilities; Engineering & Design; Finance & Business; Health Science & Medical Technology; Hospitality, Tourism & Recreation; Information Technology, Marketing, Sales & Service; and Transportation. These programs are funded in part with the Carl D. Perkins Career Technical Education grant. There are no admission requirements for introductory courses in these programs. Lack of English is not a barrier to enrollment in career technical courses. Any questions regarding these programs, including admission requirements, should be directed to the school site counselor.
4. The officer responsible for overall district compliance with all nondiscrimination provisions is: Mitch Torina, Assistant Superintendent of Pupil Services 963-4338 x6262.
5. Students, parents or guardians, or any other

individual having questions or concerns regarding the nondiscrimination policy of the Santa Barbara Unified School District or the filing of discrimination complaints should contact the district-wide Compliance Officer, Mitch Torina, Assistant Superintendent of Pupil Services, 963-4338 x6262.

PUBLIC AGENCIES FOR LEGAL ASSISTANCE

Complainants may seek help from agencies such as legal assistance agencies or local mediation centers, or the county office of education.

The following local public agencies are provided for special education disputes:

Santa Barbara County SELPA Office
401 North Fairview Ave.
Goleta, CA 93117
805-683-1424

UNIFORM COMPLAINT PROCEDURES (AR 1312.3)

The Board of Education designates the following compliance officer(s) to receive and investigate complaints and to ensure district compliance with law:

Assistant Superintendent of Human Resources, or
Assistant Superintendent of Pupil Services
Santa Barbara Unified School District
720 Santa Barbara Street
Santa Barbara, CA 93101
(805) 963-4338

The superintendent or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the superintendent or designee.

Notifications

The superintendent or designee shall annually provide written notification of the District's uniform complaint procedures to students, employees, parents/guardians, district advisory committees, school advisory committees, appropriate private school officials or representatives, and other interested parties.

The superintendent or designee shall make copies of the District's uniform complaint procedures available and free of charge.

The notice shall:

- Identify the person(s), position(s), or unit(s) responsible for receiving complaints
- Advise the complainant of any civil law remedies that may be available to him/her under state or federal discrimination laws, if applicable

- Advise the complainant of the appeal process pursuant to Education Code 262.3, including the complainant's right to take a complaint directly to the California Department of Education (CDE) or to pursue remedies before civil courts or other public agencies
- Include statements that:
 - A. The district is primarily responsible for compliance with state and federal laws and regulations
 - B. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline
 - C. An unlawful discrimination complaint must be filed not later than six months from the date the alleged discrimination occurs, or six months from the date the complainant first obtains knowledge of the facts of the alleged discrimination
 - D. The complainant has a right to appeal the District's decision to the CDE by filing a written appeal within 15 days of receiving the District's decision
 - E. The appeal to the CDE must include a copy of the complaint filed with the district and a copy of the District's decision

Procedures

The following procedures shall be used to address all complaints, which allege that the district has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions, including all information required for compliance with T5 CCR 4631 and 4633.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the district. (T5 CCR 4630)

A complaint alleging unlawful discrimination shall be initiated no later than six months from the date when the alleged discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination. (T5 CCR 4630)

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist him/her in the filing of the complaint. (T5 CCR 4600)

Step 2: Mediation

Within three days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make all arrangements for this process.

Before initiating the mediation of a discrimination complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the District's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. (T5 CCR 4631)

Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint. (T5 CCR 4631)

A complainant's refusal to provide the District's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation. (T5 CCR 4631)

The District's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant. (T5 CCR 4631)

Step 4: Response

Within 30 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the District's investigation and decision, as described in Step #5 (below). If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the Board.

The Board may consider the matter at its next regular board meeting or at a special board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.

If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 days of the District's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. (T5 CCR 4631)

Step 5: Final Written Decision

The District's decision shall be in writing and sent to the complainant. (T5 CCR 4631)

The District's decision shall be written in English and in the language of the complainant whenever feasible or as required by law. If it is not feasible to write this report in the complainant's primary language, the district shall arrange a meeting at which a community member will interpret for the complainant.

The decision shall include:

1. The findings of facts based on the evidence gathered (T5 CCR 4631)
2. The conclusion(s) of law (T5 CCR 4631)
3. Disposition of the complaint (T5 CCR 4631)
4. Rationale for such disposition (T5 CCR 4631)
5. Corrective actions, if any are warranted (T5 CCR 4631)
6. Notice of the complainant's right to appeal the District's decision within 15 days to the CDE and procedures to be followed for initiating such an appeal (T5 CCR 4631)
7. For discrimination complaints, notice that the complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies (Education Code 262.3)

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of district expectations. The report shall not give any further information as to the nature of the disciplinary action.

If dissatisfied with the District's decision, the complainant may appeal in writing to the California Department of Education **within 15 days** of receiving the District's decision. When appealing to the California Department of Education, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and the District's decision. (T5 CCR 4632)

Upon notification by the CDE that the complainant has appealed the District's decision, the superintendent or designee shall forward the following documents to the CDE: (T5 CCR 4633)

1. A copy of the original complaint
2. A copy of the decision
3. A summary of the nature and extent of the investigation conducted by the district, if not covered by the decision
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties and gathered by the investigator
5. A report of any action taken to resolve the complaint
6. A copy of the District's complaint procedures
7. Other relevant information requested by the CDE

The CDE may directly intervene in the complaint without waiting for action by the district when one of the conditions listed in T5 CCR 4650 exists, including cases in which the district has not taken action within 60 days of the date the complaint was filed with the district.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the District's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For discrimination complaints, however, a complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the district has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with T5 CCR 4622.

COMPLAINTS CONCERNING SCHOOLS OR SCHOOL EMPLOYEES

The Board of Education recognizes that the district is primarily responsible for complying with applicable state and federal laws and regulations governing educational programs. The district shall investigate complaints alleging failure to comply with such laws and/or

alleging discrimination and shall seek to resolve those complaints in accordance with the procedures set out in Sections 4600-4687 of the Title V regulations and in accordance with the District's uniform complaint policies and procedures. (T5 CCR 4620)

1. The district shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination against any protected group as identified under Education Code 200 and 220 and Government Code 11135, including actual or perceived sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, mental or physical disability, or age, on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any district program or activity that receives or benefits from state financial assistance. (T5 CCR 4610)
2. Uniform complaint procedures shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and career technical and technical training programs, child care and development programs, child nutrition programs, and special education programs. (T5 CCR 4610)
3. Complaints related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, and teacher vacancies and mis-assignments shall be investigated pursuant to the District's Williams uniform complaint procedure (AR 1312.4).
4. The Board encourages the early, informal resolution of complaints at the site level whenever possible.
5. The Board acknowledges and respects every individual's right to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This may include keeping the identity of the complainant confidential, as appropriate and except to the extent necessary to carry out the investigation or proceedings, as determined by the superintendent or designee, on a case-by-case basis.
6. The Board prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades, or work assignments of the complainant.
7. The Board recognizes that a neutral mediator can often suggest a compromise that is agreeable to all parties in a dispute. In accordance with uniform

complaint procedures, whenever all parties to a complaint agree to try resolving their problem through mediation, the superintendent or designee shall initiate that process. The superintendent or designee shall ensure that the results are consistent with state and federal laws and regulations.

PROCEDURE

The superintendent or designee shall determine whether a complaint should be considered a complaint against the district and/or an individual employee, and whether it should be resolved by the District's process for complaints concerning personnel and/or other district procedures.

To promote prompt and fair resolution of the complaint, the following procedures shall govern the resolution of complaints against district employees:

1. Every effort should be made to resolve a complaint at the earliest possible stage. Whenever possible, the complainant should communicate directly to the employee in order to resolve concerns.
2. If a complainant is unable or unwilling to resolve the complaint directly with the employee, he/she may submit a written complaint to the employee's immediate supervisor or the principal.
3. All complaints related to district personnel other than administrators shall be submitted in writing to the principal or immediate supervisor. If the complainant is unable to prepare the complaint in writing, administrative staff shall help him/her to do so. Complaints related to a principal or central office administrator shall be initially filed in writing with the superintendent or designee. Complaints related to the superintendent shall be initially filed in writing with the board, and the board's decision will be final.
4. When a written complaint is received, the employee shall be notified within five days or in accordance with collective bargaining agreements.
5. A written complaint shall include:
 - A. The full name of each employee involved
 - B. The full name of the complainant
 - C. A brief but specific summary of the complaint and the facts surrounding it
 - D. A specific description of any prior attempt to discuss the complaint with the employee and the failure to resolve the matter
6. Staff responsible for investigating complaints shall attempt to resolve the complaint to the satisfaction of the parties involved within 30 days.
7. Both the complainant and the employee against whom the complaint was made may appeal a decision by the principal or immediate supervisor to the superintendent or designee, who shall attempt to resolve the complaint to the satisfaction

of the person involved within 30 days. Parties should consider and accept the superintendent or designee's decision as final.

Any complaint of child abuse or neglect alleged against a district employee shall be reported to the appropriate local agencies in accordance with law, board policy and administrative regulation.

MEGAN'S LAW

Assembly Bill 488 provides the public with Internet access to detailed information on registered sex offenders. This information is available at www.meganslaw.ca.gov. The Legislature has requested that school districts strongly recommend that parents and guardians utilize this information to protect themselves and their children from registered sex offenders in their neighborhoods.

ELECTRONIC NETWORK ACCESS – STUDENT

Students will not engage in any of the following activities:

1. Access a file that contains pornography.
2. Send or receive a message for the purpose of harassing another person based on that person's sex, race, ethnicity, age, or religious beliefs.
3. Reproduce copyrighted materials.
4. Send or receive a message using another person's name.
5. Access addressed or other personal information and use this information illegally or inappropriately.
6. Introduce computer malware into the system.

Electronic mail is not guaranteed to be private; system operators and others continually monitor conversations and messages.

Inappropriate use will result in disciplinary action. The student understands that he or she must follow these rules for computer use:

1. No vulgarity or profanity is allowed.
2. Do not reveal home addresses, phone numbers, or the addresses and phone number of other students.
3. No access to bulletin boards, electronic chat boards, message forums, or downloading files without specific teacher approval of content.

Access to Student Information

EC 49075 ACCESS TO RECORDS BY ANY PERSON WITH WRITTEN PARENTAL CONSENT

A school district may permit access to pupil records to any person for whom a parent of the pupil has executed written consent specifying the records to be released and identifying the party or class of parties to whom the records may be released. The recipient must be notified that the transmission of the information to others without the written consent of the parent is prohibited. The consent notice shall be permanently kept with the record file.

EC 49076 ACCESS TO RECORDS BY PERSONS WITHOUT WRITTEN PARENTAL CONSENT OR UNDER JUDICIAL ORDER

A school district is not authorized to permit access to pupil records to any person without written parental consent or under judicial order except that:

A. Access to those particular records relevant to the legitimate educational interests of the requester shall be permitted to the following:

1. School officials and employees of the district, members of a school attendance review board appointed pursuant to Section 48321, and any volunteer aide, 18 years or older, who has been investigated, selected, and trained by a school attendance review board for the purpose of providing followup services to students referred to the school attendance review board, provided that the person has a legitimate educational interest to inspect a record.
2. Officials and employees of other public schools or school systems, including local, county, or state correctional facilities where educational programs leading to high school graduation are provided, or where the pupil intends to or is directed to enroll, subject to the rights of parents as provided in Section 49068.
3. Authorized representatives of the Comptroller General of the United States, the Secretary of Education, and administrative head of an education agency, state education officials, or their respective designees, or the United States Office of Civil Rights, where the information is necessary to audit or evaluate a state or federally supported education program or pursuant to a federal or state law, provided that except when collection of personally identifiable information is specifically authorized by federal law, any data collected by those officials shall be protected in a manner which will not permit the personal

identification of students or their parents by other than those officials, and any personally identifiable data shall be destroyed when no longer needed for the audit, evaluation, and enforcement of federal legal requirements.

4. Other state and local officials to the extent that information is specifically required to be reported pursuant to state law adopted prior to November 19, 1974.
 5. Parents of a pupil 18 years of age or older who is a dependent as defined in Section 152 of the Internal Revenue Code of 1954.
 6. A pupil 16 years of age or older or having completed the tenth grade who requests such access.
 7. Any district attorney who is participating in or conducting a truancy mediation program pursuant to Section 48263.5 or Section 601.3 of the Welfare and Institutions Code, or participating in the presentation of evidence in a truancy petition pursuant to Section 681 of the Welfare and Institutions Code.
 8. A prosecuting agency for consideration against a parent or guardian for failure to comply with the Compulsory Education Law (Chapter 2 [commencing with Section 48200] of Part 27 of Division 4 of Title 2) or with Compulsory Continuation Education (Chapter 3 [commencing with Section 48400] of Part 27 of Division 4 of Title 2).
 9. Any probation officer or district attorney for the purposes of conducting a criminal investigation or an investigation in regards to declaring a person a ward of the court or involving a violation of a condition of probation.
- B. School districts may release information from pupil records to the following:
1. Appropriate persons in connection with an emergency if the knowledge of such information is necessary to protect the health or safety of a student or other persons.
 2. Agencies or organizations in connection with a student's application for, or receipt of, financial aid. However, information permitting the personal identification of students or their parents may be disclosed only as may be necessary for purposes as to determine the eligibility of the pupil for financial aid, to determine the amount of the financial aid, to determine the conditions which will be imposed regarding the financial aid, or to

enforce the terms or conditions of the financial aid.

3. Accrediting associations in order to carry out their accrediting functions.
4. Organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction, if the studies are conducted in a manner that will not permit the personal identification of students or their parents by persons other than representatives of the organizations and the information will be destroyed when no longer needed for the purpose for which it is obtained.
5. Officials and employees of private schools or school systems where the pupil is enrolled or intends to enroll, subject to the rights of parents as provided in Section 49068. This information shall be in addition to the pupil's permanent record transferred pursuant to Section 49068.

A person, persons, agency, or organization permitted access to pupil records pursuant to this section may not permit access to any information obtained from those records by any other person, persons, agency, or organization without the written consent of the pupil's parent. However, this paragraph does not require prior parental consent when information obtained pursuant to this section is shared with other persons within the educational institution, agency or organization obtaining access, so long as such persons have a legitimate interest in the information.

DISCLOSURE OF STUDENT INFORMATION; COMPLIANCE WITH COURT ORDER OR LAWFULLY ISSUED SUBPOENA (EC 49077)

Information concerning a student shall be furnished in compliance with a court order or a lawfully issued subpoena. The school district shall make a reasonable effort to notify the parent or legal guardian and the pupil in advance of compliance with a lawfully issued subpoena and, in the case of compliance with a court order, if lawfully possible within the requirements of the order.

RELEASE OF DIRECTORY INFORMATION

The Board of Education recognizes the importance of maintaining the confidentiality of directory information and therefore authorizes the release of such information only in accordance with law, board policy, and administrative regulation.

The superintendent or designee may release student directory information to representatives of the news media or nonprofit organizations in accordance with

board policy and administrative regulation.

The superintendent or designee may limit or deny the release of specific categories of directory information to any public or private nonprofit organization based on his/her determination of the best interests of district students. (Education Code 49073)

Colleges and prospective employers, including military recruiters, shall have access to directory information. Military recruiters shall have access to a student's name, address, and telephone number, unless the parent/guardian has specified that the information not be released in accordance with law and administrative regulation. (20 USC 7908; 10 USC 503; Education Code 49603)

Under no circumstances shall directory information be disclosed to a private profit-making entity, except for representatives of the news media and prospective employers, in accordance with board policy. Private schools and colleges may be given the names and addresses of 12th-grade students and students who are no longer enrolled provided that they use this information only for purposes directly related to the institution's academic or professional goals. (Education Code 49073)

RELEASE OF STUDENT IMAGES FOR MEDIA PURPOSES

At the beginning of each school year, as part of the parent packet, schools shall provide parents/guardians with the districts' notification pertaining to photography and/or filming of students. At any time, a student's parent/guardian may revoke their consent to publish their child's image on district or school web sites. Upon such revocation, the district and/or school webmaster shall ensure that any images of the student are removed from the district and/or school web site(s).

In the interest of student safety, captions, including first and/or last names, on photographs posted on district or school web pages should not bear information that aids in the identification of individual students. If a photograph containing one or two students is to be published on the district or school web site, written permission must be obtained from the parent/guardian. Group photographs containing three or more students will not require written permission prior to posting on a school or district web site, unless a parent/guardian has requested that their child's image not be posted on the district or school web sites.

Attendance and Enrollment

ATTENDANCE

School attendance is required by law. Every child ages 6 through 18 years of age must attend school every day and be on time for the start of school. You are responsible for your child's school attendance. You must let the school know if your child is not in school and give a specific reason for the absence. Absences due to activities such as baby sitting, accompanying parents on errands, and attending music or sporting events are unexcused.

Please refer to the list of acceptable excuses listed under Education Codes 48205 and 46014. If a student has twenty or more unexcused absences in one semester in any course, they will receive a failing grade (F) for the course. Students must repeat failed courses that are required for graduation.

ABSENCE FOR RELIGIOUS PURPOSES EC 46014

Pupils, with the written consent of their parents or guardians, may be excused from school in order to participate in religious exercises or to receive moral and religious instruction at their respective places of worship or at other suitable place or places away from school property designated by the religious group, church, or denomination. Students requesting release from school for such activities must attend the minimum hourly requirement for elementary or secondary schools and may not be released for such activities more than four days each month.

EXCUSED ABSENCES: AVERAGE DAILY ATTENDANCE EC 48205

A pupil shall be excused from school when the absence is:

1. Due to his or her illness.
2. Due to quarantine under the direction of a county or city health officer.
3. For the purpose of having medical, dental, optometric, or chiropractic services rendered.
4. For the purpose of attending the funeral services of a member of his or her immediate family, so long as the absence is no more than one day if the service is conducted in California, and no more than three days if the service is conducted outside California.
5. For the purpose of jury duty in the manner provided for by law.
6. Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent.
7. For justifiable personal reasons, including but

not limited to a court appearance, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats, attendance at an employment conference or attendance at an educational conference offered by a non-profit organization. The pupil's absence must be requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.

8. For the purpose of serving as a member of a precinct board for an election.
9. For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.

A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided. Upon satisfactory completion within a reasonable period of time, the student shall be given full credit. The teacher of any class from which a pupil is absent shall determine the tests and assignments reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence. Excused absences are considered equivalent to unexcused absences when computing average daily attendance and do not generate state apportionment payments to the district when the student is gone from school.

HEAD LICE

The problem of head lice and nits is ongoing and can be difficult to control at home and at school. Even though lice and nits are not a major threat to health, they are easily spread. In an effort to prevent the spread of head lice between students, when a child is identified as having head lice, they will be sent home from school immediately. Return to school is permitted when the hair has been treated with lice shampoo, and there are no live lice or nits in the hair.

ENROLLMENT IN SCHOOL

IMMUNIZATION REQUIREMENTS

State law requires that all students under age 18 be immunized against certain diseases unless they are exempt for medical reasons or because of personal beliefs. The school must have proof that your child is current on required immunizations at the time he/she is registered. Please check with your pediatrician, family physician or medical clinic to make sure your child is fully immunized. Your child may be excluded from school if these are not met. Information on obtaining a permanent medical exemption or personal beliefs exemption for your student is available from the school nurse or office staff.

Immunizations required for school attendance are as follows:

Polio – four doses (any combination IPV or OPV); three doses are acceptable if the last dose was given after the fourth birthday for students 4-6 years of age; three doses meet the requirement for age 7-17 if last dose was after the 2nd birthday.

DTP/TDaP – (diphtheria, tetanus, and pertussis before age 7) five doses; four doses meet the requirement if last dose was given after age 4 for children 4-6 years of age.

TD – (tetanus, diphtheria age seven and up) – four doses, but three doses meet requirement for age 7-17 if at least one dose was given after the second birthday.

PHYSICAL EXAMINATION

A state law called the Child Health and Disability Prevention Program mandates that every child have a physical examination before entering first grade. Parents or guardians are required to present a report of examination or a waiver statement to the school within 91 days of entry to first grade. School staff will assist families in making plans to meet this requirement. Students will not be permitted to attend school without the exam or having a waiver on file by the due date.

An annual physical examination is required of all secondary students who participate in interscholastic athletic programs. The coaches/school staff will apprise parents of low-cost health screenings at the school if they are available. Complete physical exams by a personal physician are highly recommended.

TRANSFER OPTIONS FOR SCHOOLS OF THE SANTA BARBARA UNIFIED SCHOOL DISTRICT

The California Education Code and Santa Barbara Unified School District's Board Policy provide an opportunity for parents and guardians to request a school in a different attendance area other than the area where they live. Parents may request a school within Santa Barbara Unified School District (intradistrict) or in

a different district (interdistrict).

OPEN ENROLLMENT (INTRADISTRICT GRADES K-12)

Open Enrollment is offered once a year to all students who reside in the attendance area of any school within Santa Barbara Unified School District (SBUSD). Open Enrollment information and forms for the 2014-15 school year will be available January 6-February 19, 2014 (2015-16: January 5-February 19, 2015) from your child's school or the Pupil Services Department at the district office. Applications are not accepted over the telephone, by mail, or by fax. Open enrollment does not require you to provide a reason for the request.

The dates for applying to attend a different school within SBUSD for 2014-15 will be January 6-February 19, 2014 2015-16 will be January 5-February 17, 2015.

- Students who live within the SBUSD attendance area may apply.
- The district will decide the number of openings (capacity) at each school that can be filled by Open Enrollment students.
- If more requests to attend a school are received, than there are openings, the district will conduct a random/unbiased lottery to fill the openings and establish a waiting list.
- If the request for a new school is approved, the student is deemed a resident student of that school. The student may return to the previous school of residence if he/she revokes their open enrollment status in writing to the Pupil Services Department. Space availability will be a consideration.
- Transportation to the new school is the responsibility of the parent/guardian.

To appeal a denial, contact the Pupil Services Department at 963-4338, ext. 6278. For reference, please see Board Policy/Administrative Regulation 5116.1.

- The request form is obtained from the child's school of residence or the Pupil Services Department at the district office.
- The completed request is submitted to the Pupil Services Department at the district office.
- Transportation to the new school is the responsibility of the parent/guardian.

ACCEPTABLE REASONS FOR REQUESTING AN INTRADISTRICT TRANSFER:

- Hardship (defined as a situation which is considered confidential and could not be discussed in a public meeting, essentially a medical, psychological or social problem).
- In the process of purchase, or rental, with family

occupancy set at a reasonable time.

- Concurrent attendance of a sibling.
- The student's parent/guardian is employed by SBUSD and is assigned to the requested school.
- Any student who moves with his/her family from one school attendance zone to another may remain until the end of the current school year.

Intradistrict transfers may be revoked for various reasons, including but not limited to: student conduct, student attendance/truancy issues, as well as the submission of false information. For reference, please see Board Policy/Administrative Regulation 5116.1.

INTERDISTRICT TRANSFER REQUEST (K-12)

The form to request a school, in a different district, is submitted to the district office in which the student resides. For students wishing to enter (or exit) Santa Barbara Unified School District, submit the form to the Pupil Services Department at the district office. Approval for incoming students may be granted if:

1. There is space at the desired school.
2. Criteria for incoming students:

- Children of district employees
- Continued enrollment in high school academy
- Continued participation in interscholastic sports program (BP 5117)
- Students whose parent/guardian are employed or enrolled at UCSB and are directly involved with the Harding University Partnership School as a student teacher, faculty, program developers or researchers
- Complete current school year or remain with a graduating class
- Moving into district in the immediate future
- Sibling attending the requested school
- Extraordinary hardship as defined in BP 5117

3. Transportation to the new school is the responsibility of the parent/guardian.

Interdistrict transfers may be revoked for various reasons, including but not limited to: student conduct, student attendance/truancy issues, as well as the submission of false information. For reference, please see Board Policy/Administrative Regulation 5117.

Course of Study and Curriculum

COURSE OF STUDY (EC 51040)

The California Education Code requires that “the governing board of every school district ...prepare and...keep on file for public inspection the courses of study prescribed for the schools under its jurisdiction.” The district provides its students with a rigorous standards-based curriculum appropriate for each grade level. A listing of California academic standards is available on the District’s website at www.sbunified.org.

SCHOOL CURRICULUM (EC 49091.14)

The curriculum, including titles, descriptions, and instructional aims of every course offered by a public school, shall be compiled at least once annually in a prospectus. Each school site shall make its prospectus available for review upon request. When requested, the prospectus shall be reproduced and made available. School officials may charge for the prospectus an amount not to exceed the cost of duplication.

ADVANCED PLACEMENT GRANT PROGRAM

The State Department of Education provides grant funding for examination fees for economically disadvantaged students who are enrolled in Advanced Placement (AP) courses.

Any economically disadvantaged pupil who is enrolled in an Advanced Placement course may apply to the AP Coordinator of the school for this grant. A pupil who receives a grant shall pay five dollars of the examination fee. Students who qualify for the grant program should see the school’s AP Coordinator in the Counseling Office and request the following form: Student Eligibility Form B: Documentation for the Advanced Placement Test Fee Payment Program.

ALCOHOL, TOBACCO AND OTHER DRUG USE PREVENTION EDUCATION (EC 51260 Summary)

Instruction shall be given in the elementary and secondary schools on drug education and the effects of the use of tobacco, alcohol, narcotics, and dangerous drugs, as defined in Section 11032 of the Health and Safety Code, and other dangerous substances.

In grades 1 through 6, instruction on drug education should be conducted in conjunction with courses given on health or in any appropriate area of study pursuant to Section 51210.

In grades 7 through 12, instruction on drug education should be conducted in conjunction with courses given on health or in any appropriate area of study pursuant to Section 51220.

Such instruction shall be sequential in nature and suited to meet the needs of students at their respective grade

levels.

ALTERNATIVE SCHOOL PROGRAM

The Santa Barbara Unified School District offers educational options for its students through alternative schools of choice—La Cuesta Continuation High School and Alta Vista Alternative High School. La Cuesta High School is located at the corner of Santa Barbara and Ortega Streets in downtown Santa Barbara. Alta Vista Alternative High School is located on five sites—La Colina Junior High campus, Dos Pueblos High School campus, the campus of SBCC (Middle College program), Casa de la Raza at 601 E. Montecito Street (Quetzal only), and the Westside Community Center at 423 W. Victoria Street (Quetzal only). Students attending any of the district’s three traditional high schools are eligible to apply for these programs.

La Cuesta Continuation High School serves students who, for any number of reasons, have not been academically successful in a traditional high school. The school gives students another chance for success through a continuation education program that offers a smaller learning environment and flexibility in educational experiences and instructional methods.

Alta Vista Alternative High School is made up of three distinct programs—Traditional Independent Study, the SBCC Middle College program, and the Quetzal program. Families choose these programs because they offer an educational alternative with the flexibility to meet each student’s academic and personal needs. The Quetzal program is designed to serve as a transition program for students that are trying to improve attendance, re-integrate into the district, or receive services while on expulsion from the district.

Admission to the alternative school programs is through a referral process initiated at the student’s traditional high school, except for the Quetzal program who students are considered through the district Educational Placement Team or the SARB process. Families should contact their student’s guidance counselor to begin the referral process, which can take place at any point during the school year. Students who meet the criteria for entrance may be enrolled at La Cuesta or Alta Vista as space becomes available.

ENGLISH LANGUAGE LEARNERS (ELL)

English Language Development (ELD) is provided in grades K-12 to assist students to become proficient in English. The specific goals of the district program are to:

- Develop the English fluency and proficiency of English Language Learners as effectively and efficiently as possible.
- Provide English language learners with access to an

academic curriculum equal to that of their English only peers.

- Assist English language learners to meet district content and performance standards in core curriculum areas.
- Promote cross-cultural understanding and self-esteem.

The following programs for ELL students are also provided:

- Sheltered English Immersion (SEI): An English language acquisition process in which nearly all instruction is provided in English.
- English language mainstream: Classrooms in which the students are all native speakers of English or have developed "reasonable fluency" in English.

The complete program is described in the Districts' K-12 Master Plan for ELL Students.

NOTICE AND INFORMATION REGARDING ENGLISH LANGUAGE IMMERSION CLASSES, ALTERNATIVE PROGRAMS AND PARENTAL EXCEPTION WAIVERS

English Language Learners (ELL) Program Description

No parent action is needed for your child to be placed in option #1. The National Research Council has found that there is no conclusive evidence that any one model is superior to another in regards to improved English acquisition or academic achievement.

OPTION #1: Sheltered/Structured English Immersion (SEI)

The SEI Program consists of a sequence of English Language Development (ELD) classes and Sheltered Courses in the content areas required for graduation. ELD classes are designed to help English language learners (ELL) acquire a good working knowledge of English. Sheltered courses in English, mathematics, science and social science are designed to help ELL students master the subject matter content while improving their English language skills. Instructional materials are matched to student needs and include print, audio, visual, graphic, and electronic resources.

OPTION #2: Dual Literacy

The Dual Literacy Program is provided when a school has 20 or more approved parental exception waivers at one grade level in one language. This program provides instruction in Spanish in language arts (reading, writing, listening, and speaking) and mathematics. Other subjects are provided in English. Instruction, textbooks and teaching materials are provided in the ELL students' primary language.

PROCEDURES FOR REQUESTING A PARENTAL EXCEPTION WAIVER

A parental exception waiver may be granted when:

- a. The child already possesses good English language skills, as measured by standardized tests of English vocabulary comprehension, reading, and writing, in which the child scores at or above the state average for his or her grade level or above the 5th grade average, whichever is lower. [EC 311(a)]
- b. The child is age 10 years or older, and it is the informed belief of the school principal and Waiver Study Team that an alternate course of educational study would be better suited to the child's rapid acquisition of basic English language skills. [EC 311(b)]
- c. The child already has been placed for a period of not less than thirty days during that school year in an English language classroom. It is subsequently the informed belief of the school principal and Waiver Study Team that the child has such special physical, emotional, psychological, or educational needs that an alternate course of educational study would be better suited to the child's overall educational development. A written description of these special needs must be provided and any such decision is to be made subject to the examination and approval of the local school superintendent under guidelines established by and subject to the review of the local Board of Education and ultimately the State Board of Education. The existence of such special needs shall not compel issuance of a waiver, and the parents or guardian may refuse to agree to a waiver. [EC 311(c)]

Under items a and b above, waiver applications shall be acted upon by the school within twenty instructional days of submission application.

Under item c above, waiver applications shall not be acted upon during the thirty-day placement in an English language classroom. These waivers must be acted upon either no later than ten calendar days after the expiration of that thirty (30)-day English language classroom placement or within twenty instructional days of submission of the parental waiver to the school principal, whichever is later.

Applications for parental exception waivers which comply with the procedures set forth herein, as well as all applicable requirements of law, shall be granted unless the school principal and the Waiver Study Team have determined that an alternative program offered at the school would not be better suited for the overall educational development of the pupil.

GUIDELINES FOR REVIEW OF WAIVER APPLICATIONS

An "informed belief" shall be based upon one or more of the following four criteria.

The student had been placed in an alternate program during the previous year or years, and during that

period:

- Improved his or her CELDT results at a rate greater than the district average for students of similar age and English fluency.
- CELDT results are not above average; however, in the professional judgment of principal and Waiver Study Team, the test results do not accurately reflect the student's rate of improvement in the rapid acquisition of basic English language skills. The student's rate of improvement is, in fact, more rapid than the district average for students of similar age and English fluency as a result of placement in the alternate program.

If the student had not been placed in alternate program during the previous year or years, and:

- Reasonable evidence that an alternate program is or which may be offered at the school, has had the statistically-verified result of enabling students with comparable English fluency, economic, individual and family circumstance, and mobility, to the student referenced in the application to rapidly acquire basic English skills or to acquire such skills more rapidly than comparable ELL students placed in structured or sheltered English immersion or mainstream classes provided at the school.
- There is no statistical evidence available for an alternate program which is or which may be offered by the school, reasonable anecdotal evidence from district schools, evaluated by the principal and Waiver Study Team, which in their professional judgment indicates that the alternate program would be better suited to the student's rapid acquisition of English than structured or sheltered English immersion or mainstream classes provided by the school.

"Special needs" shall be based upon one of the following:

1. A risk of physical, emotional or psychological harm, condition or illness greater than that applicable to most other comparable ELL students.
2. A rate of progress in acquiring basic English skills or academic progress generally that is substantially slower than that of most other comparable ELL students.
3. Individual circumstances, which, in the professional judgment of the principal and Waiver Study Team, constitute special needs for which an alternate course of educational study would be better suited to the student's overall educational development.

For purposes of this provision, a determination of "special needs" shall not be based upon the following:

1. A desire for placement in an alternate program without regard to the student's overall educational development.

2. A lack of fluency in English.

3. The student's age without regard to the student's overall educational development or rapid acquisition of basic English language skills.

GIFTED AND TALENTED EDUCATION

The district has a GATE (Gifted and Talented Education) program that serves qualified students in grades 4-12, based on availability of state funds. The program gives students the opportunity to study complex subjects in depth, develop creativity, and work at a fast pace. For further information, contact the Assistant Superintendent of Elementary Education, at 963-4338 x6210 or the Assistant Superintendent of Secondary Education, at 963-4338 x6212.

HOME AND HOSPITAL PROGRAM

This program provides quality instruction by certificated teachers for students who are unable to attend school due to a temporary illness or injury and will need a home teacher for a minimum of six weeks. Students may qualify for services if they:

- Are currently enrolled in grades K-12 and live within the Santa Barbara Unified School District's boundaries.
- Live outside the Santa Barbara Unified School District's boundaries, but are temporarily hospitalized within the district.
- Live within the Santa Barbara Unified School District's boundaries and attend a private or parochial school, but need to be registered at a school of the Santa Barbara Unified District during the time the student is in the Home and Hospital Program.
- The District's Home Hospital form, signed by both the parent and the doctor, is required, along with a medical report on the doctor's letterhead describing why the student is unable to attend school on a daily basis. To request a home teacher and a form for your doctor to complete, contact your school nurse or school counselor.

INSTRUCTION IN COMPREHENSIVE SEXUAL HEALTH EDUCATION/HIV AND AIDS PREVENTION (EC 51938 Summary)

Districts shall annually notify parents about instruction in comprehensive sexual health education, HIV/AIDS prevention education and research on student health behaviors planned for the school year. Written and audiovisual educational materials used in such education are available for inspection. Parents/guardians will be notified prior to the commencement of any such instruction as to whether the instruction will be taught by district personnel or by outside consultants in class or during an assembly. A copy of the law

pertaining to such instruction is available upon request from the district. Parents/guardians may request in writing that their child not receive comprehensive sexual health education an/or HIV/AIDS prevention education. The law also authorizes the district to use anonymous, voluntary, confidential research and evaluation tools to measure student's health behaviors and risks. This includes tests, questionnaires, and surveys containing age appropriate questions about the student's attitudes concerning or practices relating to sex. The district must notify parents/guardians in writing before any such test, questionnaire, or survey is administered and provide parents/guardians with an opportunity to review the test. Parents may request in writing that their child not participate.

SEX EDUCATION (EC 51240)

Whenever any part of the instruction in health, family life education, and sex education conflicts with the religious training and beliefs of the parent or guardian of any pupil, the pupil with written request of the parent or guardian shall be excused from the part of the training which conflicts with such religious training and beliefs. As used in this section, "religious training and beliefs" include personal moral convictions.

TITLE I PROGRAM

Title I is a federally funded program that provides additional resources to schools with high levels of poverty. Funds at the identified schools provide for additional reading and math support, additional materials, teacher training, and in some cases, counseling. The Title I high schools are Dos Pueblos High School San Marcos High School, and Santa Barbara High School.

Field Trips

Field trips which are properly planned and implemented may supplement and enrich classroom procedures by providing learning experiences in an environment outside of schools. Recognized school or school club trips will be considered school-sponsored if students are under the direct supervision of a school employee. Private trips that do not include all students in a grade level, class, group or club may not be considered school-sponsored (Board Policy 6153) No field trips may be made to locations, activities or programs where students will be treated unfairly based on disability, gender, sexual preference, race, or other characteristic which may identify them as part of a protected class. (Education Code 220)

Day Trips (Board Policy 6153): Only district students may participate in school field trips. Students planning to participate in a field trip must obtain signed clearance from a majority of the teachers whose classes will be missed. A teacher may refuse permission if the student is having academic, attendance, or behavioral problems in class. In such cases the principal's decision

will be final. Written approval of a student's parent/guardian is required for participation in any field trip and parents/guardians will receive complete written information about each field trip, prior to its occurrence. For trips which include in or near water, there will be no swimming or wading allowed unless it involves instructional or sanctioned competition. District teachers or other certificated personnel shall accompany students on all field trips. The student to adult ratio shall not exceed 13 students for each adult.

Extended Trips (Board Policy 6153): Overnight trips must be planned at least 50 days in advance and be approved by the principal and the appropriate Assistant Superintendent of Education. The trip should have an overriding educational objective and be a direct outgrowth of the classroom curriculum. No grade or extra credit will be given to a student for participation. The field trip or excursion is voluntary on the part of the student and is not required by the district. The ratio of students to adults must be no more than 9 to 1. Volunteers or chaperone's must complete a fingerprint clearance. All participants of any out-of-state or other overnight field trip must provide written proof of medical insurance. All students involved in the activity will be given an opportunity to fund-raise sufficient money to completely subsidize the trip, or be funded by a school organization.

Wellness Policy

The Board of Education recognizes the link between student health and learning and desires to provide a comprehensive program promoting healthy eating and physical activity for district students.

The Superintendent or designee shall build a coordinated school health system that supports and reinforces health literacy through health education, physical education, health services, nutrition services, psychological and counseling services, health promotion for staff, a safe and healthy school environment, and parent/guardian and community involvement.

To encourage consistent health messages between the home and school environment, the Superintendent or designee may disseminate health information to parents/guardians through district or school newsletters, handouts, parent/guardian meetings, the district or school web site, and other communications. Outreach to parents/guardians shall emphasize the relationship between student health and academic performance.

NUTRITION (EC 49510 Summary)

Under the Family Nutrition Education and Services Act, the Department of Education, in cooperation with the Department of Social Welfare, has established an ongoing program to assure that the nutritional requirements of pupils in receipt of public assistance are enhanced while the students are attending school. Eligibility is based on an affidavit signed by an adult

member of the household and by guidelines established by the Department of Education.

SCHOOL LUNCHES

The Food Services department analyzes the nutritional value of all school lunches to assure that they meet the nutritional needs of our students and the Dietary Guidelines for Americans. Lunch is available every school day at all district schools.

With the exception of students who are eligible to receive meals at no cost, students or their parents/guardians may pay on a per-meal basis or may submit payments in advance. The Superintendent or designee shall maintain an account indicating payments received from each student or his/her parents/guardians for the purchase of school meals.

Students and their parents/guardians shall be notified whenever their account has a zero balance.

Whenever a student's account has an unpaid balance of \$20 or more, parents/guardians shall be notified in writing that full payment is due within seven school days from the date of the notice.

FREE AND REDUCED PRICE MEALS

Parents/guardians may apply for free or reduced price meal program for their student. Free lunches are available at all schools for students who qualify based on family income. Free lunch applications are available at all school sites.



Elementary and Secondary Education Act

CHILD SAFETY

Santa Barbara Unified School District is required to notify parents of their rights under the Elementary and Secondary Education Act (ESEA) as outlined below. Currently, no school of the Santa Barbara Unified School District has been deemed a persistently dangerous school, as defined by this federal law.

ESEA provides that a student that is a victim of a criminal offense, as defined in the California State Penal Code, while in school or on school grounds, may request a transfer to another elementary or secondary school within the district. Examples of such offenses include, but are not limited to, attempted murder, battery with serious bodily injury, assault with a deadly weapon, rape, sexual battery, robbery, extortion, and hate crimes.

If you believe your child has been a victim of a violent crime, as defined above, and believe transferring schools is in your child's best interest, please contact your child's school administrator.

EDUCATION OF HOMELESS STUDENTS

The ESEA ensures that homeless students receive educational opportunities. Under this law, homeless children or youth are those students who lack a fixed, regular and adequate nighttime residence. This definition includes children and youth who:

- Live with a friend, relative or someone else because they lost their homes and cannot afford housing.
- Live in a motel or hotel because they lack adequate alternative accommodations; or live in emergency or transitional shelters, in domestic violence shelters or in another like setting.

It is the intent of the federal legislation, as much as possible, to keep homeless students in the schools they attended when permanently housed or in which they were last enrolled, unless doing so is against the parents' or guardians' wishes. Homeless students:

- May stay in those schools the entire time they are homeless and until the end of any academic year in which they move into permanent housing, and
- Must be provided, to the extent feasible, at parent/guardian request, with transportation to and from school, and to and from the students' temporary residences.

Parents/guardians of homeless students also may choose to enroll their children in any public school that students who live in the attendance area of the homeless family's temporary housing are eligible to attend. If the school district decides to send a homeless student to a school other than that school, the district must provide the parent/guardian with a

written explanation of the decision and of the parent's/guardian's right of appeal.

During an appeal process, the homeless student will be allowed to attend the school of residence.

Homeless students must be allowed to enroll in school and attend classes even if they do not have all of the required medical records and proof of residency. Personnel at the school of enrollment will work with the parents/guardians to obtain all required documents. Please direct any questions related to the education of homeless students to individual school principals or the Pupil Services Department, 963-4338.

LOCAL EDUCATION AGENCY PLAN

Each district receiving funds under the ESEA is required to develop a state approved Local Education Agency Plan (LEAP). The purposes of the LEAP are:

1. To provide information on the services and programs funded with federal dollars.
2. To provide information regarding how the district intends to meet the five educational goals established by ESEA.

A copy of the LEAP is available for review on the district website under "Plans and Guidelines": www.sbunified.org.

PROFESSIONAL QUALIFICATIONS OF TEACHERS AND PARAPROFESSIONALS

The federal government provides assistance to schools serving students from high-poverty backgrounds through the Title I program. Parents/guardians of students attending Title I schools may request information about the professional qualifications of their child's classroom teacher(s). Specifically parents may request information about:

- Whether the teacher has met state credential or license criteria for the grade level and subject matter taught.
- Whether the teacher is teaching under an emergency or provisional status.
- The teacher's college major, whether the teacher has advanced degrees and, if so, the subject of the degrees.
- Whether services are being provided to their student by a teacher's assistant or other professional and, if so, the paraprofessional's qualifications.

Parents/guardians must also be notified if their student has been taught for four or more consecutive weeks by a teacher who is not highly qualified. Information about teacher qualifications can be obtained at your student's school.

The Title I high schools are: Dos Pueblos High School, San Marcos High School and Santa Barbara High School.

PROGRAM IMPROVEMENT SCHOOL CHOICE

The Program Improvement School Choice (PISC) program is part of the NCLB federal legislation. The program provides the option for students attending under-performing Title I schools to transfer to a higher performing district school, with transportation provided by the district. Parents/guardians of students attending schools that qualify for the PISC program are notified by the district each fall in a letter that outlines options

under the program.

SUPPLEMENTAL SERVICES

Federal law requires Title I schools that continue to fall short of achievement goals and enter their second year of program improvement to offer free tutoring through a program called Supplemental Education Services. The district will notify parents/guardians of students attending schools that meet the criteria of their options under this program.

Safe Schools and Discipline

Safety is always a priority in the schools of the Santa Barbara Unified School District. One of the ways we ensure the safety of children is by maintaining strict standards of behavior.

BULLYING/CYBERBULLYING

The Board of Education desires to prevent bullying by establishing a positive, collaborative school climate and clear rules for student conduct. The district may provide students instruction, in the classroom or other educational settings, that promotes communication, social skills, and assertiveness skills and educates students about appropriate online behavior and strategies to prevent and respond to bullying and cyberbullying. This instruction may involve parents/guardians, staff and community members.

Cyberbullying includes but is not limited to the transmission of communications, posting of harassing messages, direct threats, social cruelty, or other harmful text, sounds, or images on the Internet, social networking sites, or other digital technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity, or actions that create a hostile environment and/or the transmission of obscene words or images.

Students may submit a verbal or written complaint of conduct they consider to be bullying to a teacher or administrator and may also request that their name be kept in confidence. The Superintendent or designee may establish other processes for students to submit anonymous reports of bullying. Complaints of bullying or harassment shall be investigated and resolved in accordance with site-level grievance procedures specified in Administrative Regulation 5145.7, "Sexual Harassment."

When a student is suspected of or reported to be using electronic or digital communications to engage in cyberbullying against other students or staff, or to threaten district property, the investigation shall include documentation of the activity, identification of the source, and specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

Students shall be encouraged to save and print any messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

Any student who engages in cyberbullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school

activity or school attendance, shall be subject to discipline in accordance with district policies and regulations. If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

CHILD ABUSE (Summary of BP/AR 5141.4)

The Board of Education recognizes the District's responsibility to educate students about the dangers of child abuse so that they will acquire the skills and techniques needed to identify unsafe situations and to react appropriately and promptly.

The District's instructional program shall include age-appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, inform them of available support resources, and teach them how to obtain help and disclose incidents of abuse. The curriculum also shall include training in self-protection techniques.

Definitions

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

1. A physical injury or death inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1
3. Neglect of a child as defined in Penal Code 11165.2
4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3
5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6)
3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain

order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)

4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student (Education Code 49001)
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student (Education Code 49001)

Reporting Procedures

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Child Welfare Services
234 Camino del Remedio
Santa Barbara, CA 93110-1369
1-800-367-0166

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

CONDUCT POLICY (Summary of Board Policy 5131)

The Board of Education believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to or coming from school, while at school activities, and while on district transportation.

Conduct is considered appropriate when students are diligent in study, careful with school property, courteous, and respectful toward their teachers, other staff, students, and volunteers.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff or others
2. Conduct that disrupts the orderly classroom or school environment
3. Harassment or bullying of students or staff, such as bullying, including but not limited to cyberbullying, intimidation, hazing or initiation activity, ridicule,

extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm or substantial disruption, or evidence of emotional suffering, in accordance with the section entitled "Bullying/Cyberbullying" (page 27).

"Cyberbullying" includes the transmission of communications, posting of harassing messages, direct threats, or other harmful texts, sounds, or images on the Internet, social networking sites, or other digital technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

4. Damage to or theft of property belonging to students, staff or the district
5. Possession or use of a laser pointer, unless used for a valid instructional or other school-related purpose, including employment. Prior to bringing a laser pointer on school premises, students shall first obtain permission from the principal or designee. The principal or designee shall determine whether the requested use of the laser pointer is for a valid instructional or other school-related purpose
6. Use of profane, vulgar, or abusive language
7. Plagiarism or dishonesty in school work or on tests
8. Inappropriate attire
9. Tardiness or unexcused absence from school
10. Failure to remain on school premises in accordance with school rules
11. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs

Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, or denial of participation in extracurricular or co-curricular activities in accordance with board policy and administrative regulation. The Superintendent or designee shall notify local law enforcement as appropriate.

Students also may be subject to discipline, in accordance with law, board policy, or administrative regulation, for any off-campus conduct during non-school hours which poses a threat or danger to the safety of students, staff, or district property, or substantially disrupts school activities.

DISCIPLINE AND EXPECTED STUDENT BEHAVIOR

Rules and regulations are established to maintain an atmosphere conducive to learning. Students who fail to comply with these rules and regulations will be counseled, reprimanded, suspended, or expelled, and/or arrested as the laws are applied. The Governing Board of any school district shall prescribe rules not

inconsistent with law or with the rules prescribed by the State Board of Education for the government and discipline of the schools under its jurisdiction (§35291). Participation and attendance at extracurricular activities is considered a part of the educational program. Participants or spectators carry responsibilities as representatives of the schools/communities. All rules of student conduct apply to extracurricular activities as well.

NO SMOKING

Santa Barbara Unified School District is a tobacco free district. All tobacco, including chewing tobacco, is prohibited at all times on district property. This includes outdoor areas. Thank you for your adherence to this policy.

This prohibition also applies to electronic nicotine delivery systems, such as electronic cigarettes, electronic hookahs, and other vapor emitting devices, with or without nicotine content, that mimic the use of tobacco products any time. This policy applies to all students, staff, visitors, and civic use permit holders. However, this section does not prohibit the use or possession of prescription products, or other FDA-approved cessation aids such as nicotine patches or nicotine gum. Student use or possession of such products must conform to laws governing students use and possession of medications on school property.

PERSONAL PROPERTY LOSS

The district does not carry insurance against loss or damage to personal property such as automobiles, bicycles, cameras, electronic devices including telephones, jewelry, clothing, musical instruments and sporting equipment. The district does take reasonable care to provide for the safekeeping of students' personal property, but thefts and damage do occur and it is appropriate to file claims under individual homeowners' or renters' policies in those instances. Because small electronic devices are frequently stolen, students are advised that school administration may not conduct investigations into their loss. The school accepts no responsibility in the theft of these personal electronic devices. Students bring them to school at their own risk.

RIGHT TO INCLUDE STATEMENT OR RESPONSE TO DISCIPLINARY ACTION EC 49072

Whenever there is information included in any pupil record concerning any disciplinary action taken by school district personnel in connection with the pupil, the school district maintaining such record or records shall allow the pupil's parent/guardian to include in such pupil record a written statement or response concerning the disciplinary action.

SEXUAL HARASSMENT (Summary of Board Policy 5145.7)

The Board of Education is committed to maintaining an

educational environment that is free from harassment and discrimination. The board prohibits sexual harassment of students by other students, employees, or other persons, at school or at school-sponsored or school-related activities. The board also prohibits retaliatory behavior or action against persons who complain, testify, assist, or otherwise participate in district complaint processes.

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex.
2. A clear message that students do not have to endure sexual harassment.
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained.
4. Information about the District's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made.

Complaint Process

Any student who feels that he/she is being or has been sexually harassed by a school employee, another student, or a non-employee on school grounds or at a school-related activity (e.g., a visiting athlete or coach) shall immediately contact his/her teacher or any other employee. An employee who receives such a complaint shall report it in accordance with administrative regulation.

The Superintendent or designee shall ensure that any complaints regarding sexual harassment are immediately investigated in accordance with administrative regulation. When the Superintendent or designee has determined that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and to address its effects on the victim.

Disciplinary Actions

Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Confidentiality and Record-Keeping

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry

out the investigation or take other subsequent necessary action. (5 CCR 4964)

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in the schools.

SUSPENSIONS/EXPULSIONS

The following outlines the types of suspensions a student may receive. For further information, contact the Pupil Services Department, 963-4338.

Suspension Assigned by a Teacher

A teacher may suspend any student from his/her class for the remainder of the day and the following day for any act listed in "Grounds for Suspension and Expulsion" (page 31). (Education Code 48910)

A teacher also may refer a student to the principal or designee for consideration of suspension from school. (Education Code 48910)

When removing a student from his/her class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. The student shall be appropriately supervised during the class periods from which he/she has been removed. (Education Code 48910)

As soon as possible, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the removal. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. (Education Code 48910)

A student removed from class shall not be returned to class during the period of removal without the approval of the teacher of the class and the principal. (Education Code 48910)

A student removed from class shall not be placed in another regular class during the period of removal.

However, if a student is assigned to more than one class per day, he/she may be placed in any other regular classes except those held at the same time as the class from which the student was removed. (Education Code 48910)

The teacher of any class from which a student is removed may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

Pursuant to board policy, a teacher may provide that the parent/guardian of a student whom the teacher has removed attend a portion of a school day in his/her child's classroom. When a teacher makes this request, the principal shall send the parent/guardian a written notice that the parent/guardian's attendance is requested pursuant to law. (Education Code 48900.1)

This notice shall also:

1. Inform the parent/guardian when his/her presence is expected and by what means he/she may arrange an alternate date.
2. State that if the parent/guardian does not have a means of transportation to school, he/she may ride the school bus with the student.
3. Ask the parent/guardian to meet with the principal after the visit and before leaving school, as required by Education Code 48900.1.

Suspension Assigned by a Principal

The principal may suspend a student from 1-5 days per event, up to twenty (20) days per school year, if the principal determines the student has committed any of the acts in Section 48900. The student may be suspended if the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the principal or superintendent within any other school district(s), including, but not limited to:

- While on school grounds.
- While going to or coming from school.
- During the lunch period whether on or off the school campus.
- During, going to, or coming from a school-sponsored or school-related activity.

An informal conference will be held by the principal or designee with the student and, whenever practicable, the person who referred the student for suspension. The purpose of the conference is to inform the student of the reason for the suspension and the evidence against him/her and to give the student an opportunity to present his/her version and evidence. Unless the student waives his right to the conference or is physically unable to attend, the conference will be held within two school days. The conference may be omitted if it is determined that there is a clear and present danger to the lives, safety or health of students or school personnel.

At the time of the suspension a school employee will make a reasonable effort to contact the parent/guardian in person or by telephone. A notice in the primary language of the parent/guardian (if it is practicable) will be mailed requesting that the parent/guardian attend the conference and listing the rights of the student and parent/guardian.

The suspension and the cause will be reported to the Superintendent. Law enforcement authorities will be notified if there was assault with a deadly weapon or force likely to produce great bodily harm.

The school may refer a recommendation for expulsion to the Pupil Services office who will notify the parent and request a conference with the parent and student. For further information, contact the Pupil Services Department, 963-4338 x6208.

SUMMARY OF GROUNDS FOR SUSPENSION OR EXPULSION (Summary of EC 48900)

As per Education Code 48900, parents, guardians and students are hereby notified that in schools of the Santa Barbara Unified School District a student may be suspended, receive a disciplinary transfer or be recommended for expulsion from school if the principal or designee determines that the student, while on school grounds, or during a school-related activity off grounds, or while going to or from school, has committed any of the following offenses:

1. Caused, attempted to cause, or threatened to cause physical injury to another person. Willfully used force or violence upon the person of another, except in self-defense.
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the principal's designee.
3. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance, an alcoholic beverage, or an intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This prohibition also applies to electronic nicotine delivery systems, such as electronic cigarettes, electronic hookahs, and other vapor emitting devices, with or without nicotine content, that mimic the use of tobacco products any time. However, this section does not prohibit use or possession by a pupil of his/her own prescription products.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered,

arranged or negotiated to sell any drug paraphernalia.

11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm, meaning a replica of a firearm so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Committed or attempted to commit specified acts of sexual assault or committed sexual battery.
15. Harassed, threatened or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
17. Engaged or attempted to engage in hazing.
18. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.
19. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

ADDITIONAL GROUNDS FOR SUSPENSION OR EXPULSION:

Education Code 48900.2 (Grades 4-12)

Committed sexual harassment such as gestures, verbiage, or unsolicited, inappropriate touching as defined in Section 212.5.

Education Code 48900.3 (Grades 4-12)

Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of section 233.

Education Code 48900.4 (Grades 4-12)

Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel

or pupils that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school district personnel or pupils by creating an intimidating or hostile educational environment.

Education Code 48900.7 (Grades K-12)

Made terroristic threats against school officials or school property or both. "Terroristic threat" shall include any statement, written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out.

The district is required to expel from school for a period of not less than one year a student who is determined to have possessed a firearm, brandished a knife at another person, committed sexual assault or battery, or sold a controlled substance while at school. In addition, any student who commits one of the aforementioned violations will be referred to the criminal justice or juvenile delinquency system.

(Summary EC 48900.1)

The governing board of each school district shall adopt

a policy authorizing teachers to provide that the parent or guardian of a pupil who has been suspended by a teacher for reasons specified in subdivision (i) or (k) of Section 48900, attend a portion of a school day in his or her child's or ward's classroom. The policy shall take into account reasonable factors that may prevent compliance with a notice to attend. The attendance of the parent or guardian shall be limited to the class from which the pupil was suspended.

According to Labor Code Section 230.7, no employer shall discharge or in any manner discriminate against an employee who is the parent or guardian of a pupil for taking time off to appear in the school of a pupil pursuant to a request made under Section 48900.1 of the Education Code. Labor Code Section 230.8 further states that no employer, who employs 25 or more employees working at the same location, shall discharge or in any way discriminate against an employee who is a parent or guardian of any child in kindergarten or grades 1 to 12, inclusive for taking off four (4) hours each school year, per child, to visit the school of the child, if the employee, prior to taking the time off, gives reasonable notice to the employer of the planned absence of the employee. An employee shall utilize existing vacation, personal leave, or compensatory time off for purposes of this planned absence, unless otherwise provided by a collective bargaining agreement.

Causes for Suspension and Expulsion/Discipline Guidelines

A student may be disciplined, suspended or expelled for any of the acts listed below if the act occurs while on school grounds, while going to or coming from school, during the lunch period (on or off campus), or during, going to, or coming from any school-sponsored activity at any school or on any school district's grounds. Education Code 48900(r).

	Description of Offense	1st Offense	2nd Offense	Additional Offenses
1	Assault and/or battery on a school employee [EC 48915 A(5), SBUSD BP 5131 and SBUSD BP 5144.1]	Due to the potential seriousness of this offense, an infraction of this rule will result in 5 days suspension, and recommendation for expulsion. Law enforcement notification.	None permitted.	None permitted.
2	Offering or selling a controlled substance or alcoholic beverage or intoxicant [EC 48915(c2), EC 48900D, SBUSD BP 5131.6, SBUSD BP 5131 and SBUSD BP 5144.1]	Due to the potential seriousness of this offense, and the requirements of the CA Ed Code 48900/48915, this will result in 5 days suspension and recommendation for expulsion. Law enforcement notification.	None permitted.	None permitted.
3	Brandishing a knife or explosive or possession of any firearm [EC 48915C, SBUSD BP 5131 and SBUSD BP 5144.1]	Due to the potential seriousness of this offense and the requirements of CA Ed Code 48915, this will result in 5 days suspension, and a recommendation for expulsion. Fire marshal and/or law enforcement notification.	None permitted.	None permitted.
4	Sexual Assault, Committing or attempting to commit sexual assault or committing sexual battery [EC 48915 (c)(4), SBUSD BP 5131, and SBUSD BP 5144.1]	Due to the potential seriousness of this offense and the requirements of CA Ed Code 48915, this will result in 5 days suspension, and a recommendation for expulsion. Fire marshal and/or law enforcement notification.	None permitted.	None permitted.

CAUSES FOR SUSPENSION AND EXPULSION/DISCIPLINE GUIDELINES

	Description of Offense	1st Offense	2nd Offense	Additional Offenses
5	Possession of a knife or other dangerous object at school or school activity [EC 48900B, SBUSD BP 5131.7 and SBUSD BP 5144.1]	5 days suspension and possible recommendation for expulsion unless a written report explaining the circumstances is provided to the governing board. Fire marshal and/or law enforcement notification.	None permitted.	None permitted.
6	Willfully causing serious injury to another person, except in self defense [EC 48915 A(1), EC 48900 A(1) EC 48900 A(2), SBUSD BP 5131 and SBUSD BP 5144.1]	Due to the potential seriousness of this offense and the requirements of the CA Ed Code 48900/48915, this will result in 5 days suspension and recommendation for expulsion (48915 only). Law enforcement notification.	5 days suspension and recommendation for expulsion.	None permitted.
7	Possession, under the influence and/or use of any controlled substance, alcoholic beverage or intoxicant [EC 48900C, SBUSD BP 5131, SBUSD BP 5144.1 and SBUSD BP 5131.6]	5 days suspension, parent-student conference, mandatory counseling referral to SUPER program and/or Teen Court services to be completed within 45 school days. Law enforcement notification.	5 days suspension, parent-student conference, and referral to Daniel Bryant Youth and Family Center which will include a clinical alcohol/drug assessment and a six-week Parent Program [voluntary for parents] with the following treatment options to be determined by the Center based on the individual's needs: Alcohol and Drug Awareness Groups with drug testing; 30-day Cannabis Youth Treatment (A brief intervention program for early use of marijuana); six month Moderate Treatment (for more acute use of alcohol or drugs); or one year Intensive Treatment (for chronically involved in alcohol and drug use). The principal or superintendent may recommend the pupil for expulsion or an involuntary transfer based on a case-by-case analysis of the pupil's individual circumstances including whether the pupil has complied with the Districts' discipline policy requirements for the first time offense.	5 days suspension, parent-student conference, law enforcement notification, and recommendation for expulsion.
8	Aids or abets the infliction or attempted infliction of physical injury to another person [EC 48900T, SBUSD BP 5131 and SBUSD BP 5144.1]	5 days suspension, parent conference, Teen Court services, possible law enforcement notification.	5 days suspension, law enforcement notification, recommendation for expulsion.	None permitted.
9	Robbery and/or extortion [EC 48915 a(4) and EC 48900E, SBUSD BP 5131 and SBUSD BP 5144.1]	Due to the potential seriousness of this offense, and the requirements of the CA Ed Code 48900/48915, this will result in 5 days suspension and recommendation for expulsion (48915 only). Law enforcement notification.	5 days suspension and recommendation for expulsion.	None permitted.
10	Terroristic Threats [EC 48900.7, SBUSD BP 5131 and SBUSD BP 5144.1]	Up to 5 days suspension and/or possible recommendation for expulsion and law enforcement notification.	5 days suspension and recommendation for expulsion.	None permitted.

CAUSES FOR SUSPENSION AND EXPULSION/DISCIPLINE GUIDELINES

	Description of Offense	1st Offense	2nd Offense	Additional Offenses
11	Fire setting [EC 48915 a(2), EC 48900 b and c, SBUSD BP 5131 and SBUSD BP 5144.1]	Up to 5 days suspension, parent conference, Teen Court services, fire marshal and law enforcement notification, and possible recommendation for expulsion.	5 days suspension, fire marshal and law enforcement notification, and recommendation for expulsion.	None permitted.
12	Hate crime or violence [EC 48900.3, SBUSD BP 5145.3, SBUSD BP 5131, SBUSD BP 5136 and SBUSD BP 5144.1]	Up to 5 days suspension, parent conference, referral to counseling or Teen Court, law enforcement notification. Possible recommendation for expulsion	5 days suspension, parent and law enforcement notification, recommendation for expulsion.	None permitted.
13	Obscene acts, habitual profanity or vulgarity [EC 48900i, SBUSD BP 5131 and SBUSD BP 5144.1]	Alternative means of correction and/or up to 5 days suspension, Teen Court services, and parent conference.	Up to 5 days suspension, Teen Court services, and parent conference.	Up to 5 days suspension.
14	Possession, sale and/or trade of drug paraphernalia [EC 48900J, SBUSD BP 5131, SBUSD BP 5131.6 and SBUSD BP 5144.1]	Up to 5 days suspension, parent conference, and/or Teen Court services; mandatory counseling (SUPER program). Law enforcement notification.	5 days suspension and possible recommendation for expulsion. Law enforcement notification.	5 days suspension and recommendation for expulsion. Law enforcement notification.
15	Theft, attempted theft, or possession of stolen school or personal property [EC 48900G, EC 48900L, SBUSD BP 5131 and SBUSD BP 5144.1]	Up to 5 days suspension, restitution, parent conference, and Teen Court services. Possible law enforcement notification and possible recommendation for expulsion.	Up to 5 days suspension, law enforcement notification and possible recommendation for expulsion.	5 days suspension and possible recommendation for expulsion. Law enforcement notification.
16	Vandalism/destruction of school or private property [EC 48900F, SBUSD BP 5131 and SBUSD BP 5144.1]	Alternative means of correction and/or up to 5 days suspension, Teen Court services, and parent conference. Law enforcement notification and possible recommendation for expulsion.	Up to 5 days suspension, law enforcement notification and possible recommendation for expulsion.	Up to 5 days suspension, law enforcement notification and possible recommendation for expulsion.
17	Possession or use of tobacco [EC 48900H, SBUSD BP 5131 and SBUSD BP 5144.1]	Alternative means of correction and/or up to 5 days suspension, parent conference, and Teen Court services.	Up to 5 days suspension and parent conference.	Up to 5 days suspension and parent conference.
18	Harassment, threats or intimidation, including via electronic transmissions [EC 48900.4, SBUSD BP 5145.3, SBUSD BP 5131 and SBUSD BP 5144.1]	Alternative means of correction and/or up to 5 days suspension, Teen Court services, and parent notification and possible law enforcement notification.	Up to 5 days suspension, parent conference, Teen Court services. Possible law enforcement notification.	Up to 5 days suspension, law enforcement notification and recommendation for expulsion.
19	Bias-related incident (racial, ethnic, religious, sexual orientation, etc.) or hazing, degrading (slurs) and disgracing any person attending the school [EC 48900Q and EC 48900K, SBUSD BP 5145.3, SBUSD BP 5131 and SBUSD BP 5144.1]	Alternative means of correction and/or up to 5 days suspension and possible recommendation for expulsion. Teen Court services, parent conference, and possible law enforcement notification.	Up to 5 days suspension, parent conference, Teen Court services, and possible recommendation for expulsion. Law enforcement notification.	Up to 5 days suspension and possible recommendation for expulsion.
20	Willful disobedience/defiance and/or disrupting school activities [EC 48900K, EC 48900R, SBUSD BP 5131 and SBUSD BP 5144.1]	Alternative means of correction and/or up to 5 days suspension, parent conference, and possible Teen Court services.	Up to 5 days suspension, parent conference, Teen Court services.	Up to 5 days suspension and parent conference.

CAUSES FOR SUSPENSION AND EXPULSION/DISCIPLINE GUIDELINES

	Description of Offense	1st Offense	2nd Offense	Additional Offenses
21	Sexual harassment [EC 48900.2, SBUSD BP 5145.3, SBUSD BP 5145.7, SBUSD BP 5131 and SBUSD BP 5144.1]	Up to 5 days suspension, parent notification, referral to counseling or Teen Court services, possible law enforcement notification.	Up to 5 days suspension, parent conference, Teen Court services. Law enforcement notification.	5 days suspension, parent notification, and recommendation for expulsion. Law enforcement notification.
22	Sale of any look alike substance representing drugs or alcohol [EC 48900D, SBUSD BP 5131 and SBUSD BP 5144.1]	Up to 5 days suspension and parent conference. Referral to Teen Court services.	Up to 5 days suspension and possible recommendation for expulsion.	5 days suspension and recommendation for expulsion.
23	Possession of unauthorized articles (i.e., pornographic material, chains, or misuse of electronic devices) [EC 48901.5 and EC 48900K, SBUSD BP 5131 and SBUSD BP 5144.1]	Parent notification; item confiscated until parent retrieval at conference. (Cell phones, electronic devices referred to site administration after school.)	Parent notification; item confiscated to be returned to parent only, alternative means of correction, Teen Court services.	Up to 5 days suspension and/or parent conference or Teen Court services.
24	Use of physical force upon another person [EC 48900 a(1), SBUSD BP 5131 and SBUSD BP 5144.1]	Up to 5 days suspension, parent conference, Teen Court services, and possible law enforcement notification.	Up to 5 days suspension and parent conference. Law enforcement notification.	5 days suspension and recommendation for expulsion. Law enforcement notification.
25	Falsification and/or forging or altering school correspondence, passes or absence re-admits [EC 48900K, SBUSD BP 5131 and SBUSD BP 5144.1]	Up to 5 days suspension and/or alternative means of correction, parent conference, and Teen Court services.	Up to 5 days suspension, parent conference, Teen Court services.	Up to 5 days suspension and parent conference.
26	Upbraiding, insulting, or abusing teachers or other school personnel [EC 48900K, SBUSD BP 5131 and SBUSD BP 5144]	Up to 5 days suspension, possible removal from class and/or alternative means of correction, parent conference, and Teen Court services.	Up to 5 days suspension, parent conference, and/or possible removal from class. Teen Court services or a possible recommendation for involuntary transfer or expulsion.	Recommendation for involuntary transfer or possible recommendation for expulsion.
27	On any other campus without permission [EC 48900K, SBUSD BP 5131 and SBUSD BP 5144.1]	Up to 5 days suspension and/or alternative means of correction, parent conference, and Teen Court services.	Up to 5 days suspension and parent conference.	Up to 5 days suspension and parent conference.

CAUSES FOR SUSPENSION AND EXPULSION/DISCIPLINE GUIDELINES

	Description of Offense	1st Offense	2nd Offense	Additional Offenses
28	Academic Integrity (e.g., Cheating/Plagiarism) [EC 48900(k) and SBUSD BP 5131]	Failing grade on affected assignment, parent contact, and referred to guidance counselor. Depending on the seriousness of the offense, there may be law enforcement notification and/or recommendation for involuntary transfer.	Second offense within 12 months will result in failed grade in most recent affected class (contributes to GPA), parent contact, mandatory guidance counselor conference, and/or suspension up to 5 days. Depending on the seriousness of the offense, there may be law enforcement notification and/or recommendation for involuntary transfer.	All subsequent incidents result in failure in affected class, parent contact, and/or suspension up to 5 days. Depending on the seriousness of the offense, there may be law enforcement notification and/or recommendation for involuntary transfer.
29	Misuse of computers and/or the Internet (see computer "Acceptable Use Policy" on District website: www.sbunified.org) [EC 48900K, SBUSD BP 5131 and SBUSD BP 5144.1]	Up to 5 days suspension and/or alternative means of correction, loss of access for specified time. Possible recommendation for expulsion.	Up to 5 days suspension, parent conference and loss of access to school computers for a specified time. Teen Court services. Possible recommendation for expulsion.	Up to 5 days suspension, parent conference and loss of access to school computers for the rest of the school year. Possible recommendation for expulsion.
30	Possession of an imitation firearm [EC 48900M, SBUSD BP 5131 and SBUSD BP 5144.1]	Up to 5 days suspension and/or alternative means of correction, possible recommendation for expulsion. Law enforcement notification.	Up to 5 days suspension, parent conference, and/or Teen Court services. Possible recommendation for expulsion. Law enforcement notification.	Up to 5 days suspension and parent conference. Possible recommendation for expulsion. Law enforcement notification.

Note:

With the exception of the use of personal electronic devices for academic purposes as directed by school staff members, such devices must be turned off from the first bell until dismissal (end of school day). The administration is not responsible for the loss or theft of personal items.

Education Code 48903 provides for the recommendation for expulsion or involuntary transfer to another school site any student who has accumulated 20 days of suspension (or 30 days if already transferred to another school for adjustment purposes).

Education Code 48900S provides that these disciplinary guidelines apply to students on any school campus (in or out of district) and that a pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following: (1) while on school grounds, (2) while going to or coming from school, (3) during the lunch period whether on or off the campus, (4) during, or while going to or coming from, a school sponsored activity.

Board Policy 5145.12 provides general guidance with regards to student searches. In all cases, school officials will not conduct a search absent reasonable suspicion.

Misuse of electronic devices (e.g., computers, cell phones, PDAs) can result in additional legal and school consequences. Misuse of electronic devices, regardless of time and place, that disrupt the educational environment will also result in application of these disciplinary rules.

All school lockers and all of their contents are subject to search. Students are advised not to share lockers: unauthorized contents of a locker are presumed to belong to the student assigned to it.

School Site Information

ACCOUNTABILITY REPORT CARDS

Detailed information about each school's academic performance, funding, special programs, and more is available in an annual publication called the School Accountability Report Card (SARC). Copies are available for review at your child's school and on the district website at www.sbunified.org. The SARC is updated annually and is released each February.

MTD

Per Administrative Regulation 3540.1, the Santa Barbara Unified School District will provide for a reduction in the cost of bus passes for high school students who ride buses operated by MTD. To apply, the student must live outside a three mile radius of their school of residence, is eligible for free or reduced meals, and is not on an intra-district transfer.

All students may purchase bus passes at their school's business office. MTD booster bus schedules may be found on the MTD website: <http://www.sbmtd.gov/>

WORK PERMITS

Work permit applications may be picked up in the Career Center, at the reception desk or at the district website: www.sbunified.org/forms/workpermit.shtml. Upon completion of the application, the student returns it to the Career Center with all signatures and the official work permit will be processed and mailed to the employer. All students who are under the age of 18 need a valid work permit. Only students with a 2.0 G.P.A. and acceptable attendance will be issued work permits. This is based on the previous quarter's grades. All permits expire after Labor Day each year. It is the student's responsibility to fill out a new work application.

During the summer, work permit applications are processed at the school sites. Check with individual school sites for details.

Special Education

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (TITLE 20 U.S.C. §1412)

Under 20 U.S.C. §1412, a free appropriate public education is available to all eligible children with disabilities. The rights and protections of the Individuals with Disabilities Education Act are extended to all eligible children. Eligible children are entitled to an educational program and related services as designated in each child's individualized education program (IEP) at no cost to the parent. In order to be eligible, a child must be evaluated in conformance with 34 Code of Federal Regulations Sections 300.530-.534 as having one or more specified physical or mental impairments, and must be found to require special education and related services by reason of one or more of such impairments.

SECTION 504 OF THE REHABILITATION ACT

Section 504 prohibits discrimination on the basis of disability by any recipient of federal funds. A "disabled person" is defined as any person who (i) has a physical or mental impairment, which substantially limits one or more major life activities, (ii) has a record of such impairment, or (iii) is regarded as having such an impairment.

A local educational agency must provide a free appropriate public education (FAPE) to all students qualified under these provisions. Such education consists of regular or special education and related aids and services that are designed to meet the individual student's needs. Copies of the District's Section 504 Policy are available through the Superintendent's office.

The Assistant Superintendent of Pupil Services is the Section 504 compliance officer for the district. Further information regarding parent/student rights and district procedures is available through the Office of Pupil Services at 963-4338, extension 6278.

§56001 PROVISIONS OF SPECIAL EDUCATION PROGRAMS

It is the intent of the Legislature that special education programs provide all of the following:

1. Each individual with exceptional needs is assured an education appropriate to his or her needs in publicly supported programs through completion of his or her prescribed course of study or until the time that he or she has met proficiency standards prescribed pursuant to Sections 51215 and 51216.
2. Early educational opportunities shall be available to all children between the ages of three and five years who require special education and services.
3. Early educational opportunities shall be made available to children younger than three years of age pursuant to Chapter 4.4 (commencing with Section 56425), appropriate sections of this part, and the California Early Intervention Service Act, Title 14 (commencing with Section 95000) of the Government Code.
4. Any child younger than three years, potentially eligible for special education, shall be afforded the protections provided pursuant to the California Early Intervention Services Act, Title 14 (commencing with Section 95000) of the Government Code and Section 1439 of Title 20 of the United States Code and implementing regulations.
5. Each individual with exceptional needs shall have his or her educational goals, objectives, and special education and related services specified in a written individualized education program.
6. Education programs are provided under an approved local plan for special education which sets forth the elements of the programs in accordance with this part. This plan for special education shall be developed cooperatively with input from the community advisory committee and appropriate representation from special and regular teachers and administrators selected by the groups they represent to ensure effective participation and communications.
7. Individuals with exceptional needs are offered special assistance programs that promote maximum interaction with the general school population in a manner that is appropriate to the needs of both, taking into consideration, for hard-of-hearing or deaf children, the individual's needs for a sufficient number of age and language mode peers and for special education teachers who are proficient in the individual's primary language mode.
8. Pupils are exited from special education programs when special education services are no longer needed.
9. The unnecessary use of labels is avoided in providing special education and related services for individuals with exceptional needs.
10. Procedures and materials for assessment and placement of individuals with exceptional needs shall be selected and administered so as not to be racially, culturally, or sexually discriminatory. No single assessment instrument shall be the sole criterion for determining placement of a pupil. The procedures and materials for assessment and placement of a pupil shall be in the individual's mode of communication. Procedures and materials for use with pupils of limited English proficiency, as defined in subdivision (m) of Section 52163, shall be in the individual's primary language.

11. All assessment materials and procedures shall be selected and administered pursuant to Section 56320.
12. Educational programs are coordinated with other public and private agencies, including preschools, child development programs, nonpublic nonsectarian schools, regional occupational centers and programs, and postsecondary and adult programs for individuals with exceptional needs.
13. Psychological and health services for individuals with exceptional needs shall be available to each school site.
14. Continuous evaluation of the effectiveness of these special education programs by the school district, special education local plan area, or county office shall be made to ensure the highest quality educational offerings.
15. Appropriate qualified staff are employed, consistent with credentialing requirements, to fulfill the responsibilities of the local plan and positive efforts are made to employ qualified disabled individuals.
16. Regular and special education personnel are adequately prepared to provide educational instruction and services to individuals with exceptional needs.

with the residency requirements for school attendance in the school district in which the hospital is located. A summary of Section 48208 states that it shall be the primary responsibility of the parent or guardian of a pupil with a temporary disability to notify the school district in which the pupil is deemed to reside pursuant to Section 48207 of the pupil's presence in a qualifying hospital. Upon receipt of notification, a school district shall do all of the following:

1. Within five working days of receipt of the notification, determine whether the pupil will be able to receive individualized instruction, and, if the determination is positive, when the individualized instruction may commence. Individualized instruction shall commence no later than five working days after the positive determination has been rendered.
2. Provide the pupil with individualized instruction pursuant to Section 48206.3. The school district may enter into an agreement with the school district in which the pupil previously attended regular day classes or an alternative education program, to have the school district the pupil previously attended provide the pupil with individualized instruction pursuant to Section 48206.3.

PUPILS WITH TEMPORARY DISABILITIES: (SUMMARY §48206.3)

Except for those pupils receiving individual instruction provided pursuant to Section 48206.5, a pupil with a temporary disability, which makes attendance in the regular day classes or alternative education program in which the pupil is enrolled impossible or inadvisable shall receive individual instruction provided by the district in which the pupil is deemed to reside.

"Individual instruction" means instruction provided to an individual pupil in the pupil's home, in a hospital or other residential health facility, excluding state hospitals, or under other circumstances prescribed by regulations adopted for that purpose by the State Board of Education.

"Temporary disability" means a physical, mental, or emotional disability incurred while a pupil is enrolled in regular day classes or an alternative education program, and after which the pupil can reasonably be expected to return to regular day classes or the alternative education program without special intervention. A temporary disability shall not include a disability for which a pupil is identified as an individual with exceptional needs pursuant to Section 56026.

According to Section 48207, a pupil with a temporary disability who is in a hospital or other residential health facility, excluding a state hospital, which is located outside of the school district in which the pupil's parent or guardian resides shall be deemed to have complied

Graduation Requirements



High School Graduation Requirements

The Board of Education believes that the completion of an organized and sequential course of study is the foundation that prepares students for post-secondary education and/or employment. For graduating classes through 2015, 240 credits are required for graduation; for graduating classes 2016 and beyond, 220 credits are required for graduation. Students who successfully complete a year-long course will receive 10 credits (5 credits for each semester) provided attendance requirements are met. In addition to the required core and pathway courses, students will complete other elective courses to reach the required credits.

Graduating Class of 2015

Subject	Credits	Course Requirements
English	40	10 credits required each year
Mathematics	30	10 credits in Algebra
Science	20	10 credits in Physical Science 10 credits in Biological Science
Social Science	30	10 credits in World History 10 credits in U.S. History 5 credits in Government 5 credits in Economics
Visual and Performing Arts, Foreign Language, or Technology Education	15	10 credits in Visual and Performing Arts or Foreign Language 5 credits in Visual and Performing Arts, Foreign Language, or Technology Education
Physical Education	20	
Health	5	
General Electives	80	
Total Credits Required for Graduation	240	
Other Requirements: Community Service		60 hours

Graduating Classes of 2016 and beyond

Subject	Credits	Course Requirements
English	40	10 credits required each year
Mathematics	30	10 credits in Algebra
Science	20	10 credits in Physical Science 10 credits in Biological Science
Social Science	30	10 credits in World History 10 credits in U.S. History 5 credits in Government 5 credits in Economics
Visual and Performing Arts, Foreign Language	10	10 credits in Visual and Performing Arts, or Foreign Language
Specific Electives	20	20 credits in English, Mathematics, Science, Social Science, Visual and Performing Arts, Foreign Language, Career Technical Education, or Technology Education
Physical Education	20	
Health	5	
General Electives	45	
Total Credits Required for Graduation	220	
Other Requirements: Community Service		60 hours

For more information, see Board Policy 6146.1 High School Graduation Requirements (<http://www.sbunified.org/districtwp/wp-content/uploads/2000/01/BP6146.1.pdf>).

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION

A. Diploma Requirement

A student must pass the California High School Exit Exam (CAHSEE) requirement to receive a diploma in the State of California.

The CAHSEE assesses required competencies for high school graduation in English/language arts and mathematics.

Students will have multiple opportunities to take the test beginning in the second semester of grade 10.

B. Differential Standards and Assessment Procedures

Modifications/accommodations and assessment procedures can be adapted for a student with special needs. The process must include a review by the Student Success Team (SST) and written specifications in the student's Individualized Educational Program (IEP).

C. Parent Notification and Conference

Parents will receive written notice of the CAHSEE test results every time their student takes a test. Conferences will be held periodically to communicate student progress and determine if intervention is necessary.

D. New Enrollees

All students must satisfy the CAHSEE requirement to be granted a high school diploma in California. The district will verify scores from transferring schools.

COMMUNITY SERVICE REQUIREMENT

Sixty (60) hours of community service is a high school graduation requirement. Community service is to be targeted toward potential career pathways when possible, or 60 hours of unpaid non-credit earning internship; or a combination of the two.

10-YEAR COLLEGE AND CAREER-READINESS PLAN REQUIREMENT

Beginning with the graduating class of 2017, completion of a 10-year college and career-readiness plan is required. (BP 6146.1)

INDEPENDENT STUDY

Students enrolled in the Independent Study Program (through Alta Vista Alternative High School) are required to meet all graduation requirements of Board Policy 6146.1. Students in the program remain enrolled in their attendance area comprehensive high school which issues their diploma.

SPECIAL EDUCATION

Special education students in grades 9-12 who have an active IEP must complete all course requirements for graduation in order to receive a diploma as identified in

Policy 6146.1.

All special education students, except those whose IEP's require that they take the California Alternate Performance Assessment (CAPA) must take the CAHSEE in the 10th grade in accordance with Federal regulations.

According to California Education Code Section 60852.3 students with disabilities who have an IEP or a Section 504 plan may be eligible for an exemption from meeting the CAHSEE requirements as a condition of receiving a diploma. "The IEP or Section 504 plans must state that the student is scheduled to receive a high school diploma, and has satisfied or will satisfy all other state and local requirements for high school graduation. The exemption from meeting CAHSEE requirements ends June 30, 2015, unless the State Board of Education extends the implementation of the alternative means assessment one additional year (California Department of Education)."

Santa Barbara Unified School District strongly encourages special education students to take the CAHSEE until they pass the exam in order to demonstrate proficiency in the skills tested and to ensure that they will be prepared should the California Department of Education (CDE) change the exit exam requirement. The high schools of the Santa Barbara Unified School District (SBUSD) offer support classes to assist students in passing the CAHSEE.

SBUSD schools will adhere to any changes in education code which may affect exit exam requirements for students with disabilities in the class of 2015.

Three years prior to the senior year, written notice must be provided to the parents of a special education student informing them of graduation requirements and the option of a Certificate of Completion for special education students. This information will be provided by each student's IEP team at the student's annual IEP meeting.

COUNSELING

SBUSD schools provides a comprehensive counseling program that includes academic, career and personal/social counseling. Parents/guardians have the right to be informed of the counselor's role and the confidential nature of the counseling relationship between the counselor and student. Every effort will be made to collaborate with parents/guardians to support student success and well-being.

INTERVENTION PROGRAMS

It is in the interest of the student for schools to provide early identification and intervention of students who are performing below grade level and are at risk of retention. Identified students will be enrolled in academic support programs that may include but are not limited to:

- Intervention services

- In-class intervention curriculum and instruction
- Extended day tutorials
- Summer school

Parents/guardians will be notified in a timely manner when their student is not making adequate progress in the achievement of academic standards and is in need of one or more intervention strategies. Our intervention programs are designed to provide challenging opportunities to help students improve their skills.

SPECIAL EDUCATION STUDENTS

Special Education students and students with 504 plans will be assessed using the criteria and timelines in their IEP or their 504 Intervention Plan. Students who meet the academic performance level specified in their IEP or 504 Plan may be considered for promotion even if they didn't meet the performance criteria using the district assessments.

Student Academic Plan Graduating Class of 2015

Write the course title under the year you have met or intend to meet the appropriate requirement. To meet a college entrance requirement, a student must earn a grade of C or better. To meet high school graduation requirement, a student must earn a grade of D or better.

Student: _____ School: _____ School Year: _____

UC and CSU Admissions Requirements* * See UC/CSU requirements p 51	High School Requirements	Grade 9	Grade 10	Grade 11	Grade 12
Social Science - 2 years - US History & Government - World History; Culture & Geography	Social Science - 3 years - US History - Government/Economics - World History				
English - 4 years	English - 4 years				
Math - 3 years	Math - 3 years				
Science * - 2 years - Biological Science - Physical Science	Science - 2 years - Biological Science - Physical Science				
Foreign Language - 2 years study of the same language (other than English)	Foreign Language, Visual and Performing Arts, or Career Technical Education - 3 years				
Visual and Performing Arts - 1 year					
Elective - 1 year					
	Physical Education - 2 years				
	Health - 5 units				
	General Electives - 80 units				

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Student Academic Plan Graduating Class of 2016 and Beyond

Write the course title under the year you have met or intend to meet the appropriate requirement. To meet a college entrance requirement, a student must earn a grade of C or better. To meet high school graduation requirement, a student must earn a grade of D or better.

Student: _____ School: _____ Grade 9 _____ Grade 10 _____ Grade 11 _____ Grade 12 _____

UC and CSU Admissions Requirements* * See UC/CSU requirements p 51	High School Requirements	Grade 9	Grade 10	Grade 11	Grade 12
Social Science - 2 years - US History & Government - World History, Culture & Geography	Social Science - 3 years - US History & Geography - Government & Economics - World History, Culture & Geography				
English - 4 years	English - 4 years				
Math - 3 years	Math - 3 years				
Science * - 2 years - Life Science - Physical Science	Science - 2 years - Biological Science - Physical Science				
Foreign Language - 2 years study of the same language (other than English)	Visual and Performing Arts or Foreign Language - 1 year				
Visual and Performing Arts - 1 year	Choose from English, Math, Science, Social Science, Visual and Performing Arts, Foreign Language, Career Technical Education, or Technology Education - 2 years				
Elective - 1 year					
	Physical Education - 2 years				
	Family Health - 5 units				
	General Electives - 45 units				

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Planning for College



California Public College Entrance Requirements

We encourage all of our graduates to plan to attend college or a technical training program after graduation. Start early by helping your student envision themselves in college. Students and parents need to know the series of college preparatory classes to take in high school. The minimum requirements vary, depending on the selected college or university. For UC/CSU-approved courses at each school site, please visit <https://doorways.ucop.edu/list/>

To learn more about the a-g requirements, please visit:

UC requirements: <http://www.universityofcalifornia.edu/admissions/freshman/requirements>

CSU requirements: http://www.csumentor.edu/planning/high_school/

College Entrance Exams

PLAN (Pre-ACT test) is designed to assess a student's achievement in each of the four areas tested (English, Mathematics, Reading, and Science Reasoning). Scores are reported on a scale of 1-32 and can be used to forecast a student's score on the ACT. Scores in combination with each student's self-reported interest questionnaire are used to indicate areas of interest in the work world.

ACT is an achievement test emphasizing analytical thinking and problem-solving skills. Scores are given in English, math, reading, and science reasoning; career guidance information is provided. Many colleges, including the UC/CSU, will only accept the ACT if the student takes the optional writing test. The test is administered six times a year. This is a college admission test usually taken in the spring of the junior year or the fall of the senior year.

Preliminary SAT (PSAT/NMSQT) measures reading, writing and math skills. The test is an excellent exposure to pre-college testing and when taken in the junior year is the qualifying test for the National Merit Scholarship competition. This test is administered once a year in October.

SAT measures critical reading, writing, and mathematics

abilities. This college admission test is given seven times a year and is usually taken in the spring of the junior year or the fall of the senior year.

SAT Subject Tests are offered in 20 areas from English, social science, math, science, and foreign language. Many competitive colleges require or recommend these tests. Check college websites/catalogs to determine which subject tests are required or recommended. Up to three tests may be taken on one date, but the SAT Subject Tests cannot be taken on the same day that a student takes the SAT. This test is best taken upon completion of the related course. These college admission tests are usually taken in the spring of the junior year or the fall of the senior year. Additional information and applications for the college admission tests are available in the counselors' offices. These exams are not required by the UC and CSU, but are strongly recommended by many UC campuses for certain competitive majors (such as Engineering). Some colleges allow SAT Subject Tests to be used for placement purposes (such as English, math, or foreign language).

For more information on the SAT and SAT Subject Test exams, please visit: www.sat.collegeboard.org.

Advanced Placement

The Advanced Placement (AP) program is a cooperative endeavor that helps able high school students complete college-level courses and permits colleges to evaluate, acknowledge, and encourage that accomplishment through the granting of appropriate credit and/or placement. The AP program is national in scope; its policies are determined by representatives of the College Board member institutions and agencies throughout the country (public and private secondary schools, colleges, and universities) and are implemented by the College Board.

Advanced Placement exams are offered each spring. Students successful in AP courses generally have adequate preparation for these three-hour long,

comprehensive exams. Each exam is administered once a year during the second and third weeks in May. Most colleges award credit and/or advanced placement for demonstrated subject area proficiency. College entrance with sophomore standing is available through the AP program at cooperating colleges. Additional information about the AP program is available in the counselors' offices.

Students choosing to take an AP Examination are subject to a test fee which is charged by the College Board. Reduced fee applications, due to financial hardship, are available in the counselor's office. Please note that there are no refunds after signing up (unless there are extraordinary circumstances).

CSU-UC Comparison of Freshman Admission Requirements for 2014-2015 Applicants		
	California State University (CSU)	University of California (UC)
SUBJECT REQUIREMENTS		
	1½ yearlong college preparatory courses are required with grade of C or better:	11 UC-required college-preparatory courses must be completed prior to senior year (including summer courses)
"a" History/Bocial Science	2 years of historical/social science, including one year of U.S. History OR one semester of U.S. History and one semester of American government, AND... 1 year of historical science from either the "a" or "b" subject area	1 year of world history, culture, and geography from the "a" subject area
"b" English	4 years of college preparatory English composition/literature (including no more than 1 year of Advanced ESL/ELD)	
"c" Mathematics	3 years of mathematics (algebra I and II, geometry); 4 years recommended*	
"d" Laboratory Science	2 years of laboratory science At least 1 year of physical science and 1 year of biological science, one from the "d" subject area and the other from the "e" or "f" area	Must include at least two of the three foundational subjects of biology, chemistry, and physics; both courses must be from the "d" subject area; 3 years recommended
"e" Language Other Than English	2 years (or equivalent to the 2 nd level high school course) of language other than English (must be the same language, American Sign Language accepted)*	3 years recommended
"f" Visual and Performing Arts	1 yearlong course in visual and performing arts (selected from dance, music, theater/drama and visual arts)	
"g" College Preparatory Elective	1 year of an elective chosen from any area on approved "a-g" course list	
	Note: Numerous Career Technical Education courses are approved for fulfillment of "a-g" subject requirements.	
REPEATED COURSES		
	Required "a-g" courses must be completed with a grade of C or better. Courses in which grades of D/F are earned may be repeated. The highest grade will be used in the GPA calculation.	UC only allows a course to be repeated one time for grade replacement.

* Courses completed in 7th or 8th grade can be used to satisfy "c" and "d" requirements.

** It is best to prepare for both UC and the CSU by completing two laboratory courses from the "d" subject area.

California State University (CSU)		University of California (UC)	
VALIDATION OF SUBJECT REQUIREMENTS BY OTHER COURSES			
Mathematics	<p>A grade of C or better in the second semester of a mathematics course validates a D/F in the first semester.</p> <p>A grade of C or better in the first semester of Algebra II validates both semesters of Algebra I.</p> <p>A grade of C or better in Trigonometry or Pre-calculus validates the entire high school college preparatory requirement.^{***}</p> <p>A grade of C or better in statistics will validate only Algebra I and Algebra II, not Geometry.</p>		
Language Other than English (LOTE)	<p>A grade of C or better in a higher-level course validates a lower-level course.</p> <p>A higher-level LOTE course can validate the appropriate number of years based on the level.</p> <p>A college course can validate a high school LOTE course. The level of validation depends on the college course prerequisite and description. Refer to the CCCC "a-g" courses list and review the "Category" column.</p>		
Chemistry	<p>A grade of C or better in the second semester of chemistry will validate a D in the first semester.</p>	<p>A grade of C or better in the second semester of chemistry will not validate a D in the first semester. UC does not allow the validation of Chemistry.</p>	
VALIDATION OF D/F GRADES IN REQUIRED COURSES			
	<p>Courses in which grades of D/F are earned may be validated in the areas of Math and Language Other Than English by successful completion of higher-level coursework.^{***}</p>		
VALIDATION OF SUBJECT REQUIREMENTS BY TEST SCORES			
	<p>Required "a-g" courses may be satisfied with appropriate test scores on SAT Subject Tests, Advanced Placement exams, and designated International Baccalaureate exams. A list of acceptable tests and scores is available on UC and CSU websites.</p>		
HIGH SCHOOL GPA			
	<p>Calculate GPA using only "a-g" approved courses taken after the 9th grade, including summer courses.</p> <p>All "a-g" courses and grades must be reported.</p>		
HONORS POINTS			
	<p>Maximum of 8 extra grade points from four yearlong courses (2 semesters) awarded for approved high school honors, AP, or IB courses and transferable college courses.</p> <p>No more than two yearlong courses (4 semesters) completed in 10th grade can earn honors points.</p>		
TEST SCORES – ACT/SAT			
ACT or SAT Reasoning	<p>Test required for CSU applicants to impacted campuses.</p> <p>Test required for CSU applicants to non-impacted campuses, who have earned an "a-g" GPA of less than 3.0.</p> <p>CSU combines best critical reading and math scores from multiple sittings of SAT; may combine best subscores from multiple ACT tests to calculate a best composite.</p>	<p>The ACT Plus Writing or the SAT Reasoning Test is required for UC applicants.</p> <p>UC uses the highest composite score from a single sitting of the ACT Plus Writing or total score from the SAT Reasoning Test.</p> <p>Some campuses may recommend SAT Subject Tests for specific majors.</p>	

^{***} Beginning with the Fall 2018 application cycle, students applying to UC may not validate the validity of the subject requirement for a generalist course. Information on this matter is available as of September 2, 2018. For current updates and changes in admission requirements, if there are any, contact the applicable university admission office.

NCAA ELIGIBILITY CENTER QUICK REFERENCE GUIDE



Eligibility Center

Divisions I and II Initial-Eligibility Requirements

Core Courses

- NCAA Divisions I and II require 16 core courses. See the charts below.
- Beginning August 1, 2016, NCAA Division I will require 10 core courses to be completed prior to the seventh semester (seven of the 10 must be a combination of English, math or natural or physical science that meet the distribution requirements below). These 10 courses become "locked in" at the start of the seventh semester and cannot be retaken for grade improvement.
 - Beginning August 1, 2016, it will be possible for a Division I college-bound student-athlete to still receive athletics aid and the ability to practice with the team if he or she fails to meet the 10 course requirement, but would not be able to compete.

Test Scores

- Division I uses a sliding scale to match test scores and core grade-point averages (GPA). The sliding scale for those requirements is shown on Page No. 2 of this sheet.
- Division II requires a minimum SAT score of 820 or an ACT sum score of 68.
- The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a sum of the following four sections: English, mathematics, reading and science.
- When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.

Grade-Point Average

- Be sure to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website (www.eligibilitycenter.org). Only courses that appear on your school's List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
- Division I students enrolling full time before August 1, 2016, should use Sliding Scale A to determine eligibility to receive athletics aid, practice and competition during the first year.
- Division I GPA required to receive athletics aid and practice on or after August 1, 2016, is 2.000-2.299 (corresponding test-score requirements are listed on Sliding Scale B on Page No. 2 of this sheet).
- Division I GPA required to be eligible for competition on or after August 1, 2016, is 2.300 (corresponding test-score requirements are listed on Sliding Scale B on Page No. 2 of this sheet).
- The Division II core GPA requirement is a minimum of 2.000.
- Remember, the NCAA GPA is calculated using NCAA core courses only.

DIVISION I 16 Core Courses

- 4 years of English.
- 3 years of mathematics (Algebra I or higher).
- 2 years of natural/physical sciences (1 year of lab if offered by high school).
- 1 year of additional English, mathematics or natural/physical sciences.
- 2 years of social sciences.
- 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).

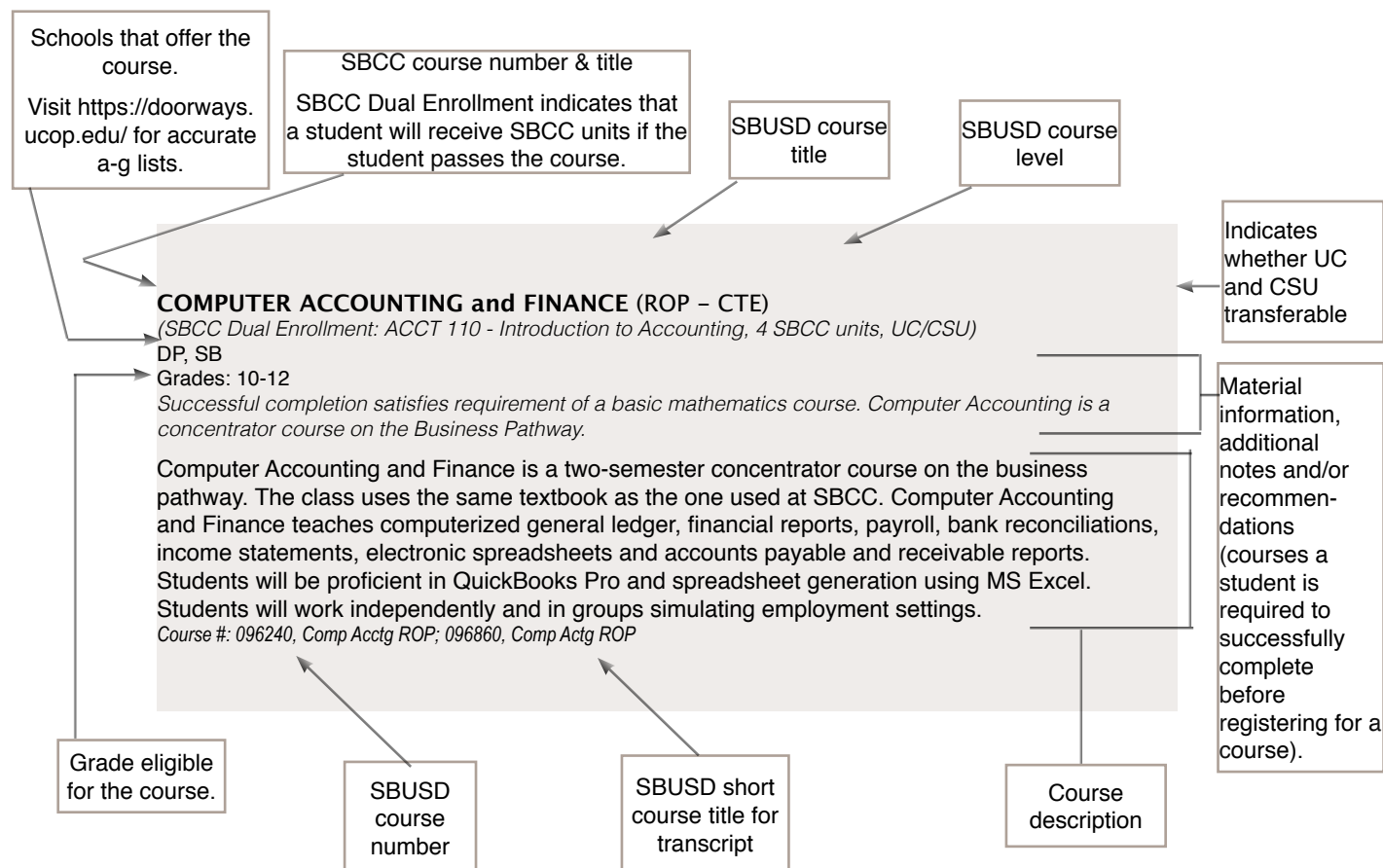
DIVISION II 16 Core Courses

- 3 years of English.
- 2 years of mathematics (Algebra I or higher).
- 2 years of natural/physical sciences (1 year of lab if offered by high school).
- 3 years of additional English, mathematics or natural/physical sciences.
- 2 years of social sciences.
- 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).

Course Descriptions



Course Description Diagram



Course Levels	Schools
(P) College Prep (Class is on the UC/CSU a-g list. Visit https://doorways.ucop.edu/list/ for accurate a-g lists. Courses noted as P-Pending are waiting for UC/CSU approval for a-g.)	(DP) Dos Pueblos High School
	(SM) San Marcos High School
(H) Honors* (Considered honors by the high school but not necessarily considered honors by UC/CSU.)	(SB) Santa Barbara High School
	(LC) La Cuesta Continuation High School
(AP) Advanced Placement	(AV) Alta Vista Alternative High School
(ROP) Regional Occupational Program	
(CTE) Career Technical Education	
(SL) Standard Level for International Baccalaureate courses*	(SBCC) Santa Barbara City College†
(HL) Higher Level for International Baccalaureate courses*	
* receives district weighted grade, (not necessarily UC/CSU weighted grade)	†may receive district-weighted grade, (not necessarily UC/CSU weighted grade), read course description

Art

Classes in the visual arts provide students the opportunity to discover or develop a talent, explore an area of interest, or acquire appreciation for human achievement. Self-motivation, persistence, self-discipline, and patience are qualities that will serve well if pursuing a career in the visual arts.

ART HISTORY (AP)

(SBCC Dual Enrollment: ART 103 - History of Art, Prehistoric to Gothic, 3 SBCC units, UC/CSU; ART 104 - History of Art, Renaissance to Modern, 3 SBCC units, UC/CSU)

SB, AV

Grades: 9-12

Note: UC/CSU approved for Visual & Performing Arts "f" (SB)

Art history cuts across several disciplines: It incorporates the political, social, economic, religious, and intellectual contexts in which art-making has always taken place. It demonstrates how these forces coalesce in unique and powerful cultural statements. AP Art History will offer to students of foreign languages an opportunity to focus on cultural milieus from which the French, German, Spanish, and Latin languages have emerged. The course is also of special value to students of the studio arts, with sensitivity to the relationship of form and meaning of art.

Course #: 082510, Art Hist AP; 082515, Art Hist AP

CERAMICS 1, 2 (P)

DP

Grades: 10-12

Note: UC/CSU approved for Visual & Performing Arts "f"

This course is intended for those studying ceramics for the first time and is a comprehensive introduction to the art of pottery and clay work with equal emphasis given to the skills of designing, constructing, decorating, and art history. We will be using low fire, earthenware clay bodies and low fire glazes. Students will be introduced to many hand-building techniques such as: pinching, coiling, building with slabs, relief sculpture, clay weaving, cut open-work. You will learn to throw, trim, and glaze pottery using a variety of decorative techniques. The primary emphasis is on studio work leading to a diverse portfolio of finished pieces by the end of the semester. You will be required to write two short research papers, one for each semester. Periodically throughout the term, I will show examples, slides, and short videos to help illustrate what you are learning. Assessment will be determined by class critiques, finished projects, understanding of vocabulary and art history.

Course #: 100000, Ceramics

CERAMICS, ADVANCED (P)

DP

Grades: 11-12

Recommendation: Ceramics 1, 2

Note: UC/CSU approved for Elective "g"

Included in this class are advanced techniques of throwing on the potter's wheel, sculpture, glazing, art history, and aesthetic philosophy. Projects are designed to cover a range of throwing techniques giving the students the knowledge needed to create their own individual work. Assessment will be determined by teacher/student critiques of finished work in a three-dimensional portfolio.

Course #: 001090, CeramicsAdvP

COLOR AND DESIGN 1, 2 (P)

DP, SB, SM, AV, LC

Grades: 9-12

Note: UC/CSU approved for Visual & Performing Arts "f" (DP, SB, SM)

Knowledge of color theory and design principles are essential for anyone interested in art. Designed for students with varying levels of experience, students begin by learning about the fundamentals of design followed by color theory. A variety of media is explored and may include graphite, paper cutting, pen and ink, tempera paint, color pencil, watercolor, oil or dry pastels, mixed media, acrylic paint, and printmaking. Subjects may include designing patterns, painting, metamorphosis, hybridization, exploration of identity, and social issues. The work of great artists with relevant historical and cultural context are explored as students develop visual literacy and communication skills.

Courses: 100005, Color and Design

COLOR AND DESIGN, ADVANCED (P)

DP, SB, SM

Grades: 10-12

Recommendation: Color and Design 1, 2 with a "C" or better

Note: UC/CSU approved for Visual & Performing Arts "f"

Designed to provide advanced experience and training to the student with more than usual interest and skill, this class focuses on advanced design fundamentals, ways of communicating visually through painting, drawing, and mixed media.

Course #: 001340, Color/Des Adv P

DIGITAL ART AND DESIGN 1, 2 (P)

DP

Grades: 9-12

Note: UC/CSU approved for Visual & Performing Arts "f"

This class is for students who want to learn or improve their skills in Adobe Photoshop and Corel Painter and apply them



to creative art and graphic design projects. Students learn basic principles of good design and create CD covers, poster, "zines" (mini-magazines), playing cards and T-shirts. They draw characters, fantasy environments and self-portraits and learn to animate in i-StopMotion. Students can take their own photographs for transformation, scan drawings or objects into the computer, print on a variety of surfaces such as wood, fabric or clay and alter these surfaces with various art media. Only basic computer skills are necessary, just bring imagination. Drawing or design skills a plus. Intermediate students (anyone who already knows the program and is capable of working somewhat independently) may join the advanced students in learning Adobe Illustrator. Students should be able to follow live demonstrations and written online/photocopied tutorials.

Course #: 100010, Digital Art and Design

DIGITAL ART AND DESIGN, ADVANCED (P)

DP

Grades: 9-12

Note: UC/CSU approved for Visual & Performing Arts "f"

Advanced students learn Adobe Illustrator, use a Wacom tablet and improve their skills in Adobe Photoshop, Corel Painter and iStop Motion. They learn and apply the design process from client brief, thumbnails through comps and final presentation and develop their understanding of effective design. Projects include designing posters and brochures for school use, creating art for various thematic contests, designing skateboards, board games, multi-page illustration layouts, cartoon or fantasy characters and environments and package design. Students will experiment with combination of digital and traditional media in printmaking projects (linocut and stencil) and the effects of digital printing on prepared surfaces. They explore several types of stop-motion animation. Students should be able to work independently at times and to follow demonstrations and written online tutorials.

Course #: 001398, DgtlArt Adv P

FREEHAND DRAWING 1, 2 (P)

DP, SB, SM

Grades: 9-12

Note: UC/CSU approved for Visual & Performing Arts "f"

Drawing skills are essential for anyone considering any type of artistic career. Students begin by developing skills in drawing from observation. A variety of media is explored such as graphite, colored pencil, charcoal, ink, tempera, watercolor, acrylic, pastel and mixed media. Subjects include the still life, landscape, portrait drawing, linear perspective, and abstract design. Students are introduced to the work of artists representing times throughout history from around the world. They work to understand art as a process and a form of visual communication. Topics also include design principles and elements, visual literacy, personal expression and creative design strategies.

Course #: 100020, Freehand Drawing

FREEHAND DRAWING, ADVANCED (P)

DP, SB, SM

Grades: 9-12

Recommendation: Freehand Drawing 1, 2 with a "C" or better

Note: UC/CSU approved for Visual & Performing Arts "f"

Designed to provide advanced experience and training to the student with more than usual interest and skill, this course focuses on contemporary drawing concerns, representational drawing, ways of communicating visually, and is structured toward the individual.

Course #: 001470 Frhd Draw Adv P

ILLUSTRATION AND DESIGN 1, 2 (P)

SB

Grades: 10-12

Recommendation: "C" or better in Freehand Drawing

Note: UC/CSU approved for Visual & Performing Arts "f"

This class is for students who love to draw and create images from their imagination. Students will learn about contemporary illustration design to create both observational and interpretive drawings. Subject areas may include fiction, non-fiction, articles, editorials, fashion, and science. Students explore a variety of media such as charcoal, pen and ink, technical pen, dry pastels, gouache, colored pencil, and scratchboard. Students are introduced to the work of artists representing times throughout history from around the world. They work to understand art as a process and form of visual communication. Topics include principles of design, visual literacy, personal expression and creative design strategies.

Course #: 100015, Illustration and Design

PAINTING 1, 2 (P)

SM

Grades: 10-12

Recommendation: Freehand Drawing 1 and 2 or instructor's approval.

Note: UC/CSU approved for Visual & Performing Arts "f"

An exploratory course in the basic techniques of painting with acrylic. Students continue to develop skills in drawing and painting from observation. Other media explored may include graphite, colored pencil, charcoal, ink, watercolor, pastel and mixed media. Subjects include still life, landscape, portraits, and abstract design. Students are introduced to the work of artists representing times throughout history from around the world. They work to understand art as a process and form of visual communication. Topics also include design principles visual literacy, personal expression, creative strategies and ideation.

Course #: 100025, Painting

PAINTING, ADVANCED (P)

SM

Grades: 10-12

Recommendation: "B" or better in Painting 1 and 2 or instructor's approval.

Note: UC/CSU approved for Visual & Performing Arts "f"

Designed to provide advanced experience and training to the student with more than usual interest and skill, this course focuses on contemporary painting concerns, ways of communicating visually, and developing a personal voice. The class is structured toward the individual. This course involves advanced students in the use of a variety of painting media. Students will be expected to complete several paintings from class assignments and independent studies, in addition to written and oral critiques. Art history is an integral part of the curriculum.

Course #: 002000, Painting Adv P

PHOTOGRAPHY 1, 2 (P)

DP, SB, SM

Grades: 10-12

Note: UC/CSU approved for Visual & Performing Arts "f"

This course is an exploration of artistic expression and ideas through photographic means. Students will learn to develop and print images in a traditional darkroom and use a 35mm camera. In the second semester, students will also be introduced to digital photography. Students will be studying composition, layout, experimental techniques, and art criticism in art history based lectures.

Course #: 100035, Photography; 001460, FineArt Photo 1 P; 001465 FineArt Photo 2 P

PRINTMAKING 1, 2 (P)

SM

Grades: 10-12

Recommendation: "C" or better in Freehand Drawing

Note: UC/CSU approved for Visual & Performing Arts "f"

This course is an exploration of artistic expression through printmaking. Students create observational and interpretive drawings while exploring a variety of techniques such as relief printing (linoleum and/or wood block), intaglio (collograph and etching), mono-prints, and textile printing. Students learn about safety, tool use, the art of inking, and printing. Students are introduced to the work of artists representing times throughout history from around the world. They work to understand art as a process and a form of visual communication. Topics include principles of design, visual literacy, personal expression and creative strategies.

Course #: 100040 Printmaking

SCULPTURE 1, 2 (P)

DP, SB, SM

Grades: 9-12

Note: UC/CSU approved for Visual & Performing Arts "f"

In this course students learn about and create artwork that is three-dimensional. This course is designed for beginning students with no background in sculpture. Students will develop a variety of fine motor skills through a series of projects, problems and assignments. Hands on experience will be gained through the use of materials such as mixed media, plaster of Paris, cardboard, wood, clay, Papier-mâché, wire, sheet metal, glass, earth art, and other found objects. Construction methods include assemblage, modeling, soldering, sawing, sewing, addition and subtraction, casting, and site specific/installation. Students will learn how to use the vocabulary of art with an emphasis on elements of art and principles of design. This class is a pathway for relevant connections, introducing students to careers in art, art history, aesthetic theory, art criticism, and collaboration skills. Material donations greatly appreciated.

Course #: 100030, Sculpture

SCULPTURE, ADVANCED (P) (P-Pending-SM)

DP, SB, SM

Grades: 10-12

Recommendation: Sculpture 1, 2 with a "C" or better

Note: UC/CSU approved for Visual & Performing Arts "f" (DP & SB) (Pending-SM)

This course is designed to provide advanced experience to students in sculptural art making. Projects are created using a wide variety of materials and methods in an art historical context.

Course #: 002500, Sculpture Adv P

STUDIO ART (AP) (P)

DP, SB, SM

Grades: 10-12

Recommendation: Grade of "A" in Color and Design, Painting, Sculpture, Ceramics, Drawing, Photography or evaluation of artwork by teacher.

Note: UC/CSU approved for Visual & Performing Arts "f"

This class is an advanced class for students with previous knowledge in the arts and that are pursuing college credit from the College Board in Studio Art. The class fits students with a wide range of interests, experience and abilities. Students will work on one of three portfolios: Drawing, 2-Dimensional Design or 3-Dimensional Design. The course follows the National Advanced Placement Studio Art curriculum. Coursework for this class focuses on three categories (breadth, quality, and concentration) graded by the College Board upon submitting

portfolios. Students are encouraged to submit work for scholarships and contests. Students are required to do much of the course work on their own time outside of the regularly scheduled day.

Course #: 001060, Studio Art - 2AP

IB VISUAL ARTS (SL) or (HL) (P)

DP

Grades: 11-12

Note: UC/CSU approved for Visual & Performing Arts "f"

This is a one (SL) or two (HL) year program for students who desire extensive involvement in studio work, art history, art criticism and aesthetics. This Visual Arts class is structured to enable students to experiment with various media to explore and understand their extremely personal relationship to this world. Through art education, students not only learn design principles and techniques for creating images, but also come to understand the subjectivity of perception and experience. Students who take these courses will have taken art during their pre-IB coursework.

Course #: 088500, SL; 088520, HL

Career Technical Education

Students will explore uses of technology in work-related situations and learn specific skills that can be used to go to work after high school, enter a trade school, or a technical program at a community college or university. CTE will engage every student in high-quality, rigorous, and relevant educational pathways and programs, developed in partnership with business and industry, promoting creativity, innovation, leadership, community service, life-long learning, and allowing students to turn their “passions into paychecks” - their dreams into careers. CTE courses on the following pages meet the high school graduation requirement, and may satisfy UC/CSU requirements (see description). Dual enrollment classes earn SBCC credits within the high school classroom.

Santa Barbara Unified School District offers Career Technical Education courses in the following industry sectors:



Arts, Media & Entertainment



Finance & Business



Agriculture & Natural Resources



Health Science & Medical Technology



Building Trades & Construction



Hospitality, Tourism & Recreation



**Education,
Child Development
& Family Services**



Information Technology



Energy & Utilities



Marketing, Sales & Service



Engineering & Design



Transportation

The district academies listed below may include CTE courses open only to students accepted in their program, with some exceptions. Visit their pages in the guide for application processes.

Alta Vista Alternative High School

Middle College (page 100)

Dos Pueblos High School

Engineering Academy (page 101)

International Baccalaureate Diploma Program (page 103)

San Marcos High School

Accelerated Academic Program for Leadership and Enrichment (AAPLE) (page 107)

Entrepreneurship Academy (page 108)

Health Careers Academy (page 110)

Santa Barbara High School

Computer Science Academy (page 113)

Multimedia Arts & Design Academy (page 115)

Visual Arts & Design Academy (page 118)

DOS PUEBLOS HIGH SCHOOL CAREER TECHNICAL EDUCATION PROGRAMS 2014-2015						
CAREER TECHNICAL EDUCATION	INDUSTRY SECTOR	COURSES	LEVEL	SBCC DE	UC/CSU a-g?	ALL STUDENTS
Environment	Agriculture & Natural Resources	Environmental Horticulture	Intro	Y		Y
		Permaculture Design	Intro	Y		Y
		Journalism 1	Intro		g	Y
DP Media Pathway	Arts, Media & Entertainment	Computer Graphics 1, 2	Intro	Y	f	Y
		Media Arts & Technology/SBCC MAT 105	Intro	Y	g	Y
		Video/TV Production 1 (ROP)	Intro	Y	g	Y
		Yearbook	Con			Y
		Video/TV Production Advanced (ROP)	Cap	Y	g	Y
		Drafting for Engineers & Architects/SBCC DRFT 120	Intro	Y		Y
Construction and Design Pathway	Building Trades & Construction	Construction Technology 1	Intro			Y
		Exploration in Construction/SBCC CT 104	Con	Y		Y
		Construction Technology 2	Cap			Y
Business & Virtual Enterprise Pathway	Finance & Business Marketing, Sales & Service	Computer Business Applications (ROP)	Intro	Y		Y
		Marketing (ROP)	Con			Y
		Computer Accounting and Finance (ROP)	Con	Y		Y
		Virtual Enterprise (ROP)	Cap		g	Y

Levels = Introductory, Concentrator, Capstone Courses; SBCC DE = Dual Enrollment Credit with City College; UC/CSU a-g = Meets UC/CSU requirements

All Students = Y means that the course is open to any student if space is available. If N, students must be enrolled in the specific academy to enroll in the course

DOS PUEBLOS HIGH SCHOOL CAREER TECHNICAL EDUCATION PROGRAMS 2014-2015 (Con't)						
CAREER TECHNICAL EDUCATION	INDUSTRY SECTOR	COURSES	LEVEL	SBCC DE	UC/CSU a-g?	ALL STUDENTS
Engineering Academy See course descriptions under Engineering Academy (page 99)	Engineering and Architecture	Engineering Technology	Intro		d	N
		Engineering Sculpture and Design	Con		f	N
		Engineering Physics	Con		d	N
		Mechatronics 1 (ROP)	Cap		d	N
		Mechatronics 2 (ROP)	Cap		d	N
Sports Medicine & Medical Technology Pathway	Health Science & Medical Technology	Medical Biology	Intro		d	Y
		Kinesiology (ROP)	Con		d	Y
		Sports Medicine CM (ROP)	Cap			Y
		Sports Medicine (ROP)	Cap		g	Y
		Charger Inn	Intro			
Culinary	Hospitality, Tourism & Recreation	Computer Technology 1 (ROP)	Intro	Y		Y
		Computer Technology 2 (ROP)	Con	Y		Y
		Networking Essentials (ROP)	Intro	Y		Y
		Exploring Computer Science	Con		g	Y
		Networking Technology 1 (ROP)	Con	Y		Y
		Networking Technology 2 (ROP)	Cap	Y		Y
		Electronics Technology (ROP)	Cap	Y		Y
		Computer Science AP	Cap		g	Y
Computer Programming, Design & Networking Pathway	Information Technology					

Levels = Introductory, Concentrator, Capstone Courses; SBCC DE = Dual Enrollment Credit with City College; UC/CSU a-g = Meets UC/CSU requirements

All Students = Y means that the course is open to any student if space is available. If N, students must be enrolled in the specific academy to enroll in the course

SAN MARCOS HIGH SCHOOL CAREER TECHNICAL EDUCATION PROGRAMS 2014-2015

CAREER TECHNICAL EDUCATION	INDUSTRY SECTOR	COURSES	LEVEL	SBCC DE	UC/CSU a-g?	ALL STUDENTS
Media Pathway	Arts, Media & Entertainment	Video/TV Production 1, 2	Intro			Y
		Yearbook	Intro			Y
		Journalism 1	Intro		g	Y
		Graphics 1, 2	Intro		g	Y
Construction and Design Pathway	Building Trades & Construction	Construction Technology 1	Intro			Y
		Exploration in Construction	Con			Y
		Construction Technology 2	Cap			Y
Education Pathway	Education, Child Development & Family Services	Child Development 1	Intro			Y
		Child Development 2	Intro			Y
		Child Development Advanced	Con			Y
		Intro to Education (ROP)	Cap		g	Y
Health Careers Academy	Health Science & Medical Technology	Health Careers Academy Core	Intro			N
		Communication	Intro			N
		Psychology	Intro			Y
		Allied Health Careers 1 (ROP)	Con			N
		Health Careers, Advanced (ROP)	Con			N
		Anatomy and Physiology	Con		g	Y
		Medical Terminology/SBCC AH 120	Con	Y		Y
		Medical Biology	Con		Pending	Y
		Sports Medicine (ROP)	Con		g	Y
		Sports Medicine CM (ROP)	Con		g	Y
		Kinesiology (ROP)	Cap		d	Y
		Certificated Nursing Assistant/SBCC CNA 101	Cap	Y		N
		See course descriptions under Health Careers Academy (page 108)				

Levels = Introductory, Concentrator, Capstone Courses; SBCC DE = Dual Enrollment Credit with City College; UC/CSU a-g = Meets UC/CSU requirements
 All Students = Y means that the course is open to any student if space is available. If N, students must be enrolled in the specific academy to enroll in the course

SAN MARCOS HIGH SCHOOL CAREER TECHNICAL EDUCATION PROGRAMS 2014-2015 (Con't)						
CAREER TECHNICAL EDUCATION	INDUSTRY SECTOR	COURSES	LEVEL	SBCC DE	UC/CSU a-g?	ALL STUDENTS
Culinary	Hospitality, Tourism & Recreation	Cafe Royale	Intro			Y
Business and Virtual Enterprise Pathway	Finance & Business Marketing, Sales & Service	Computer Business Applications (ROP)	Intro			Y
		Virtual Enterprise/Economics (ROP)	Con		g	Y
Entrepreneurship Academy	Finance & Business Marketing, Sales & Services	Introduction to Marketing/SBCC MKT 101	Intro	Y	Pending	N
		Online and Mobile Marketing/SBCC MKT 164	Con	Y		N
		Introduction to Finance & Banking/SBCC FIN 101	Con	Y		N
		Introduction to Entrepreneurship/SBCC ENT 201	Intro	Y		N
		Automotive Technology 1	Intro			Y
Automobile Systems Pathway - Diagnostics, Service, and Repair	Transportation	Automotive Technology 2	Con			Y
		Introduction to Auto Mechanics/SBCC AUTO 101 (ROP)	Intro	Y		Y
		Fundamentals of Auto Servicing/SBCC AUTO 110 (ROP)	Cap	Y		Y
		Automotive, Advanced	Con			Y

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Levels = Introductory, Concentrator, Capstone Courses; SBCC DE = Dual Enrollment Credit with City College; UC/CSU a-g = Meets UC/CSU requirements
 All Students = Y means that the course is open to any student if space is available. If N, students must be enrolled in the specific academy to enroll in the course

SANTA BARBARA HIGH SCHOOL CAREER TECHNICAL EDUCATION PROGRAMS 2014-2015						
CAREER TECHNICAL EDUCATION	INDUSTRY SECTOR	COURSES	LEVEL	SBCC DE	UC/CSU a-g?	ALL STUDENTS
Environment	Agriculture & Natural Resources	Green Engineering	Cap		g	Y
		Small Scale Food Production	Con			Y
		Video/TV Production 1 (ROP)	Con		g	Y
Video/TV Production Pathway	Arts, Media & Entertainment	Video/TV Production 2 (ROP)	Cap		f	Y
		Video/TV Production Advanced (ROP)	Cap		f	Y
Multimedia Arts and Design Academy (California Partnership Academy) See course descriptions under Multimedia Arts and Design Academy (page 113)	Arts, Media & Entertainment	Digital Drawing/SBCC MAT 112	Con	Y		N
		Web Design 1/SBCC MAT 153	Con	Y		N
		Photography 1	Con		f	N
		Social Networking/Social Media/SBCC MAT 149	Con	Y		N
		Film and Video Production 1/SBCC FILMPRO 175	Cap	Y	f (SBCC)	N
Computer Graphics	Arts, Media & Entertainment	Non-Linear Editing/FILMPRO 114	Cap	Y		N
		Computer Graphics 1/SBCC MAT 105 Survey of Multimedia Tools	Intro	Y	g	Y
		Computer Graphics 2 Digital Imaging 1/SBCC MAT 131	Con	Y	g	Y
Visual Arts and Design Academy (California Partnership Academy) See course descriptions under Visual Arts and Design Academy (page 116)	Arts, Media & Entertainment	Graphic Design Basics/SBCC GDP 111	Intro	Y		N
		Computer Graphics 2 Digital Imaging 1/SBCC MAT 131	Con	Y	g	N

Levels = Introductory, Concentrator, Capstone Courses; SBCC DE = Dual Enrollment Credit with City College; UC/CSU a-g = Meets UC/CSU requirements
 All Students = Y means that the course is open to any student if space is available. If N, students must be enrolled in the specific academy to enroll in the course

SANTA BARBARA HIGH SCHOOL CAREER TECHNICAL EDUCATION PROGRAMS 2014-2015 (Con't)						
CAREER TECHNICAL EDUCATION	INDUSTRY SECTOR	COURSES	LEVEL	SBCC DE	UC/CSU a-g?	ALL STUDENTS
Print Media	Arts, Media & Entertainment	Journalism	Intro		g	Y
		Yearbook	Intro		Pending	Y
Construction and Design Pathway	Building Trades & Construction	Construction Technology 1	Intro			Y
		Exploration in Construction	Con			Y
		Construction Technology 2	Cap			Y
Don's Net Cafe and Virtual Enterprise	Finance & Business Marketing, Sales & Service	Computer Business Applications (ROP)	Intro	Y		Y
		Computer Accounting and Finance (ROP)	Con	Y		Y
		VITA	Cap			Y
		Virtual Enterprise (ROP)	Cap	Y	g	Y
		Medical Biology	Intro		d	Y
Sports Medicine & Medical Technology Pathway	Health Science & Medical Technology	Kinesiology (ROP)	Con		d	Y
		Medical Chemistry	Con		Pending	
		Sports Medicine CM (ROP)	Con			Y
		Sports Medicine (ROP)	Cap		g	Y
Computer Science Academy	Information Technology	Exploring Computer Science	Intro		g	Y
		Computational Art	Intro		f	Y
		AP Computer Science	Con		g	Y
		C-Programming with Robotics	Intro		g	Y
		Mobile Programming	Cap		g	Y

Levels = Introductory, Concentrator, Capstone Courses; SBCC DE = Dual Enrollment Credit with City College; UC/CSU a-g = Meets UC/CSU requirements
All Students = Y means that the course is open to any student if space is available. If N, students must be enrolled in the specific academy to enroll in the course



Arts, Media & Entertainment



COMPUTER GRAPHICS 1 (CTE) (P)

(SBCC Dual Enrollment: MAT 105 - Survey of Multimedia Tools, 3 SBCC units, CSU)

DP, SB

Grade: 9

Note: UC/CSU approved for Elective "g"

A semester long course that introduces 9th grade students to the basics of video production utilizing basic/advanced camcorder and video editing equipment. Students study video technologies, broadcast journalism, scriptwriting, video composition, lighting and audio production planning and video storytelling. Students work in groups to create video projects utilizing post production editing and non-linear editing software Adobe Creative Suite and Final Cut Studio. Students gain real-world experience in a hands-on environment that can lead to internships/jobs and career opportunities. This is a pre-MAD academy course.

Course #: 046176

COMPUTER GRAPHICS 2 (CTE) (P)

(SBCC Dual Enrollment: MAT 131 - Digital Imaging I, 3 SBCC units, CSU)

DP, SB

Grade: 9

Note: CSU approved for Elective "g"

This course is an introduction to the image processing capabilities of PhotoShop to create and edit image and to prepare images for various media (print, World Wide Web). No prior knowledge of PhotoShop is required, but participants are expected to be proficient with routine computer operations. Includes installation, preferences, tools selection, channels, layers, filters, text, paint tools, saving, effects, masks, adjustment layers.

Course #: 046196, MAT 131 SBCC

DIGITAL IMAGING/COMPUTER GRAPHICS 2 (P)

(SBCC Dual Enrollment: MAT 131 - Digital Imaging I, 3 SBCC units, CSU)

Note: UC/CSU approved for Visual & Performing Arts "f"

DP

Grade: 9-12

Semester 1 is an introduction to the image processing capabilities of PhotoShop to create and edit images and to prepare images for various media (print, World Wide Web). No prior knowledge of PhotoShop is required, but participants are expected to be proficient with routine computer operations.

Semester 2 explores Adobe Illustrator including selection, channels, layers, filters, text, paint tools, saving, effects, masks, adjustment layers. Use of Illustrator to create new works of art for print and Web.

Course #: 046192, MAT 112 SBCC

GRAPHIC ARTS (P)

SM

Grades: 9-12

Note: UC/CSU approved for Visual & Performing Arts "f"

In this class students will learn the basics of graphic arts.

Through comprehensive hands-on-training and theory, the student will learn graphic art fundamentals, silk-screen printing, and digital imaging along with traditional art fundamentals, color theory, basic foundations of graphic design and graphic art history. This course will prepare students for advanced training through other educational sources.

Course #: 100045 Graphics Art

JOURNALISM 1 (P)

DP, SB, SM

Grades: 9-12

Note: UC/CSU approved for Elective "g"

Journalism can be taken in addition to English 10, 11, or 12. First semester of Journalism is an introductory course in the principles and practices of print journalism needed to publish a high-quality school newspaper. Students learn the basics of writing: news, features, sports stories, editorials, and headlines.

Second semester of Journalism is an advanced course where students build upon the foundations learned in semester 1. Additional skills covered in this class include: page design and paste-up, photography and business management.

Course #: 100050, Journalism;

MEDIA ARTS & TECHNOLOGY

(SBCC Dual Enrollment: MAT 105 - Survey of Multimedia Tools, 3 SBCC units, CSU)

DP

Grade: 9

A semester long course that introduces 9th grade students to the basics of video production utilizing basic/advanced camcorder and video editing equipment. Students study video technologies, broadcast journalism, scriptwriting, video composition, lighting and audio production planning and video storytelling. Students work in groups to create video projects utilizing post production editing and non-linear editing software Adobe Creative Suite and Final Cut Studio. Students gain real-world experience in a hands-on environment that can lead to internships/jobs and career opportunities.

Course #: 046160 Media Art/Tech1

VIDEO/TV PRODUCTION 1 (P)

DP, SB, SM

Grades: 9-12

(DP - SBCC Dual Enrollment MAT 105 - Survey of Multimedia Tools, 3 SBCC units, CSU)

Note: UC/CSU approved for Elective "g"

This course provides film and television students a comprehensive experience in the skill of creating video productions. Development of powers of expression are emphasized along with technical skills associated with professional quality video. Videography, editing, computer graphics, and TV studio operation are introduced and additionally supported by work in film studies, screenwriting and project management. This class supports the school and staff

by videotaping events and activities that appear in a school TV production (sports, classroom instruction, and school and community activities). Students work in teams to produce videos of their own design.

Course #: 046120, Vid/TV Prod

VIDEO/TV PRODUCTION 2 (ROP) (P)

DP, SB

Grades: 10-12

Recommendation: Video/TV 1 or teacher approval

Note: UC/CSU approved for Elective "g"

This course provides students with advanced knowledge in film, video and TV production. Students work individually and in teams to brainstorm ideas, scripts and storyboards. Advanced screenwriting techniques, digital video, and effects, digital audio and non-linear editing will be taught. Emphasis is placed on pre-production, post-production techniques, advanced videography, editing, computer graphics and TV studio production. Students will be expected to produce high quality videos and post to various media.

Course #: 096980, Video Prod ROP

VIDEO/TV PRODUCTION, ADVANCED (ROP) (P)

SB

Grade: 12

Recommendation: Video/TV 1 and 2

Note: UC/CSU approved for Visual & Performing Arts "f"

This course provides students with advanced knowledge in film, video and television production. Students are expected to create film projects and enter film contests. They master nonlinear editing and live TV broadcasting (linear). Emphasis is placed on two-camera work and the production of school performances (theater, music, sports, ASB activities).

Course #: 046150

YEARBOOK (P-Pending SB)

DP, SB, SM

Grades: 9-12

Recommendation: Permission of instructor

Note: Pending - UC/CSU approved for Elective "g" (SB)

This class is responsible for the planning, preparation and publishing of the school yearbook, under guidance of an advisor. Students plan layouts and graphics, take and print the photographs, write all copy, captions and headlines, and manage book and ad sales. Work is created using industry standard machines and software. This hands-on, project-based course is at the heart of Common Core ideology.

Course #: 091705, Yearbook (non CTE); 093510, Yearbook (CTE at DP)



Agriculture & Natural Resources



ENVIRONMENTAL HORTICULTURE (ROP)

(SBCC Dual Enrollment: EH 110 - Introduction to Horticulture, 3 SBCC units, UC/CSU)

DP, SM

Grades: 10-12

Explores the central concepts in environmental horticulture, while covering various horticultural practices and methods, with a focus on long-term sustainability and local ecological issues. Students build foundational knowledge through projects, lectures and discussions in management of a variety of horticultural projects and enterprises.

Course #: 070702

PERMACULTURE DESIGN

(SBCC Dual Enrollment: EH 109 - Permaculture Design, 4 SBCC units, CSU)

DP

Grades: 10-12

In this course, students learn the process of permaculture design. Permaculture is a sustainable design system that

helps us build human habitats that fit well into nature. Topics include observing patterns in nature, designing and planting a food forest in various climates, green building, greywater design, building earthworks, living off-grid, building cooperative communities, sustainable design and integrating our lives and habitats with the natural world. Time is split between the classroom and working on projects in the gardens.

Course #: 070708

SMALL SCALE FOOD PRODUCTION

SB

Grades: 10-12

This course will focus on learning a variety of practical food production skills for urban and suburban spaces. Students participate directly in all stages of agricultural food production from seed to harvest. Ties in to environmental, technical, and culinary interests.

Course #: 046072, Sm Scl Food Pro



Building Trades & Construction



DRAFTING FOR ENGINEERS & ARCHITECTS

(SBCC Dual Enrollment: DRFT 120 - Architectural Drafting 1, 3 SBCC units, CSU)

DP

Grades: 9-12

Today's Engineering and Architectural fields both depend upon Computer Aided Drafting (CAD) software. Students in this class will learn the basics of AutoCAD products, a global leader in the market. For students who are thinking about a career in Engineering or Architecture CAD is a must learn skill. For students who are hoping to own a home or business one day, learning to use this software will allow them to draw a set of plans for home or office projects. The class is a mixture of self-paced and instructor led projects.

Course #: 044370, Drafting 1

CONSTRUCTION TECHNOLOGY 1

DP, SB, SM

Grades: 9-12

A study and application of the principles of common wood working, hand processes, operation of basic woodworking machines, problem solving, measuring, care of tools and machines, designing and planning.

Course #: 047000, Construction Technology 1

CONSTRUCTION TECHNOLOGY 2

DP, SB, SM

Grades: 10-12

Emphasis is placed on the application and extension of knowledge and skills previously developed. The major concentration will be on individual student designed and planned projects utilizing machine tools.

Course #: 047100, Construction Technology 2

EXPLORATION IN CONSTRUCTION

SB, DP

(DP - SBCC Dual Enrollment: CT104 - Basic Construction Skills, 3 SBCC units, CSU)

Grades: 10-12

Recommendation: Completion of Construction Tech 1 with C or better

This class is an introduction to the construction industry as it is performed daily on job sites throughout SB County. The course is designed to give students foundational skills and knowledge that they can expand upon in future classes. The students will explore basic engineering, designing, sketching, and project building. In specific, students will rotate through 10-12 modules, which give them hands-on experience in basic construction skills like concrete, electrical, plumbing, framing, roofing, drywall, and finish carpentry.

Course #: 047200 Explor Constructn (Non CSU transferable)



Education, Child Development, and Family Services



CHILD DEVELOPMENT 1: DEVELOPMENTAL MILESTONE AND DEVELOPMENT THEORY FOCUS (P)

SM

Grade: 9-12

Recommendation: "C" or better in Health Science

Students in this course will learn how children learn and develop through in-class activities, discussion and weekly interaction. By term end, the students will be able to identify the developmental milestones and theories discussed throughout the term.

Students will explore the demands of working with children in a preschool setting while facilitating activities in the San Marcos Parent-Child Workshop (SMPCW). Students will cover course elements that help to reinforce concepts of Early Childhood Education associated with post-secondary programs.

Course #: 040120, Child Dev 1

CHILD DEVELOPMENT 2: OBSERVATION AND PROFESSIONAL FOCUS

SM

Grades: 9-12

Recommendation: "C" or better in Health Science, enrolled/completed Child Development 1

Students in this part of the course will discover how children learn and develop through discussion, in-class activities, and direct observation. Students will, through observations, be able to identify concepts discussed in Child Development 1. Students will explore the demands of working with children while utilizing curriculum that were developed around the concepts of postsecondary programs for Early Childhood Education.

Course #: 040180, Child Dev 2

CHILD DEVELOPMENT, ADVANCED

SM

Grades: 9-12

Recommendation: "C" or better in Child Development 1 and 2, Instructor/Department Approval

Child Development A1: Students must develop an independent project proposal for course area and have it approved by the instructor. Proposals will be approved by the SMPCW for implementation during both sections of the course. Students will develop weekly lesson plans to use with proposal for activities in the SMPCW. Students will continue to work in accordance with SMPCW on a weekly basis.

Child Development A2: Students will continue to develop the project proposal into a working curriculum. Students will design weekly and daily activities that challenge the developmental milestones of preschoolers. Students must incorporate differentiated learning strategies for varying types of children. Lesson plans must align with the suggested curriculum for early childhood education settings. Students will continue to work in accordance with the SMPCW on a weekly basis.

Course #: 040240, Child Dev Adv

INTRODUCTION TO EDUCATION (ROP) (P)

SM

Grades: 11-12

Note: UC/CSU-approved for Elective "g"

This course provides students with an introduction to the teaching profession. Students will form an understanding and develop skills in the following areas: providing instruction and supervision for students; communication between students, parents, staff, administration and community; locating and utilizing resources and materials for planning curriculum; creating lesson plans and implementing lessons; classroom management; recognizing students' diverse learning needs; family and cultural differences that affect instruction; special education and accommodations within the classroom.

Course #: 096520, Intro to Ed ROP



Energy and Utilities



GREEN ENGINEERING (P)

SB

Grades: 11-12

Recommendation: Green Technology 1/2 and Quantitative Physics (CP, H, Industrial), and Algebra 2 (concurrent enrollment in Algebra 2 accepted)

Note: UC/CSU approved for Elective "g"

This course gives students an opportunity to learn about engineering through an environmental lens. Studies and projects include solar panels, windmill generators, computers and various probeware, fuel cell cars, hydro generators, peltier devices, liquid nitrogen, and solar constant.

Course #: 072120, GreenEngr/Tech



Finance & Business



COMPUTER ACCOUNTING and FINANCE (ROP)

(SBCC Dual Enrollment: ACCT 110 - Introduction to Accounting, 4 SBCC units, CSU)

DP, SB

Grades: 10-12

Successful completion satisfies requirement of a basic mathematics course.

Computer Accounting and Finance is a two-semester concentrator course on the business pathway. The class uses the same textbook as the one used at SBCC. Computer Accounting and Finance teaches computerized general ledger, financial reports, payroll, bank reconciliations, income statements, electronic spreadsheets and accounts payable and receivable reports. Students will be proficient in QuickBooks Pro and spreadsheet generation using MS Excel. Students will work independently and in groups simulating employment settings.

Course #: 096240, Comp Acctg ROP

VITA (Volunteer Income Tax Assistance)/Community Service Component (ROP)

SB

Grades 10-12

The schedule is finalized with the instructor. Classroom instruction includes an overview of income taxes, related laws and regulations, and completion of individual income tax forms. Students needing community service hours will sign up with the teacher to complete approximately 60 community service hours providing free tax preparation service to the public community.

Course #: 096200



Health Science & Medical Technology



HEALTH SCIENCE

DP, SB, SM, LC, AV
Grades: 9-12

Mandatory one semester course creates focus on developing mental, emotional, and social health by analyzing influences, accessing valid information, establishing decisions and goals, and practicing and promoting health-enhancing behaviors. Personal and community health topics include: nutrition and related diseases, eating disorders, steroid use, interpersonal communication, growth, development and sexual health including gender roles, anatomy, fertilization, menstruation cycle, birth control, pathogens, STD's, fetal development and birth, sexual safety includes bullying, violence prevention, harassment, substance use and abuse, and family systems.

Course #: 041320 HealthSciEduc

KINESIOLOGY (ROP) (P)

DP, SB, SM
Grade: 11-12

Recommendation: "C" grade or better in Biology or instructor approval
Note: UC/CSU approved for Laboratory Science "d"

Students receive core classroom instruction in kinesiology, biomechanics, anatomy, physiology, health processes, injury evaluation, and basic knowledge of sports medicine, personal training, physical therapy and fitness instructor. In addition, students will take part in labs in the classroom that will enable them to use a hands on approach to understanding the lecture materials.

Course #: 096510, Kinesiology ROP

MEDICAL BIOLOGY P (P-Pending – SM)

SB, SM
Grades: 10-12

Recommended: Algebra 1 and Chemistry

Note: UC/CSU approved for Laboratory Science "d" (Pending - SM)

This course covers the Next Generation Science Standards for Biology while focusing on how those standards apply to the medical field. Topics covered include cellular structure and

function, DNA structure, genetics, the ecology of the human body, adaptation of bacteria to fight against antibiotics, and a general overview of human physiology. Ideal for students who are interested in pursuing a career in the medical field; they will perform labs that focus on techniques and information needed to succeed in post-secondary medical programs.

Course #: 070289, Medical Biology

SPORTS MEDICINE (ROP) (P)

DP, SB, SM
Grades: 11-12

Recommendation: Student must be 16 years old by end of school year.

Note: UC/CSU approved for Elective "g"

This course is designed to help students develop a general awareness of health careers and specific preparation for physical therapy and sports medicine occupations. Classroom instruction covers such topics as: medical terminology; human anatomy; emergency procedure; soft tissue and bone injuries; causes, symptoms, and management of injuries; nutrition; physical fitness; and career opportunities. In addition to this ongoing classroom instruction, students will rotate through on-the-job training experiences with local physical therapists, chiropractors, athletic trainers, physical education instructors, and recreational facility managers. Throughout the course, the students' core academic skills and ability to deal with people will be stressed.

Course #: 096500, SportsMedcnROP; 096501, SportsMedcnROP (non CTE at DP)

SPORTS MEDICINE COMMUNITY CLASSROOM (ROP) (P)

DP, SB, SM
Grades: 11-12

Recommendation: Student must be 16 years old by end of school year.

Note: UC/CSU approved for Elective "g"

This class is taken in conjunction with Sports Medicine. Students are required to observe professionals in the field of Sports Medicine. This internship is a "0" period class and arranged by the instructor.

Course #: 096502, SprtMedCm ROP; 096503, SprtMedCm ROP (non CTE at DP)



Hospitality, Tourism & Recreation



CAFE ROYALE/CHARGER INN

DP, SM
Grades: 9-12

This course provides students with skills necessary for entry-level employment as a cashier, waiter/waitress, cook/chef or host/hostess in the restaurant industry. The student will gain hands-on experience by preparing food for and serving customers at "The Charger Inn" (the DP staff dining room) or

"Cafe Royale" (the SM staff dining room). The variety of skills learned will prepare the student for a wide range of employment opportunities in the fast-growing restaurant business.

Students may enroll for 1-2 periods/day. As part of this course, employment ready students can be placed into paid jobs in the restaurant industry.

Course #: 046070, Charger Inn; 046073, Cafe Royale



Information Technology



C PROGRAMMING WITH ROBOTICS (P)

SB

Grades: 9-12

Note: UC/CSU approval for Elective "g"

C Programming With Robotics is a semester long course that introduces students to fundamental computer programming concepts through hands-on, engaging experiences involving Arduino, a highly accessible, widely used, open source microcontroller platform. Though coursework will use the C/ C++ based Arduino Integrated Development Environment (IDE), the focus of the work will be on the conceptual ideas of computing to help students understand how certain tools can be utilized to solve particular problems. Student mastery of fundamental computer science concepts will form the basis of, and enable easy transition to, any future programming language or environment. The goal of C Programming with Robotics is to develop in students the computational thinking practices of algorithm development, problem solving, and programming within the context of controlling LEDs, servo motors, and touch and light sensitive hardware sensors.

Course #: 044271

COMPUTATIONAL ART (P)

SB

Grades 9-12

Recommendation: concurrent enrollment in Geometry

Note: UC/CSU approval for Visual and Performing Arts "f"

In this course, students learn to write simple text-based computer programs using processing to create fine art. By the end of the course, students will master the standard programming constructs of variables and mathematical operators, control structures (conditionals, loops, functions), and data types and compound data structures. Students will also learn and master the basics of color theory, the role of shape in traditional art, how shapes are represented computationally, how 2D mathematical functions can represent and control shape, the basics of 2D coordinate systems, the basics of curves, the basics of composition and relationship, the basics of perspective, how images are represented digitally, basic image manipulation (e.g. edge detection), the principles of animation, hierarchical modeling for rigid body animation, and simple particle simulations. For participants in the CS Master Program, this course also fulfills the Freshman Seminar requirement.

Course #: 001051 Comp Art

COMPUTER SCIENCE (AP) (P)

DP, SB

Grades: 10-12

Recommendation: Algebra 2

Note: UC/CSU approved for Elective "g"

AP Computer Science is an introduction to computer science taught at the same approximate level as a freshman college course. The majority of the course material will be object-oriented programming concepts and techniques utilizing the Java programming language. The class is held in the computer lab where over 50% of course time is hands-on programming. At the end of the course students should be prepared to take the AP Computer Science exam.

Course #: 071990, Comp ScienceAP

COMPUTER TECHNOLOGY I (ROP)

(SBCC Dual Enrollment: CNEE 102 - Fundamentals of PC Support, 3 SBCC units, CSU) (Hardware)

DP

Grades: 10-12

Prepares for A+ certification

This one semester course teaches students how to build and maintain personal computers used in the home or business environment. Students will learn hardware and operating system basics, computer components and peripherals, and trouble shooting common computer system problems.

Course #: 300024, Comp Tech

COMPUTER TECHNOLOGY II (ROP)

(SBCC Dual Enrollment: CNEE 112 - Advanced Computer Support: A+ Practical Applications, 3 SBCC units, CSU) (Software)

DP

Grades: 10-12

Prepares for A+ Certification

This one semester course is next in the computer technology sequence. Students are introduced to the basics of operating systems, troubleshooting devices and applications, hardware drivers, and IT tech support. The course continues instruction using an engaging interactive approach to understanding operating systems (O/S) and network computing.

Course #:

ELECTRONICS TECHNOLOGY (ROP)

DP

Grades: 10-12

This comprehensive two-semester course provides solid groundwork in the broad arena of electronic design and fabrication processes. Coursework includes building and testing electronics, computer aided design (CAD), circuit fabrication, basic circuits, programmable devices, elements of communications, robotics command and control, solar energy, alternative energy and energy-efficient systems. This program is a fundamental asset for future careers in engineering and technology involving robotics, communications and alternative energy.

Course #: 096360, Electronics Tec

EXPLORING COMPUTER SCIENCE

DP, SB

Grades: 9-12

Recommendation: Geometry

Note: UC/CSU approved for Elective "g"

Exploring Computer Science is a hands-on introduction to computer architecture, programming, and using the computer as a creative tool. The class is taught in the computer lab and is project-based, rather than textbook-based. The class is divided into four to six basic units, each 1-2 months long. Units consists of: survey of computer architecture and human/computer interaction, web site development, interactive game theory and game development using Scratch, mobile app development and robotics/graphics. Each unit uses a series of projects of increasing complexity to introduce, refine, and integrate programming and development concepts, culminating with a "capstone" project as a unit final.

Course #:

COMPUTER TECHNOLOGY 1 (ROP)

(SBCC Dual Enrollment: CNEE 102 - Fundamentals of PC Support, 3 SBCC units, CSU) (Hardware)

DP

Grades: 10-12

Prepares for A+ certification

This one semester course teaches students how to build and maintain personal computers used in the home or business environment. Students will learn hardware and operating system basics, computer components and peripherals, and trouble shooting common computer system problems.

Course #: 300024, Comp Tech

COMPUTER TECHNOLOGY 2 (ROP)

(SBCC Dual Enrollment: CNEE 112 - Advanced Computer Support: A+ Practical Applications, 3 SBCC units, CSU) (Software)

DP

Grades: 10-12

Prepares for A+ Certification

This one semester course is next in the computer technology sequence. Students are introduced to the basics of operating systems, troubleshooting devices and applications, hardware drivers, and IT tech support. The course continues instruction using an engaging interactive approach to understanding operating systems (O/S) and network computing.

Course #:

ELECTRONICS TECHNOLOGY (ROP)

DP

Grades: 10-12

This comprehensive two-semester course provides solid groundwork in the broad arena of electronic design and fabrication processes. Coursework includes building and testing electronics, computer aided design (CAD), circuit fabrication, basic circuits, programmable devices, elements of communications, robotics command and control, solar energy, alternative energy and energy-efficient systems. This program is a fundamental asset for future careers in engineering and technology involving robotics, communications and alternative energy.

Course #: 096360, Electronics Tec

EXPLORING COMPUTER SCIENCE

DP, SB

Grades: 9-12

Recommendation: Geometry

Note: UC/CSU approved for Elective "g"

Exploring Computer Science is a hands-on introduction to computer architecture, programming, and using the computer as a creative tool. The class is taught in the computer lab and is project-based, rather than textbook-based. The class is divided into four to six basic units, each 1-2 months long. Units consists of: survey of computer architecture and human/computer interaction, web site development, interactive game theory and game development using Scratch, mobile app development and robotics/graphics. Each unit uses a series of projects of increasing complexity to introduce, refine, and integrate programming and development concepts, culminating with a "capstone" project as a unit final.

Course #:

MOBILE PROGRAMMING (P-Pending)

SB

Grades 9-12

Recommendation: Completion of AP Computer Science and current enrollment in Algebra II or higher or permission by instructor

Note: Pending UC/CSU approval for Elective "g"

In this course, students will learn the Objective-C programming language, the Xcode IDE, selected Cocoa Frameworks, the major View Controller paradigms used to create iOS apps, and the basics of Linear Algebra. In addition to coding a series of engaging iOS apps for the iPad and iPhone, students will learn about matrices and matrix calculations in order to complete a special ray-tracing graphics project involving 3-D projection and perspective.

Course #: 096986 MobileProgramming

NETWORKING ESSENTIALS (ROP)

(SBCC Dual Enrollment: CNEE 110 - Networking Essentials, 3 SBCC units, CSU)

DP

Grades: 10-12

This two-semester course teaches fundamentals of computer networking, which is the science of connecting data across computers. Coursework provides students with solid groundwork to begin specializing in Information Technology (IT). Networking components and systems are emphasized, and includes networking hardware and models, security, standards and protocols, operating systems, media, and remote access. Regular hands-on laboratory activities are included.

Course #: 096912, Netwk Essntls1 ROP

NETWORKING TECHNOLOGY 1 (ROP)

(SBCC Dual Enrollment: CNEE 125 - CCNA I: Introduction to Networking and Routers, 5 SBCC units, CSU)

DP

Grades: 10-12

Recommendation: Networking Essentials or permission of the instructor

This one-semester course prepares students for career jobs as computer network engineers. Students learn information technology (IT) core skills in the area of Internet working, routing and computer communications. Students progress through basic IT core skills in local area networks to more advanced skills such as server operations, protocols and addressing, topologies, OSI models, media types and network security solutions.

Course #: 096920, Netwk Tech1 ROP

NETWORKING TECHNOLOGY 2 (ROP)

(SBCC Dual Enrollment: CNEE 126 - CCNA II: Switching and WAN, 5 SBCC units, CSU)

DP

Grades: 11-12

Recommendation: Networking Technology 1

This one-semester course prepares advanced-level students for engineering careers in Information Technology (IT), an essential service in today's workplace. The first half of the course details switching technology; local area network (LAN) and virtual local area network (VLAN) design, configuration and maintenance; Internet work packet exchange (IPX) routing and interior gateway routing protocols (IGRP); network troubleshooting and security solutions. The second half of the course includes wide area networks (WANs), integrated service data networks (ISDN), point-to-point protocols (PPP) and frame relay design, configuration and maintenance.

Course #: 096930, Netwk Tech2 ROP



Marketing, Sales & Service



COMPUTER BUSINESS APPLICATIONS (ROP)

(SBCC Dual Enrollment: COMP 101 - Introduction to Computer Applications, 4 SBCC units, CSU)

DP, SM, SB

Grades: 10-12

Recommendation: Successful completion satisfies requirement of a basic mathematics course.

DP: Successful completion of Entrepreneurship, or permission of the instructor.

Computer Business Applications is a concentrator course on the Business Pathway.

This two-semester course introduces students to Microsoft Office (Word, Excel, Access and PowerPoint). Students will engage in business simulations to help prepare for the business world.

Course #: 096900, Cmp Bus App ROP; 096870, Comp Occ ROP

MARKETING (ROP)

DP

Grades: 10-11

This two-semester course provides students with a background in marketing including use of social media. Students create Content Management System (CMS) websites using the latest technology such as Joomla and Word Pressed used by today's large corporations. Students learn about the elements of a marketing plan and perform in teams before a panel of judges

in competition. In today's world students need to learn how to market themselves. This course is a concentrator class for the Marketing and Sales Career Pathway.

Course #: 096906

VIRTUAL ENTERPRISE/ECONOMICS (ROP) (P)

DP, SM, SB

Grades: 11-12

Recommendation: Successful completion of an ROP computer business class or permission of the instructor

Note: UC/CSU approved for Elective "g"

This two-semester simulated business class is designed to give students the experience of working in a real business environment. Virtual Enterprise (VE) is the capstone class for the Business Pathway. Students engage in a variety of activities including market research, advertising, buying and selling products and services, accounting, paying wages and taxes and negotiating loans with a central bank. Students have the opportunity to participate in two Virtual Enterprise Trade Fairs with other VE students throughout the State of California. Fundraising activities are an integral part of the VE coursework. Trade Fair competition includes Best Booth Design, Business Plan, Salesmanship, Company Catalogue, HR Manual, Web Page and Company Video. This course also satisfies the district Economics requirement for graduation in the spring semester.

Course #: 096220, VirtEntrpSC ROP 096211, VirtEntrpFL ROP



Transportation



AUTOMOTIVE TECHNOLOGY 1

SM

Grades: 9-12

This is an introductory course covering the basics of the automobile repair industry. Students will be introduced to shop safety, the use of mechanics' tools and equipment, and basic engine service techniques. The career paths available to automotive technicians will also be covered. Lectures, homework, and lab assignments, including the teardown and reassembly of single cylinder engines will be used to create a thorough knowledge of the internal combustion engine.

Course #: 044100, Auto 1

AUTOMOTIVE TECHNOLOGY 2

SM

Grades: 9-12

Recommendation: "C" or better in Automotive Technology 1 or instructor's approval

This is a continuation course designed to build upon the theories and practices learned in Automotive Technology 1. Students will be introduced to the inner workings and operating principles of the multi-cylinder internal combustion engine. Lab assignments will include the teardown and reassembly of modern automobile engines. Students will also learn the physical and chemical laws governing engine operation, lubrication and cooling systems.

Course #: 044150, Auto 2

INTRODUCTION TO AUTO MECHANICS (ROP)

(SBCC Dual Enrollment: AUTO 101 - Introduction to Auto Mechanics, 3 SBCC units, CSU)

SM

Grades: 10-12

Recommendation: "B" or better in Auto 1, 2 and instructor's approval

Lecture/demonstration course introducing the operation and

maintenance of the modern automobile; emphasis on the theory of basic operating systems, including the engine, electrical, chassis and driveline systems.

Course #: 096144, AUTO101SBCC ROP

FUNDAMENTALS OF AUTOMOTIVE SERVICING (ROP)

(SBCC Dual Enrollment: AUTO 110 - Fundamentals of Automotive Servicing, 3 SBCC units, CSU)

SM

Grades: 10-12

Recommendation: "B" or better in Auto 1, 2 and instructor approval

Introductory lecture/lab course covering the maintenance and diagnosis procedures used in the automotive service industry. Lab exercises in maintenance and service areas of the engine's lubrication, under the hood, under the car, tire and wheel, cooling system, belts and hoses, fuel system, battery and electrical system, engine maintenance and performance, brakes and wheel bearings.

Course #: 096146, AUTO110SBCC ROP

AUTOMOTIVE, ADVANCED

SM

Grades: 10-12

Recommendation: "B" or better in Automotive Technology 1, 2 and instructor's approval

Auto Advanced is for students who have taken all four levels of the automotive technologies pathway. This class provides students with opportunities to go beyond the diagnostics, maintenance and repair of automobiles. This course provides students with the means and opportunity to design and build their own vehicles, like PEP (Porsche Electric Project) and EMP (Electric Motorcycle Project). Students may also work on projects of their own design with prior instructor approval.

Course #: 044200, Auto Adv

English

Students are required to take four years of English in grades 9-12. The foundation of each course is based on the California State Board of Education Content Standards. These standards cover the areas of vocabulary, reading, writing, grammar, research conventions, speaking, and listening. A more complete list of standards can be found at: www.cde.ca.gov/be/st/ss/index.asp. The district is in the process of incorporating the new Common Core standards that will be mandated beginning with the 2014-15 school year; you can expect elements of the Common Core to be in evidence during the 2014-15 school year. A list of Common Core standards can be found at: <http://www.corestandards.org>. The Santa Barbara Unified School District offers two levels of course offerings: college-prep courses that prepare students for: passing the California High School Exit Examination, graduating from high school, and enrolling in college classes upon graduation. The second level of classes are accelerated and can ultimately earn English college credit while still in high school. These courses include Advanced Placement, International Baccalaureate (Dos Pueblos High School only), and Santa Barbara City College dual enrollment courses. Each course meets the English requirements for entrance to the University of California, unless noted.

ENGLISH 9 (P)

DP, SB, SM, AV, LC

Grade: 9

Note: UC/CSU approved for English "b" (DP, SB, SM)

English 9 is a class required of all 9th grade students. This course has two areas of emphasis. The first is improving students' skills in expository writing and the rudiments of literary analysis. The second is an introductory survey of the literary genres of poetry, drama, the short story, and the novel. Required texts include: Holt's Literature and Language Arts (a California State Content Standards-based anthology), *Of Mice and Men*, *To Kill a Mockingbird*, and *Romeo and Juliet*. Additional reading will be chosen by the individual instructor.

Course #: 022650, English 9 P

ENGLISH 9 (H) (P)

DP, SB, SM

Grade: 9

Note: UC/CSU approved for English "b"

This honors class includes all the elements of English 9, but offers greater enrichment through additional reading of challenging literature and more frequent and rigorous literary analysis. This course serves as a preparation for college credit-earning courses in 10th, 11th, or 12th grade. There is a presumption of academic diligence for those who enroll in this class; students should be accomplished readers and expect homework nightly, including weekends. Additional and more rigorous literature for this course will be chosen by the individual instructor.

Course #: 022655, English 9 H

ENGLISH 10 (P)

DP, SB, SM, AV, LC

Grade: 10

Note: UC/CSU approved for English "b" (DP, SB, SM)

English 10 is a class required of all 10th grade students. This course has two areas of emphasis. The first is an emphasis on literacy skills through the study of rhetoric and writing using non-fiction as its focus. The second is a continuation of the survey of the literary genres of poetry, drama, the short story, the novel, and non-fiction that began in English 9. A career unit is also included. Required texts include: Holt's Literature and Language Arts (a California State Content Standards-based anthology). Additional reading will be chosen by the individual instructor.

Course #: 020510, English 10 P

ENGLISH 10 (H) (P)

DP, SB, SM

Grade: 10

Note: UC/CSU approved for English "b"

This honors class includes all the elements of English 10, but offers greater enrichment through additional reading of challenging literature and more frequent and rigorous literary analysis. This course serves as a preparation for college credit-earning courses in 11th or 12th grade. There is a presumption of academic diligence for those who enroll in this class; students should be accomplished readers and expect homework nightly, including weekends. Additional and more rigorous literature for this course will be chosen by the individual instructor.

Course #: 020620, English 10 H

ENGLISH 11 (P)

DP, SB, SM, LC, AV

Grade: 11

Note: UC/CSU approved for English "b" (DP, SB, SM)

English 11 is a class for 11th grade students. The emphasis of the course is preparation for college-level reading and writing. The course curriculum is the California State University's Expository Reading and Writing Course (more information can be found at: <http://www.calstate.edu/eap/englishcourse/>) that emphasizes deep reading strategies of non-fiction texts, and writing strategies that will prepare students for success on college placement exams and college-level academic work. There is also a research component. The course will culminate with all students taking the CSU Early Assessment Program examination; this is a mechanism that will assess whether students have achieved college-ready status. If students demonstrate college-ready ability on the EAP exam, they are encouraged to consider enrolling in a college credit-earning course (AP, IB, or SBCC ENG 110 dual enrollment course) as a 12th grade student.

Course #: 020840, Eng 11 P

ENGLISH LANGUAGE and COMPOSITION (AP) (P)

DP, SB, SM, AV

Grade: 11-12

Note: UC/CSU approved for English "b" (DP, SB, SM)

AP Language is a course that can be taken in the place of English 11. This is a stimulating college-level class that involves the highest degree of commitment. The class engages students in becoming skilled readers of nonfiction prose written in a

variety of periods, disciplines, and rhetorical contexts, and nurtures writing that demonstrates sufficient complexity and confidence to communicate with mature readers in subsequent college courses, as well as their professional and personal lives. Primary and secondary sources will be read carefully and an importance will be placed on synthesis of these sources into students writing; special emphasis will be given to the inclusion of research and accepted research protocols in student writing. This class culminates with the AP Language examination given by the College Board in May. Colleges and universities may give course credit for scores of 3, 4, and 5 on the AP exam.

Course #: 023050, English Lang AP

ENGLISH 110

(SBCC Dual Enrollment: ENG 110 - Composition and Reading, 3 SBCC units, UC/CSU)

DP, SB, SM

Grades: 11-12

Prerequisite: Pass SBCC English assessment or have satisfactory SAT, ACT, EAP, AP or IB scores.

Co-requisite: ENG 120

Practice in expository composition based on critical reading of short works and one book-length work. Develop skills in writing effectively, reading carefully, and thinking clearly.

Course #: 023080, ENG110 SBCC

ENGLISH 111

(SBCC Dual Enrollment: ENG 111 - Critical Thinking and Composition through Literature, 3 SBCC units, UC/CSU)

DP, SB, SM

Grades: 11-12

Prerequisite: ENG 110

Study of critical thinking and composition, combined with instruction in literature. Class emphasizes understanding and writing about literature, using principles of logical analysis, criticism, advocacy of ideas, inductive and deductive reasoning. Students examine assumptions upon which conclusions are based and recognize common logical errors of language and thought. Instruction in methods of research and advanced elements of style and organization. Through instruction in critical thinking skills and application of logical methodology to the literary works of various genres, students achieve a disciplined command of reading, thinking, and writing.

Course #: 023100

ENGLISH 120

(SBCC Dual Enrollment: ENG 120 - College Research Skills, 1 SBCC unit, UC/CSU)

DP, SB, SM

Grades: 11-12

Co-requisite: ENG 110

Through self-paced activities, students develop the research and documentation skills necessary to write a successful research paper in English 110, as well as in other college courses. Students practice a range of research skills, including narrowing a topic, finding materials in libraries and on the World Wide Web, evaluating sources, notetaking, employing quotation, paraphrase or summary, organizing and synthesizing material, and using the MLA and APA style of citation.

Course #: 023080

ENGLISH 12 (P)

DP, SB, SM, LC, AV

Grade: 12

Note: UC/CSU approved for English "b" (DP, SB, SM)

English 12 is a class for 12th grade students. The course was

developed in a partnership with Santa Barbara City College to serve as a preparation for enrollment in English 110 after graduation. English 12 emphasizes deep reading strategies of non-fiction texts, and writing strategies that will prepare students for success on college placement exams and college-level academic work. There is also a research component.

Course #: 020880, Eng 12 P

ENGLISH LITERATURE AND COMPOSITION (AP) (P)

DP, SB, SM

Grade: 12

Note: UC/CSU approved for English "b"

AP English Literature and Composition is an introduction to the college-level study of literature. The close reading of challenging and rewarding texts will be stressed, with a focus on the nature of comedy and tragedy. Students will improve their timed-writing skills, as well as produce traditional multi-draft essays and a longer study of a single author. The course will prepare students to take the AP English Literature examination, given in May. Colleges and universities may give course credit for scores of 3, 4, and 5 on the AP exam.

Course #: 023070, English Lit AP

FILM STUDIES: LITERATURE AND THE CINEMA (P)

DP

Grades: 10-12

Note: UC/CSU approved for English "b"

Film studies can be taken to enhance college eligibility, fulfill a desire for personal enrichment, or to earn missing English graduation credits. This class can be taken concurrently with English 12. In this survey course, students read select literary works from World Literature and view film adaptations of those works, including cinema that echoes the style, themes, and archetypes of the written works. Study addresses classic to contemporary literary and cinematic storytelling technique, style, mythic archetypes and the Hero's Journey, art, craft, history, aesthetics, principles and philosophies of literature and film. Students are required to complete a final exam multi-media project where they present a written, oral, and visual adaptation of a select literary work.

Course #: 007000 Film Studies 1 P

CAHSEE PREP ENGLISH

DP, SB, SM, LC, AV

Grades: 9-12

A course designed to prepare students to be successful on the Reading/Writing section of the California High School Exit Exam. This course receives elective credit, not English credit.

Course #: 093080, CAHSEEPrepEngl

JOURNALISM 1 (P)

DP, SB, SM

Grades: 9-12

Note: UC/CSU approved for Elective "g"

Journalism can be taken in addition to English 10, 11, or 12. First semester of Journalism is an introductory course in the principles and practices of print journalism needed to publish a high-quality school newspaper. Students learn the basics of writing: news, features, sports stories, editorials, and headlines.

Second semester of Journalism is an advanced course where students build upon the foundations learned in semester 1. Additional skills covered in this class include: page design and paste-up, photography and business management.

Course #: 100050, Journalism;

MEXICAN-AMERICAN LITERATURE (P)

SB

Grade 12

Note: UC/CSU approval for English "b"

This course is the study of the history, literature, and oral traditions of Mexican, Mexican-American, and Latino cultures. It is a representative overview of Chicano/Latino literature covering poetry, theatre, novels, short stories, corridos, and critical essays. The course will include literary techniques, modes of expression, trends in Chicano and Latino creativity, critical approaches, and will expose students to the richness that Mexican-American/Latino culture has to offer.

Course #: 025330

MYTHOLOGY: LITERATURE AND CLASSICAL MYTH (P)

DP

Grades: 10-12

Note: UC/CSU approved for English "b"

Mythology can be taken to enhance college eligibility, fulfill a desire for personal enrichment, or to earn missing English graduation credits. This class can be taken concurrently with English 12. This survey course focuses on literature that evolved out of classical oral traditions, including Homer's Odyssey, a corner stone of the western literary canon, and the Norse/Viking Eddas, the most recent and powerful mythic influence on the English language and the Western ethos. Study covers the pantheon of gods, the sagas, archetypes of the Hero's Journey, historical commentary, and the function of ancient myth as the basis for 21st century thought and ideals. Students are required to complete a final exam multi-media project where they present a written, oral and visual treatment of a select world myth. This class is offered fall semester and can be taken individually or with Film Studies in the spring.

Course #: 024210, Mythology P

ENGLISH FOR ENGLISH LEARNERS

The English Language Learner (ELL) strand of the English department is designed for students who have not achieved grade-level proficiency in English. This strand assists the student to become fluent in reading, writing and oral English, with the goal of successful transition from the ELL program into college prep grade-level courses. The adopted program, Read 180 program, is a comprehensive assessment-based program designed to accelerate student access to the college prep reading/language arts program and mastery of the English and ELL content standards. Students are identified for the program based on current participation in Read 180 or based on scoring below proficiency on an initial California English Language Development Test (CELDT) administration. Level of placement in the program is then determined by a placement test called SRI (Scholastic Reading Inventory). Students can exit the program when they have successfully met all reclassification criteria.

DETERMINING LANGUAGE DESIGNATION OF STUDENTS

When a student enrolls for the first time in a school in the Santa Barbara Unified School District, the parent completes a Language Census form (R-30). The Language Census form informs the school of the student's primary language and the language spoken at home. When a language other than English is reported, the student is identified as an English Language Learner until the administration of the CELDT. The student's performance on the CELDT test determines the student as either English Language Learner (ELL) or as Fluent English Proficient (FEP). Based on this information, the student is placed in the English class/level that corresponds to his/her English proficiency. As fluency develops, students are retested annually until they can be re-designated as Reclassified Fluent English Proficient (RFEP) and integrated successfully into mainstream courses.

ENGLISH ELD INTENSIVE (English for transition)

DP, SB, SM, AV, LC

Grade: 9-12

Note: Not UC/CSU approved

Double period/four terms of English serve to transition students from the Read 180 program to success in college prep English. The curriculum is a combination of Read 180 strategies and resources and the district-adopted ninth grade Holt textbook. Students who are successful continue the following year in their grade level English class: "English 9 P", "English 10 P" or "English 11 P". Students receive one period of English credit plus one period of elective credit.

Course #: 022580 (Gr 9); 022591 (Gr 10); 022593 (Gr 11)

READING 44 C (English for Newcomers)

DP, SB, SM

Grades: 9-11

Note: Not UC/CSU approved

The System 44 level of the Read 180 program is for students at a beginning language literacy level and focuses on phonemic awareness and phonics. It is a systematic language development program and teaches students reading fundamentals, including high frequency words, phonics, word structure, decoding strategies and comprehension. The daily instruction consists of large group and small group lessons, small group reading and writing and individual instruction on the computer at the student's level. Conversational fluency and academic language are an essential part of the instruction for

the second language learners. Students receive one period of English credit and one period of elective credit.

Course #: 027020

READING 1C/2C/3C (English for 2nd or 3rd year EL students)

DP, SB, SM

Grades: 9-12

Note: Not UC/CSU approved

Read 180 is designed to strengthen English skills through mastery in text structures, reading comprehension and the use of academic language in speaking and writing. The program is organized in four overlapping levels, providing students with spiraling instruction on a continuum from beginning reader to grade level mastery. The daily instruction consists of large group and small group lessons, small group reading and writing and individual instruction on the computer at the student's level. Students are provided with expository text structures and additional vocabulary training, as well as language patterns and structures which are an essential part of the instruction for struggling readers and second language learners. Students who achieve high levels of mastery on assessments may advance with teacher recommendation, with the ultimate goal of placement in college prep grade-level classes within 1–2 years. Students receive one period of English credit plus one period of elective credit.

Course #: 027000, Reading 1 C; 027002, Reading 2 C

ENGLISH 3D

DP, SB, SM

Grades: 9-10

Note: Not UC/CSU approved

English 3D is aligned to Secondary ELD Standards and the Common Core Standards, with particular focus on the Speaking and Listening, Language and Writing Standards. The gradually increasing range of writing develops each student's understanding and skills through structured frames that address text types and purposes. The daily structured writing and verbal rehearsal in English 3D will enable students to produce strong, clear and coherently written arguments to support their claims, and prepare thoughtful and detail-rich narratives.

Course #: 100220, English 3DII A; 100225, English 3DII B

Foreign Languages

The first two years of language study are devoted to acquiring the fundamental skills of conversation, grammar, reading, and writing as well as an understanding of the culture. The advanced levels include more comprehensive oral responses and the student examines, more intently, the literature and culture of the country. The ability to communicate with people from many different countries in an increasingly global economy has many advantages, including personal satisfaction and professional rewards. Whether in the public sector, private industry, or a service profession, knowing a second language is truly a remarkable skill that gives one an advantage when applying to many job opportunities. All foreign language classes require daily homework and frequent exams.

FRENCH 1 (P)

DP, SB, SM, AV, LC

Grades: 9-12

Note: UC/CSU approved for Language Other than English "e" (DP, SB, SM)

Stresses communication and interpersonal relationships in meaningful cultural contexts. Features an integrated video program, emphasis on daily life themes, cooperative learning strategies and an emphasis on self-expression.

Course #: 100100, French 1

FRENCH 2 (P)

DP, SB, SM, AV, LC

Grades: 9-12

Recommendation: "C" or better in French 1

Note: UC/CSU approved for Language Other than English "e" (DP, SB, SM)

Provides students with a strong linguistic base for communication. Features fully integrated video, authentic listening materials, varied reading materials, opportunities for self-expression, cooperative learning activities, and a development of global awareness and multi-cultural perspectives of the French world.

Course #: 100105, French 2

FRENCH 3 (P)

DP, SB, SM

Grades: 9-12

Recommendation: "C" or better in French 2

Note: UC/CSU approved for Language Other than English "e"

Immerses students in authentic cultural contexts, extended study of French art, music, history, language, and other aspects of French culture designed to develop and expand effective communication in French. The program develops a strong linguistic base by providing extensive reading opportunities, varied writing practice, thematic vocabulary and language development through a wide range of communicative activities.

Course #: 100110, French 3

FRENCH (AP)

DP, SM

Grades: 9-12

Recommendation: "B" or better in French 3 or instructor's approval

Note: UC/CSU approved for Language Other than English "e"

An advanced course given entirely in French. Students prepare for the annual Advanced Placement examination as they develop their writing, reading, listening, and speaking skills. A solid knowledge of grammar is stressed at the same time that oral proficiency is developed. Reading skills are enhanced by a study of excerpts from the press. Listening skills are ameliorated

through the use of TV 5, a French public TV channel.

Course #: 030410, French AP

LATIN 1 (P)

DP, SB, SM

Grades: 9-12

Note: UC/CSU approved for Language Other than English "e"

Introduces and develops basic grammatical concepts through Latin texts pertaining to Roman life in Pompeii, Britain, and Egypt. English vocabulary is emphasized.

Course #: 100115, Latin 1

LATIN 2 (P)

DP, SB, SM

Grades: 9-12

Recommendation: "C" or better in Latin 1

Note: UC/CSU approved for Language Other than English "e"

Continues to develop grammatical concepts and extend vocabulary through Latin texts pertaining to Britain and Rome. English vocabulary is emphasized.

Course #: 100120, Latin 2

LATIN 3 (P)

DP, SB, SM

Grades: 9-12

Recommendation: "C" or better in Latin 2

Note: UC/CSU approved for Language Other than English "e"

Broadens grammatical concepts and provides reading selections from various authors, including Pliny, Ovid, Catullus, Vergil, Tacitus, Livy, Cicero and Caesar.

Course #: 100125, Latin 3

LATIN (AP) (P)

DP, SB, SM

Grades: 9-12

Recommendation: Latin 3 with a grade of "C" or better

Note: UC/CSU approved for Language Other than English "e"

Review selected grammatical concepts as they are met in reading. Provides reading of Virgil's Aeneid and Caesar's Gallic War. Introduces analysis of poetry and literary style. Considers the influence of the Aeneid and Caesar upon later world literature and culture. Daily homework and frequent exams. Students prepare for the AP exam in the Spring.

Course #: 033350, Latin Virgil AP

SPANISH 1 (P)

DP, SB, SM, AV, LC

Grades: 9-12

Note: UC/CSU approved for Language Other than English "e" (DP, SB, SM)

1st year course: Recommended for college bound students as well as career-minded students. Introductory course that presents the basic elements of Spanish and the various cultures. Students begin the sequential development of skills needed to read, write and understand a foreign language. Grammatical concepts covered are present tense through simple preterite tense. No previous knowledge of Spanish required.

Course #: 100130, Spanish 1

SPANISH 2 (P)

DP, SB, SM, AV, LC

Grades: 9-12

Recommendation: "C" or better in Spanish 1

Note: UC/CSU approved for Language Other than English "e" (DP, SB, SM)

2nd year course: Continuation of study in the Spanish language class is conducted at least 50% in Spanish. The ability to understand and speak the foreign language is further developed through the introduction of additional vocabulary and grammar. Recommended for college bound students. Grammar begins with simple preterite tense through subjunctive tenses. Includes more intensive reading, writing, listening and comprehension activities. Students should be able to carry on a simple conversation and read effectively with a dictionary.

Course #: 100135, Spanish 2

SPANISH 2 (Spanish for Native Speakers) (P)

DP, SB, SM

Grades: 9-12

Recommendation: Native or semi-native speaker that would like to improve their written expression and vocabulary

Note: UC/CSU approved for Language Other than English "e"

2nd year course: Students begin to develop competency in the Spanish skills of listening, speaking, reading and writing. Language is used for more meaningful communication. Grammar reviews all tenses that students are learning. Intensive study of grammar, as well as reading and writing activities. Students are expected to do a considerable amount of discussion, reading and writing on a variety of topics. Class is taught in Spanish.

Course #: 100145, Spanish 2 Native Speakers

SPANISH 3 (P)

DP, SB, SM

Grades: 9-12

Recommendation: Spanish 2

Note: UC/CSU approved for Language Other than English "e"

3rd year course: Students continue to develop competency in the Spanish skills of listening, speaking, reading and writing. Language is used for even more meaningful communication. Grammar reviews all the previous tenses and all remaining verb tenses are learned. Intensive study of grammar, as well as advanced reading and writing activities. Students are expected to do a considerable amount of discussion, reading and writing on a variety of topics. Class is taught at least 75% in Spanish.

Course #: 100140, Spanish 3

SPANISH 3 (Spanish for Native Speakers) (P)

DP, SB, SM

Grades: 9-12

Recommendation: Native or semi-native speaker that would like to improve their written expression and vocabulary

Note: UC/CSU approved for Language Other than English "e"

3rd year course: Students begin to gain competency in the written expression. Listening, speaking, reading and writing skills are developed through practice. Written language, reading

comprehension and bilingual error correction are the main focus. Language is taught so that students can identify parts of speech and use more formal language. Students are expected to do a considerable amount of discussion, reading and writing on a variety of topics. Class is taught in Spanish.

Course #: 100150, Spanish 3 Native Speakers

SPANISH LANGUAGE (AP) (P)

DP, SM

Grades: 9-12

Recommendation: "C" or better in Spanish 3

Note: UC/CSU approved for Language Other than English "e"

4th year course: Usage in all verb tenses is refined. This class is equivalent to a 3rd year college course. Advanced Spanish, reading, writing and conversation encompassing aural/oral skills, comprehension, grammar and composition. This class prepares students for the AP test in May. Class is taught in Spanish.

Course #: 034880, Span Lang AP

SPANISH LITERATURE (AP) (P)

SB

Grades: 11-12

Recommendation: "B" or better in Spanish Language AP or instructor's approval

Note: UC/CSU approved for Language Other than English "e"

A survey of literature course given entirely in Spanish for the student who wishes to pursue the study of Spanish and Latin American Literature. Literary works from the Middle Ages through the 21st century will be read and analyzed in preparation for the AP Literature exam in May. Analytical skills and the study of literary devices will be emphasized. Relevant films in Spanish may be viewed and discussed.

Course #: 034870, Span Lit AP

SPANISH 103

(SBCC Dual Enrollment: SPAN 103 - Intermediate Spanish I, 4 SBCC units, UC/CSU)

SM

Grades: 10-12

Recommendation: "C" grade or better in Spanish 3 or teacher recommendation

This course, which is taught almost exclusively in Spanish, is a comprehensive review of Spanish grammar, including all the verb tenses, from the simple present tense to the imperfect subjunctive; complex structures such as relative pronouns and "if" clauses are also included. Class work involves reading literary selections of increasing difficulty and complexity as well as writing weekly essays of a minimum of 200 words in length on a wide variety of topics. Students are expected to engage in conversations about both formal and informal topics and to give periodic oral presentations.

Course #: 034910, SPAN 103 SBCC

SPANISH 104

(SBCC Dual Enrollment: SPAN 104 - Intermediate Spanish II, 4 SBCC units, UC/CSU)

SM

Grades: 10-12

Recommendation: "C" or better in Spanish 103

This course covers the second half of the textbook, Imagina, which is used for Spanish 103. Conducted primarily in Spanish, the course includes extensive reading and writing in Spanish at an advanced level along with activities designed to enhance students' ability to speak and understand Spanish.

Course #: 034920, SPAN104 SBCC

Mathematics

All students need a high-quality mathematics program designed to prepare them to graduate from high school ready for college, a career, and civic life. The California Common Core Math Standards resemble the standards of the highest-achieving nations and reflect the importance of focus, coherence, and rigor. The standards stress conceptual understanding, procedural skill and fluency, and application to ensure students are learning and absorbing the critical information they need to succeed at higher levels and can apply their learning in increasingly complex situations.

ALGEBRA 1 (P)

DP, SB, SM, AV, LC

Grades: 9-12

Recommendation: Teacher recommendation

Note: UC/CSU approved for Mathematics "c" (DP, SB, SM)

First Semester: Introduction to algebra, variables, open sentences, the rational numbers, numbers in scientific form, rules of exponents, graphing and solving equations, inequalities, problem solving by algebraic methods, operations with polynomials and factoring. Students learn how to work in small groups and communicate mathematically.

Second Semester: Rational expressions, relations and functions, graphing, systems of equations, systems of inequalities, the real numbers and quadratic equations. Graphing exercises that strengthen intuition are used extensively in both courses. Students must write literal interpretations about their work. Gradually algebraic methods replace graphical techniques.

Course #: 055200, Algebra 1 P

ALGEBRA 2 (P)

DP, SB, SM, AV, LC

Grades: 9-12

Recommendation: "C" or better in Algebra 1 and Geometry or teacher recommendation.

Note: UC/CSU approved for Mathematics "c" (DP, SB, SM)

First Semester: Estimating and exploring functions, laboratory investigations, gathering and organizing data, arithmetic and geometric sequences, exponential functions, families of functions with graphing, linear systems and linear programming.

Second Semester: Logarithms and inverse functions, explore polynomial functions and complex numbers, probability, and matrices.

Course #: 055400

ALGEBRA A, B, C (P)

DP, SB, SM

Grades: 9-12

Note: UC/CSU approved for Mathematics "c"

This course covers the material in Algebra 1, but at a slower pace. Three semesters are needed to cover the 2 semesters in Algebra 1.

Course #: 055221, Algebra 1A; 055222, Algebra 1B; 055223, Algebra 1C

ALGEBRA 2/TRIGONOMETRY (H) (P)

DP, SB, SM

Grades: 10–12 (Grade 9 with approval)

Recommendation: "B" in Geometry H or "A" in Algebra 1 and Geometry and teacher recommendation.

Note: UC/CSU approved for Mathematics "c"

A course covering the topics in Algebra 2 and Trigonometry in more depth. If time permits, conics and binomial theorem will be

covered.

Course #: 055410, Algebra2/Trig H

CAHSEE PREP MATH

DP, SB, SM, AV, LC

Grades: 9-12

A course designed to prepare students to be successful on the California High School Exit Exam CAHSEE. Standards are drawn from the First Year Algebra Frameworks.

Course #: 093090, CAHSEEPrepMath

CALCULUS AB (AP) (P)

DP, SB, SM

Grades: 11-12

Recommendation: Pre-Calculus and Trigonometry with teacher recommendation.

Note: UC/CSU approved for Mathematics "c"

Calculus AB is a full year course equivalent to the first semester of a college level calculus course. Topics include the theory and applications of functions, graphs, limits, derivatives, and integrals.

Course #: 055600, Calculus AB AP

CALCULUS BC (AP) (P)

DP, SB, AV, LC

Grades: 11-12

Recommendation: Calculus AB and/or Pre-Calculus and Trigonometry with teacher recommendation.

Note: UC/CSU approved for Mathematics "c" (DP, SB)

Calculus BC is a full year course of the calculus of functions of a single variable. It includes all topics of Calculus AB and additional topics including parametric, polar and vector equations and their derivatives, numerical methods of solving differential equations, polynomial approximations and series including Taylor Series.

Course #: 055700, Calculus BC AP

CALCULUS

(SBCC Dual Enrollment: MATH 150 - Calculus with Analytic Geometry I, 5 SBCC units, UC/CSU; MATH 160 - Calculus with Analytic Geometry II, 5 SBCC units, UC/CSU)

DP, SM

Grades: 9-12

Recommendation: Pre-Calculus and passing score on SBCC Pre-Calculus Exam #4

In this two semester course, each topic is presented geometrically, numerically and algebraically. Formal definitions and procedures evolve from the investigation of practical problems. Topics include review of functions, limits derivatives and their applications to graphing, the definite integral, indefinite integrals, applications to geometry, physics and economics, differential equations, series approximations parametric and polar equations. Students are encouraged to work in groups.

GEOMETRY (P)

DP, SB, SM, AV, LC

Grades: 9-12

Recommendation: "C" or better in Algebra 1

Note: UC/CSU approved for Mathematics "c" (DP, SB, SM)

First Semester: Introduction to perimeter, area and volume of polygons and prisms; Pythagorean Theorem, linear graphs, slope, intercepts and linear inequalities in the plane; spatial visualization, isometric drawings, congruence of triangles and introduction to proofs. Continued review of algebra throughout. Small cooperative groups enable more serious mathematical communication.

Second Semester: Trigonometry of right triangles, law of sines and problem solving; similarity of polygons and angular relationships within polygons; circles, chords, inscribed angles, and geometric probability with geometric modeling and problem solving; surface area and volumes of cylinder, cones and pyramids.

Course #: 055300

GEOMETRY A, B, C (P)

DP, SB, SM

Grades: 9-12

Note: UC/CSU approved for Mathematics "c"

This course covers the material in Geometry, but at a slower pace. Three semesters are needed to cover the 2 semesters in Geometry.

Course #: 055321, Geometry A P; 055322, Geometry B P; 055323, Geometry C P

GEOMETRY (H) (P)

DP, SB, SM

Grade: 9

Recommendation: "B" or better in Honors Algebra 1 or "A" in Algebra 1 and teacher recommendation.

Note: UC/CSU approved for Mathematics "c"

This course covers the topics of Geometry in greater depth. In addition, transformations, vectors, coordinate methods and proofs, constructions, and law of sines and cosines are studied in detail.

Course #: 055310, Geometry H; 855310, Geometry H

INTEGRATED MATHEMATICS 1 (P)

DP, SB, SM, LC, AV

Grade: 9

The fundamental purpose of Mathematics I is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, organized into units, deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Mathematics I uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Course #: 091875, CC Math I

INTEGRATED MATHEMATICS 1 PLUS ENRICHMENT (P)

DP, SB, SM

Grade: 9

Integrated Mathematics I Plus Enrichment focuses on the same Common Core State Standards as Integrated Mathematics I and includes additional topics and assignments (e.g., projects) that allow students the opportunity to connect their learning to other disciplines. These "enrichment opportunities should allow students to increase their depth of understanding by developing expertise in the modeling process and applying mathematics to novel and complex contexts." (Massachusetts 2012).

Course #: 091876, CC Math I+E

INTERMEDIATE ALGEBRA (P)

DP, SB, SM

Grades: 10-12

Note: UC/CSU approved for Mathematics "c"

This course complements and expands the mathematical content and concepts of Algebra I and geometry. Students will gain experience with algebraic solutions of problems in various content areas, including the solution of systems of quadratic equations, logarithmic and exponential functions, the binomial theorem, and the complex number system. Course topics include absolute value, systems of linear equations and inequalities, matrices, operations on polynomials, rational expressions, quadratic equations and functions, conic sections, inverse functions, sequences and series, probabilities, and mathematical induction.

Course #: 055370

PRE-CALCULUS (P)

DP, SB, SM, AV, LC

Grades: 10-12

Recommendation: "C" or higher in Algebra 2 and Trigonometry, or teacher recommendation.

Note: UC/CSU approved for Mathematics "c" (DP, SB, SM)

This course will emphasize the sort of complex algebraic manipulations, which will be needed in all calculus courses. Students will need to be comfortable with trigonometric, exponential, logarithmic and complex algebraic functions as well as sequences before taking this course. The topics include limits, areas under the curve, instantaneous rates of change (derivatives), vectors, matrices, conic sections, polar coordinates, parametric equations, series and the ideas of mathematical modeling.

Course #: 055500

PRE-CALCULUS (H) (P)

DP, SB, SM

Grades: 10-12

Recommendation: Grade of "C" or better in an advanced math course and teacher recommendation.

Note: UC/CSU approved for Mathematics "c"

This is an excellent preparatory class for calculus. Topics discussed include a brief review of functions, complex numbers, trigonometry, series and sequences; curve sketching; polynomial, exponential and logarithmic functions; vectors; matrices; conic sections; probability and statistics.

Course #: 055510 Pre-Calculus H

STATISTICS (P)

DP, SB

Grades: 11-12

Recommendation: C or better in Algebra 2

Note: UC/CSU approved for Mathematics "c"

An introductory course in statistics to prepare college bound

students for applications in almost every field. This is an excellent course to prepare for future college courses in which measurement is used, like business, economics, social studies, science, math, education, etc. Offered fall semester only.

Course #: 055800, Statistics P

STATISTICS (AP) (P)

SB

Grades: 11-12

Recommendation: Successful completion of Trig/Stats, or Pre-Calculus and teacher recommendation.

Note: UC/CSU approved for Mathematics "c"

This is a year long advanced placement course equivalent to the first semester of an introductory college level statistics course. The concepts include four broad conceptual themes: Exploring Data – describing patterns and departures from patterns, Sampling and Experimentation – planning and conducting a study, Anticipating Patterns – exploring random phenomena using probability and simulation, and Statistical Inference – estimating population parameters and testing hypotheses.

Course #: 055820 Statistics AP

STATISTICS

(SBCC Dual Enrollment: MATH 117 - Elementary Statistics, 4 SBCC units, UC/CSU)

DP, SM

Grades: 10-12

Recommendation: Grade of "C" or better in Algebra 2 and passing score on SBCC Intermediate Algebra Exam # 3.

This course is for students who need a working knowledge of data manipulation. Topics include single and bivariate data, probability, discrete probability distributions, normal probability distributions, sample variability, statistical inferences involving one and two populations, applications of chi-square and ANOVA. Written projects may be required.

Course #: 053490, MATH 117 SBCC; 055910 Math117 SBCC

TRIGONOMETRY (P)

DP, SB

Grades: 10-12

Recommendation: Grade of "C" or better in Algebra 2 and Geometry with teacher recommendation.

Note: UC/CSU approved for Mathematics "c"

A brief review of periodic functions, circular functions, graphs of circular functions and their inverses, identities, solutions to trigonometric equations, Law of Sines and Law of Cosines, vectors and complex numbers, polar coordinates and De Moivre's Theorem.

Course #: 053570, Trigonometry P

Performing Arts

INSTRUMENTAL MUSIC PROGRAM

COLOR GUARD (Tall Flags)

DP, SB, SM
Grades: 9-12

Course is designed for students with an interest in performing choreographed routines with a variety auxiliary equipment. Skills learned include elements of movement, dance and rhythmic expression. During terms 1 and 2 the color guard performs at all home football games, band competitions and parades. Students should expect to attend summer rehearsals including a week long band camp at the high school. During terms 3 and 4 (or spring semester) this ensemble continues as a separate performance group in their own competition circuit. The emphasis in this group is on performance, and attendance at games and competitions is mandatory. Meets PE requirement for graduation.

Course #:

CONCERT BAND (P)

DP, SB, SM
Grades: 9-12

Note: UC/CSU approved for Visual & Performing Arts "f"

Course is designed for students with at least one year of private lessons or school band instruction on a woodwind, brass or percussion instrument. Coursework consists of fundamentals of musicianship, including basic music theory, harmony, ear training, and performance of appropriate repertoire. Members accept an obligation to participate in public performances.

Course #: 005060, Band Concert P

INSTRUMENTAL PERCUSSION ENSEMBLE (Drumline) (P)

DP, SB, SM
Grades: 9-12

Note: UC/CSU approved for Visual & Performing Arts "f"

Course is designed for students with any skill level or previous experience on a percussion instrument. Coursework consists of fundamental marching and performance technique, while developing basic musicianship skills. During terms 1 and 2 (or fall semester) students perform at all home football games, band competitions and parades. Students should expect to attend summer rehearsals including a week long band camp at the high school. During terms 3 and 4 (or spring semester) this ensemble continues as a separate performance group in their own competition circuit. The emphasis in this group is on performance, and attendance at games and competitions is mandatory. Meets PE requirement for graduation.

Course #: 801830, Drumline; 801920, Percussion

JAZZ ENSEMBLE, BEGINNING (P)

DP, SB, SM
Grades: 9-12

Note: UC/CSU approved for Visual & Performing Arts "f"

Course is designed for students with at least one year of private lessons or school jazz instruction on saxophone, trumpet, trombone, guitar, vibraphone, piano, bass, and drums. Coursework consists of fundamentals of musicianship, including basic jazz theory, harmony, ear training, jazz improvisation,

and performance of appropriate repertoire. Members accept an obligation to participate in public performances.

Course #: 005450, Jazz Ens Beg P

JAZZ ENSEMBLE, ADVANCED (P)

DP, SB, SM
Grades: 9-12

Recommendation: Completion of Beginning Jazz Ensemble or director approval

Note: UC/CSU approved for Visual & Performing Arts "f"

Course is designed for students with advanced jazz experience and skills on saxophone, trumpet, trombone, guitar, vibraphone, piano, bass, and drums. Coursework consists of advanced musicianship, including advanced jazz theory, harmony, ear training, jazz improvisation, and performance of appropriate repertoire. Members accept an obligation to participate in public performances. This group participates in jazz festivals, including the Reno Jazz Festival.

Course #: 005420, Jazz Ens Adv P

MARCHING BAND (P)

DP, SB, SM
Grades: 9-12

Note: UC/CSU approved for Visual & Performing Arts "f"

Course is designed for students of all skill levels on a woodwind, brass or percussion instrument. Coursework consists of fundamental marching and performance techniques, while developing basic musicianship skills. Marching Band performs at all home football games, band competitions and parades.



Students should expect to attend summer rehearsals including a week-long band camp at the high school. The emphasis in this group is on performance, and attendance at games and competitions is mandatory. Meets PE requirement for graduation and is a one semester class during the fall.

Course #:

ORCHESTRA (P)

DP, SB, SM

Grades: 9-12

Recommendation: At least one year experience in private lessons or school orchestra and director approval

Note: UC/CSU approved for Visual & Performing Arts "f"

Course is designed for string players and all woodwind, brass or percussion instruments. Coursework consists of fundamentals of musicianship, including basic music theory, harmony, ear training, and performance of appropriate repertoire. Members accept an obligation to participate in public performances.

Course #: 005570, Orchestra P

VOCAL MUSIC PROGRAM

MIXED CHORUS (P)

DP, SB, SM

Grades: 9-12

Note: UC/CSU approved for Visual & Performing Arts "f"

This is an entry-level choral class designed to help develop choral skills. Course emphasis is on the development of ensemble performance and vocal technique, including breathing, tone quality, diction, phrasing, text analysis, and sight reading. Several concerts are scheduled throughout the year. Students are introduced to a wide range of choral literature, from traditional to contemporary. May be repeated for credit.

Course #: 005510 Mixed Chorus P

A CAPPELLA CHOIR (P)

DP, SB, SM

Grades: 9-12

Recommendation: Audition and consent of the instructor.

Note: UC/CSU approved for Visual & Performing Arts "f"

An intermediate choir that works on performance and vocal technique, including breathing, tone quality, diction, phrasing, text analysis, and sight reading. Several concerts are scheduled throughout the year. This is a choral performance class designed to help develop skills in vocal production and musicianship. Students perform a wide range of choral literature ranging from traditional to contemporary. May be repeated for credit.

Course #: 05000, A Cappella P

MADRIGALS SINGERS (P)

DP, SB, SM

Grades: 9-12

Recommendations: One full year of prior enrollment in a choral class and/or audition by instructor.

Membership is required for the entire year.

Note: UC/CSU approved for Visual & Performing Arts "f"

A select honor vocal group performing advanced choral music in a variety of styles (i.e. chamber music, vocal jazz, musical theatre, solo and ensemble) with emphasis on advanced vocal technique and musicianship. Many performances in the community, competitions and music festivals are scheduled through the year. May be repeated for credit.

Course #: 005480, Madrigals 1 P



MUSIC APPRECIATION (P)

DP, SB, LC

Grades: 9-12

Recommendations: Permission of instructor

Note: UC/CSU approved for Visual & Performing Arts "f" (DP, SB)

An overview of western and world musical cultures is studied with the use of music technology. Students develop skills and understanding of music theory, history, form and analysis, through traditional study and hands-on, real-world project-based units using recording technology to produce original compositions. Students will develop awareness of the role of music in real-world applications and explore the pathways to musical careers, both from the point of view of artist and businessperson.

Course #: 005530, Music Appreciation

VOCAL ENSEMBLE, ADVANCED WOMEN

DP, SB, SM

Grades: 9-12

Recommendations: Audition and consent of the instructor.

A select honor vocal group performing advanced women's choral music with emphasis on advanced vocal technique and musicianship. Students perform frequently in the community; competitions and music festivals are scheduled through the year. May be repeated for credit.

Course #: 801840, Ensemble; 006010, Vocal Ensemble

VOCAL ENSEMBLE, ADVANCED MEN

DP, SB, SM

Grades: 9-12

A course for performance of men's choral music with an emphasis on developing vocal technique, musicianship and ensemble singing. Students perform frequently in the community; competitions and music festivals are scheduled through the year. May be repeated for credit.

Course #: 801840, Ensemble; 006010, Vocal Ensemble

VOCAL TECHNIQUES (P)

SB

Grades: 9-12

Note: UC/CSU approved for Visual & Performing Arts "f"

This year long course will introduce students to fundamental vocal techniques through hands-on engaging experiences. Students will learn how to read and interpret literature for solo and choral settings. The goal of this course is for students to develop skills necessary to research, understand and interpret through writing and verbal skills for each musical piece performed.

Course #:

THEATER ARTS PROGRAM

PLAY PRODUCTION

DP, SB, SM
Grades: 9-12

This class is responsible for all aspects of the fall play or the spring musical. Responsibilities include performing, producing, and providing technical support.

Course #: 005600, Play Prod; 005601, Play Prod; 005602, Play Prod

PLAYWRITING (P)

DP
Grades: 9-12

Note: UC/CSU approved for Visual & Performing Arts "f"

Students study major influences in playwriting. They develop specific skills to draft, revise, and perform original works.

Course #:

STAGECRAFT (P)

DP, SB, SM
Grades: 9-12

Note: UC/CSU approved for Visual & Performing Arts "f"

In this hands-on course on technical theatre, students learn the basics of stagecraft. Skills learned include construction, safe use of power tools, painting, basic lighting, stage rigging, lighting design, and set design. This class is responsible for the building and running of all shows and civic center uses in the auditorium. After-school hours are required.

Course #:

THEATRE ARTS 1 (P)

DP, SB, SM
Grades: 9-12

Note: UC/CSU approved for Visual & Performing Arts "f"

A comprehensive introduction to all elements of live theatre including audition and rehearsal technique, overview of acting methods, voice, movement, improvisation, technical theatre, vocabulary, text analysis, theatrical criticism, historical perspectives, and connections to career and higher education. Students participate in exercises, theatre games, rehearsals, and performances, enabling them to build life skills such as collaboration, critical thinking, and confidence.

Course #: 100055, Theater Arts 1

THEATRE ARTS 2 (P)

DP, SB
Grades: 10-12

Note: UC/CSU approved for Visual & Performing Arts "f"

This is an intensive scene study class in which students analyze, rehearse, and perform scenes and monologues from contemporary and classical theatre. Students develop their acting skills through working on both established and original works.

Course #: 100060, Theater Arts 2

THEATRE ARTS, ADVANCED (P)

DP, SB, SM
Grades 10-12

Recommendation: Instructor approval

Note: UC/CSU approved for Visual & Performing Arts "f"

This class is intended for the most advanced and disciplined student. Students create self-generated projects, using traditional or original materials, culminating in public performance.

Course #: 005860, Theat Arts Adv P

Physical Education

Physical education is a required class in order to graduate from the Santa Barbara Unified School District. The requirement will be met by successfully passing 2 years (4 semesters) of physical education course work, generally completed during the ninth and tenth grade years. Students may also earn five PE credits through participation in Marching Band, Play Production (Spring only), Marquettes (San Marcos HS only) and Cheer.

Independent PE: Applications for Independent PE are due by May 1. Independent athletics applications are due in September. All PE classes are open to all levels and do not require any prior skill acquisition unless noted.

ATHLETIC SPORTS

Students on athletic teams need to supply some essential items: shoes, gloves, golf clubs, etc. In addition, participation in fund raising projects occurs.

Athletics by Sport				Athletics by Season		
Baseball	Feb-May	Boys		Golf	Aug-Nov	Girls
Basketball	Nov-Feb	Boys/Girls		Football	Aug-Nov	Boys
Cross-Country	Aug-Nov	Boys/Girls		Water Polo	Aug-Nov	Boys
Football	Aug-Nov	Boys		Cross-Country	Aug-Nov	Boys/Girls
Golf	Aug-Nov	Girls		Volleyball	Aug-Nov	Girls
Golf	Feb-May	Boys		Tennis	Aug-Nov	Girls
Soccer	Nov-Feb	Boys/Girls		Basketball	Nov-Feb	Boys/Girls
Softball	Feb-May	Girls		Soccer	Nov-Feb	Boys/Girls
Swimming	Feb-May	Boys/Girls		Wrestling	Nov-Feb	Boys
Tennis	Aug-Nov	Girls		Water Polo	Nov-Feb	Girls
Tennis	Feb-May	Boys		Track and Field	Feb-May	Boys/Girls
Track and Field	Feb-May	Boys/Girls		Swimming	Feb-May	Boys/Girls
Volleyball	Aug-Nov	Girls		Softball	Feb-May	Girls
Volleyball	Feb-May	Boys		Baseball	Feb-May	Boys
Water Polo	Aug-Nov	Boys		Tennis	Feb-May	Boys
Water Polo	Nov-Feb	Girls		Golf	Feb-May	Boys
Wrestling	Nov-Feb	Boys		Volleyball	Feb-May	Boys

AEROBIC DANCE

SB

Grades: 10-12

This course is designed to improve cardiovascular endurance, strength, and flexibility through continuous rhythmic activities. Everyone can aerobic dance because the dance patterns or routines are designed for all levels. Includes Step Aerobics, Cardiodunk, Yoga, Pilates, weights, and other rigorous activities.

Course #: 065460, Aerobi Dance PE

BADMINTON

DP, SM

Grades: 9-12

Students will learn the skills, techniques and rules of the game of badminton. Students will gain fitness through skill games, tournaments and free-play.

Course #: 060385, Badminton

CHEER AND SONG

DP, SB, SM

Grades: 9-12

These spirit groups perform at sporting events, assemblies, and community events. Tryouts are held in spring of the preceding school year for Junior Varsity, Varsity Cheer, Varsity Song, and Mascots. Frosh Cheer tryouts are held in the fall. Summer participation in practice sessions is mandatory for all JV and Varsity groups.

Course #:

DANCE 1 BEGINNING DANCE (P)

SB

Grades: 10-12

Note: UC/CSU approved for Visual & Performing Arts "f"

This course is a beginning class for students who have had little or no background training in dance. This class offers an introduction to various styles of dance including: Ballet, Modern, Jazz, Hip-Hop, Ethnic and Tap. Students learn the beginning skills of dance while improving their techniques, poise, self-confidence and creative ability.

Course #: 065438, Dance 1 Elec; 065437, Dance 1 PE 5; 065439, Dance 1 PE 2.5

DANCE PRODUCTION (P)

SB

Grades: 10-12

Recommendation: Audition or instructor approval required.

Note: UC/CSU approved for Visual & Performing Arts "f"

This course will develop the appreciation for and understanding of the dances of many cultures. Students in this class will be expected to: perform in a dance concert production, plan sets, lighting and costumes for an original dance; explore movement and discover new ways to move and increase dance vocabulary; experience structural, thematic, rhythmical and cultural approaches to composition; gain confidence in ability to move efficiently; respect and value the rich cultural history of dance; learn to appreciate and care for the bodies through proper conditioning, dance technique, rest, and nutrition. This course satisfies the PE or Visual and Performing Arts requirement.

Course #: 065436 Dance Prod Elec; 065435, Dance Prod PE 5

DANCE AND FITNESS

DP

Grades: 9-12

Students will learn various techniques of jazz, hip-hop and line dancing. Students will also choreograph and perform their own

dances in small groups.

Course #: 065471, Danc&Ftns Elec; 065470, Danc&Ftns PE

PHYSICAL EDUCATION

DP, SB, SM, AV, LC

Grades: 9-12

Students will improve their fitness through traditional sports and team play. Activities may include sports such as basketball, soccer, football, softball, tennis, disc golf, ultimate Frisbee and golf.

Course #:

MARQUETTES (AEROBIC DANCE)

SM

Grades: 9-12

Recommendation: Instructor's approval and tryout

This course provides students with rigorous dance training and provides opportunities for performance in spirit rallies, halftimes, and community events. The Marquettes are a nationally-ranked San Marcos High dance team with a long-standing reputation of excellence. Marquettes consist of two squads Varsity and Junior Varsity. Dance team members are required to attend summer practices and dance camp.

Course #:

PE MEDICAL EXCUSE

DP, SB, SM, LC, AV

Grades: 9-12

Requirement: Medical doctor verification.

For students medically unable to participate in PE as verified by a medical doctor. Evidence from the doctor's office must be provided to the registrar and counselor. Students medically excused from PE do not need to make up the PE credits that would have been earned had they been in PE. These credits can be satisfied in other elective areas.

Course #: 067710, PE Med Ex Q1; 067720, PE Med Ex Q2; 067730, PE Med Ex Q3; 067740, PE Med Ex Q4; 067700, PE Med Ex; 861550, PE Med Ex

SELF DEFENSE

DP

Grades: 9-12

Students will learn self-defense skills and techniques in a jujitsu-based martial arts class.

Course #:

SWIMMING

DP, SB, SM

Grades: 9-12

Students will gain fitness through swimming. Students will learn water safety and swim technique as well as learn how to develop and follow their own training plans based on their own goals.

Course #: 066770, Swimming PE

WEIGHT TRAINING/PHYSICAL CONDITIONING

DP, SM

Grades: 9-12

Students will learn to train properly and safely in the school's weight room facility. Students will develop and follow their own personal training plans based on their own set goals.

Course #: 067580, Weights 5; 067591, Weights Elec; 067590, Weights PE

Science

The Santa Barbara Board of Education has established that the minimum graduation requirement is to include two years of science with two semesters to be taken from the physical sciences and two semesters from the biological sciences. Science courses are designed to provide laboratory experience in the methods of science and to develop an understanding of the biological and physical world. The student develops an understanding and appreciation of the influence of science on modern society. Through laboratory experience, skills in the use of scientific equipment are developed. Through investigation, data is collected to allow interpretation of natural phenomena.

ANATOMY AND PHYSIOLOGY (P)

SM

Grades: 10-12

Note: UC/CSU approved for Elective "g"

This course is designed as an in depth study of the human body. Students will focus on body systems, emphasizing the structure and function of organs; causes, symptoms and treatment of disorders and diseases of each system; and diagnostic techniques. Curricula will include teacher-directed instruction, laboratory explorations and guest speakers. Topics to be covered will be: digestive, urinary, endocrine, nervous, skeletal, muscular, circulatory, respiratory and reproductive. Students not in academy can enroll in grades 10, 11, 12.

Course #: 043600, Anat/Physiol P

BIOLOGY, INTRODUCTION (P)

SM

Grades: 10-12

Note: UC/CSU approved for Laboratory Science "d"

This course covers the Next Generation Science Standards for Biology. This course includes laboratory experience in using scientific methods and skills.

Course #:

BIOLOGY (P)

DP, SB, SM, LC, AV

Grades: 9-12

Recommendation: Algebra 1

Note: UC/CSU approved for Laboratory Science "d" (DP, SB, SM)

This survey course includes a study of cells, cell physiology, genetics, evolution, microbiology, invertebrates, vertebrates, human body, plants and ecology. Students selecting this course should possess very good study skills and have very good study habits. Successful completion of this laboratory science course, which may include dissection of animals, satisfies college entrance requirements.

Course #: 100070, Biology

BIOLOGY (AP) (P)

DP, SB, SM

Grades: 10-12

Recommendation: Biology 1, 2, Chemistry 1, 2, or instructor approval

Note: UC/CSU approved for Laboratory Science "d"

This is a college level course for students who have completed a basic study of biology and chemistry and are ready for a more intensive and conceptual approach to the phenomena of living systems. Emphasis is upon understanding concepts and application of scientific methodologies. Studies include the biology and chemistry of cells, genetics and evolution, vertebrates and invertebrates, human physiology and ecology, and plant studies. Numerous laboratory investigations are

conducted.

Course #: 070000, Biology AP; 070005, Biology AP

CHEMISTRY (P)

DP, SB, SM, AV

Grades: 10-12

Recommendation: Algebra 1

Note: UC/CSU approved for Laboratory Science "d" (DP, SB, SM)

Through laboratory investigations and problem solving techniques, the student studies some of the substances that make up our environment and the changes these substances undergo. Topics studied from the theoretical viewpoint and illustrated with practical applications when possible include: measurement, nomenclature, the mole concept, kinetic theory, atomic structure, chemical bonding, acid-base concepts, equilibrium, oxidation-reduction, molecular structure, nuclear chemistry and biochemical reactions.

Course #: 100065, Chemistry

CHEMISTRY (H) (P)

SB, SM

Grades: 10-12

Recommendation: "A" or "B" grade in Physics

Note: UC/CSU approved for Laboratory Science "d"

This is an honors laboratory course in college preparatory chemistry. The topics covered are the same as those written above in chemistry, but they are covered in more detail and at a deeper level. Additional assignments and a science project are required. This is the prerequisite chemistry course recommended for AP Chemistry.

Course #: 100160, Chemistry Honors

CHEMISTRY (AP) (P)

DP, SB, SM

Grades: 11-12

Recommendation: Chemistry

Note: UC/CSU approved for Laboratory Science "d"

This college-level, lab science course is for students who have completed Chemistry and desire a more challenging, faster paced study of general chemistry. Areas of study include: atomic theory and structure; chemical bonding; nuclear chemistry; states of matter including colligate properties of solutions; reaction types, acid-base, precipitation, oxidation-reduction, electrochemistry; stoichiometry; equilibrium; kinetics; and thermodynamics.

Course #: 070420 Chemistry AP; 070425, Chemistry AP

CONCEPTUAL PHYSICS (P)

DP, SB, SM, AV, LC

Grades: 9-12

Note: UC/CSU approved for Laboratory Science "d" (DP, SB, SM)

Conceptual Physics presents mechanics, energy, and thermodynamics and continues with electricity, magnetism, and waves. This course meets the physics content standards for our district and the State of California. The course requires students to use computers, math, participate in group activities and hands-on laboratory projects. This is a conceptual course.

Course #: 100075, Conceptual Physics

ENVIRONMENTAL SCIENCE (AP) (P)

DP, SB, SM

Grades: 9-12

Recommendation: Biology or instructor's approval

Note: UC/CSU approved for Laboratory Science "d"

This is a college level course for students who have completed a basic study in biological sciences and at least one year of algebra. Students will investigate major environmental issues from scientific, social, and economic perspectives using quantitative analyses, laboratory and field investigations.

Course #: 072000, Env Science AP

FIRST SCIENCE

SB

Grade: 9

Foundations in Rigorous Science Technologies, or FIRST Science, is a hands-on, science elective course that will provide all students with a strong foundation for success in future science pathways and classes at Santa Barbara High School.

FIRST will challenge students to make connections between various scientific disciplines while developing their observational, analytical, quantitative and technological skills. This course combines foundational studies in four distinct quarters: Computer Technology, Biology, Engineering, and Green Technologies. Students will rotate through the content specific quarters every ten weeks.

Course #: 092731, FIRST Science

KINESIOLOGY (ROP-CTE) (P)

DP, SB, SM

Grade: 11-12

Recommendation: "C" grade or better in Biology or instructor approval

Note: UC/CSU approved for Laboratory Science "d"

Students receive core classroom instruction in kinesiology, biomechanics, anatomy, physiology, health processes, injury evaluation, and basic knowledge of sports medicine, personal training, physical therapy and fitness instructor. In addition, students will take part in labs in the classroom that will enable them to use a hands on approach to understanding the lecture materials.

Course #: 096510, Kinesiology ROP; 096511, Kinesiology ROP

MARINE BIOLOGY (P)

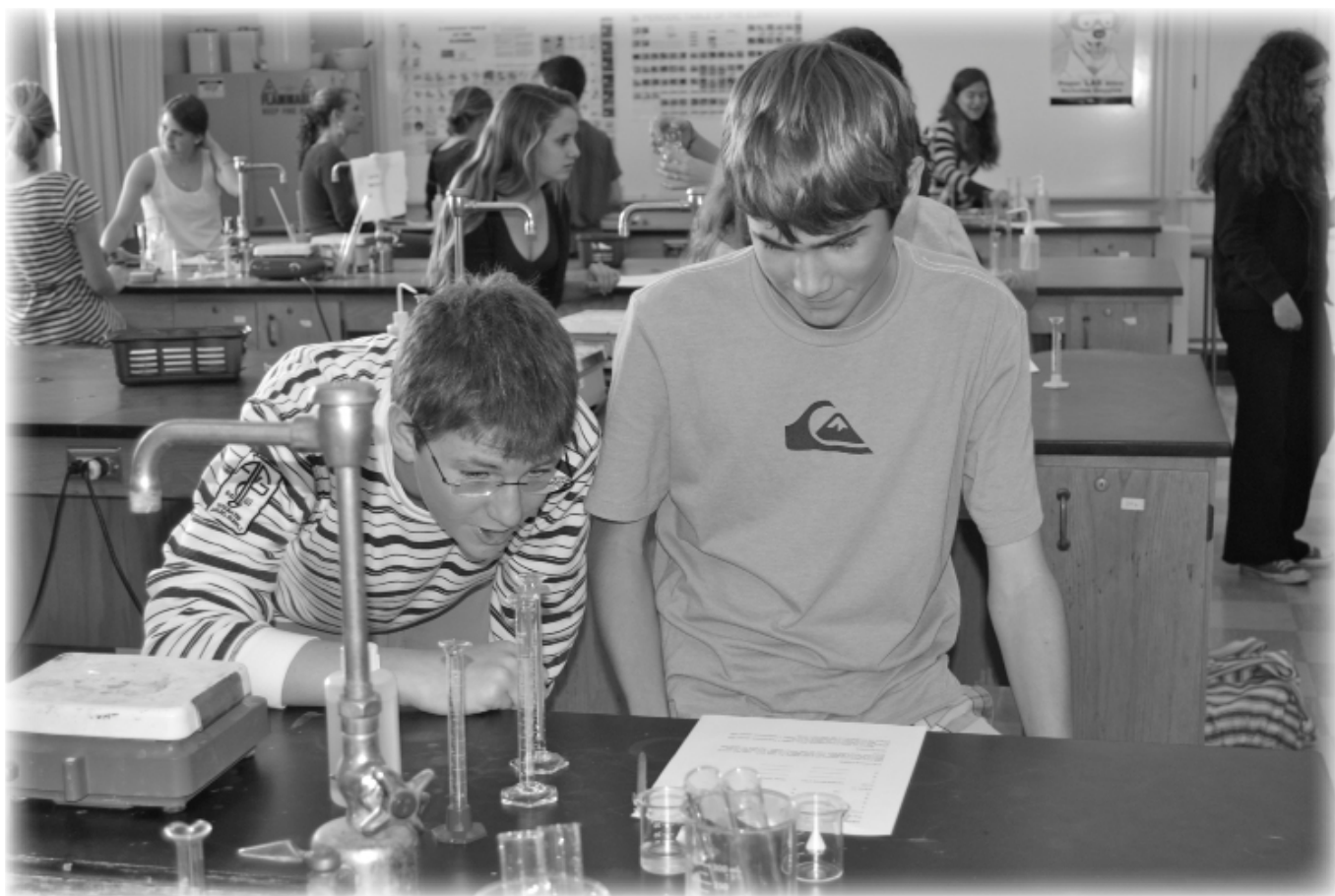
SB

Grades: 11 - 12

Recommendation: Biology with "B" or better

Note: UC/CSU approved for Elective "d"

The focus of this class is the study of local marine plants and animals, their habitats, life histories and ecology. Other topics that are covered include oceanography and taxonomy. Marine Biology begins with a unit on physical oceanography. The major



marine phyla such as Porifera, Cnidaria, Mollusca, Arthropoda, Echinodermata and Chordata are covered in detail. Marine Biology continues with a unit on marine mammals. Next units on are marine algae and ecology. Finally, we look at human impact on the marine environment.

Course #: 100080, Marine Biology

MEDICAL BIOLOGY (P–Pending (SM))

SB, SM

Grades: 10-12

Recommended: Algebra 1 and Chemistry

Note: Pending (SM) - UC/CSU approved for Laboratory Science "d" (SB)

This course covers the Next Generation Science Standards for Biology while focusing on how those standards apply to the medical field. Topics covered include cellular structure and function, DNA structure, genetics, the ecology of the human body, adaptation of bacteria to fight against antibiotics, and a general overview of human physiology. Ideal for students who are interested in pursuing a career in the medical field; they will perform labs that focus on techniques and information needed to succeed in post-secondary medical programs.

Course #: 070289, Medical Biology

MEDICAL CHEMISTRY (P–Pending)

SB

Grades: 10-12

Note: Pending - UC/CSU approved for Laboratory Science "d"

Throughout the one year course students will apply the basics of chemistry to the human body, health, and medical careers. By the end of the course students will have the tools to be successful in post high school science courses including: an understanding of basic chemistry principles, study tools, and a vision for how the information can apply to a career they are interested in.

Course #:

PHYSICS 1 (AP) (P)

DP, SB, SM

Grades: 9-12

Recommendation: concurrent enrollment in Alg 2/Trig H or higher

Note: UC/CSU approved for Laboratory Science "d"

This year-long course is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits. Inquiry-based investigations are emphasized, as well as the ability to develop and use physics knowledge by applying it to the practice of scientific inquiry and reasoning. This course could be taken as a first year physics class for students who are strong in math and science, or as a second year physics class for students who have previously taken Conceptual or Quantitative Physics and who are interested in a deeper understanding of Physics.

A second year AP Physics course ('AP Physics 2') will be offered in the fall of 2015 as a companion course to be taken following AP Physics 1. AP Physics 2 will be the equivalent to a second-semester college course in algebra-based physics and will cover fluid mechanics, thermodynamics, electricity and magnetism, optics, and atomic and nuclear physics.

(Note: This new two year-long course sequence AP Physics 1 (one-year) and AP Physics 2 (one-year), is replacing the previous one-year long course, AP Physics B as per the College Board redesign.)

Course #:

PHYSICS (P)

DP, SB, SM

Grades: 9-12

Recommendation: Algebra 1

Note: UC/CSU approved for Laboratory Science "d"

An introductory physics course, which thoroughly covers the fundamental topics in physics including kinematics, energy and momentum, rotational motion, heat and thermodynamics, waves, and electromagnetism. This class emphasizes problem solving using both a mathematical and conceptual approach and it is recommended that students have a strong foundation in mathematics and science. Laboratory experiences, projects, and in-class demonstrations are also utilized to help reinforce the students' understanding of the material.

Course #: 100155, Physics

SPORTS MEDICINE (ROP–CTE) (P)

DP, SB, SM

Grades: 11-12

Recommendation: Student must be 16 years old by end of school year.

Note: UC/CSU approved for Elective "g"

This course is designed to help students develop a general awareness of health careers and specific preparation for physical therapy and sports medicine occupations. Classroom instruction covers such topics as: medical terminology; human anatomy; emergency procedure; soft tissue and bone injuries; causes, symptoms, and management of injuries; nutrition; physical fitness; and career opportunities. In addition to this ongoing classroom instruction, students will rotate through on-the-job training experiences with local physical therapists, chiropractors, athletic trainers, physical education instructors, and recreational facility managers. Throughout the course, the students' core academic skills and ability to deal with people will be stressed.

Course #: 096500, SportsMedcnROP; 096501, SportsMedcnROP

SPORTS MEDICINE COMMUNITY CLASSROOM (ROP–CTE) (P)

DP, SB, SM

Grades: 11-12

Recommendation: Student must be 16 years old by end of school year.

Note: UC/CSU approved for Elective "g"

This class is taken in conjunction with Sports Medicine. Students are required to observe professionals in the field of Sports Medicine. This internship is a "0" period class and arranged by the instructor.

Course #: 096502, SprtMedCm ROP; 096503, SprtMedCm ROP

Social Science

The social studies curriculum is designed to provide each student with the knowledge and skills necessary to meet the needs of a contemporary society. Information about the past and its relation to the present is essential if the individual today is to understand the nature and direction of society. Moreover, the problem-solving and decision-making activities that dominate society and the individual's life require that the student develop a wide range of critical thinking skills. The courses provided by the social studies department are structured to meet these objectives.

AMERICAN GOVERNMENT (P)

DP, SB, SM, LC, AV

Grade: 12

Note: UC/CSU approved for History/Social Science "a" (DP, SB, SM)

A college prep one semester course, American Government is designed to teach students the structure and function of all levels of our government - federal, state and local. Students will learn how they can affect the government and how it affects them. They will have the opportunity to learn of their civic role and responsibilities in the structure of local, state and national governments.

Course #: 082320, Am Govt P; 524010, Am Govt P

CHICANO STUDIES

SM

Grades: 9-12

This survey of Chicano culture and its Indian/Mexican roots studies the major developments in history, politics, literature, art, music, language and folklore of Mexico and the west/southwest, encompassing the pre-Columbian period to present day. Special emphasis is placed on events, contributions and concepts that have forged the Chicano culture.

Course #: 100085, Chicano Studies

EUROPEAN HISTORY (AP) (P)

SB, SM

Grades: 9-12

Note: UC/CSU approved for History/Social Science "a"

The Advanced Placement European History course is designed to prepare students for the Advanced Placement exam in European History. In addition to chronological coverage of European history, emphasis is given to conceptual and interpretive understanding. Students are expected to develop a breadth of historical knowledge about European history from 1450 to the present. In addition, students will develop the ability to express what they have learned through textbook, bibliographical assignments and extensive essay writing.

Course #: 082820, Euro History AP; 082825, Euro History AP

GOVERNMENT AND POLITICS: U.S. (AP) (P)

DP, SB, SM

Grade: 12

Note: UC/CSU approved for History/Social Science "a"

This one semester course is designed to give students a critical perspective on government and politics in the United States. It involves both the study of general concepts used to interpret American politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that make up American politics.

Course #: 082330, Govt/Poli US AP

HUMAN GEOGRAPHY (AP) (P)

SB

Grades: 9-12

Note: UC/CSU approved for History/Social Science "a"

The purpose of the AP course in Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.

Course #: 082620, Human Geog AP

INTRODUCTION TO ECONOMICS (P)

DP, SB, SM, LC, AV

Grade: 12

Note: UC/CSU approved for Elective "g" (DP, SB, SM)

A college prep one semester course, Introduction to Economics, is designed to help students identify, analyze and understand the major ideas and problems involved in the study and practice of economics. An analytical and problem-solving approach is used, with mathematics largely confined to geometric models, bar graphs, and schedule analysis. Relevant historical and current events are used as case studies to illustrate real world application of economic theories. The course offers the student the opportunity to study the distinction between the theories economists have developed and application of those theories to solving real economic problems.

Course #: 086520, Econ Intro P

LAW AND SOCIETY (P)

SB, SM, AV

Grades: 9-12

Note: UC/CSU approved for Elective "g" (SB, SM)

This course is designed to expose the student to the American legal system through an interdisciplinary historical, philosophical, and sociological approach, employing outside speakers, group discussions, group interaction, trial simulations, and films.

Course #:

MACRO ECONOMICS (AP) (P)

DP, SB, SM

Grades: 11-12

Note: Macro Economics 102 equals three SBCC units each and is an option for DP students.

Note: UC/CSU approved for Elective "g"

Macro Economics is a one-semester course giving students a thorough understanding of the principles of economics that apply to an economic system as a whole.

Course #: 086590, Macro Economics (AP)

MICRO ECONOMICS (AP) (P)

DP, SB, SM

Grades: 11-12

Note: Micro Economics 101 equals three SBCC units each and is an option for DP students.

Note: UC/CSU approved for Elective "g"

Micro Economics is a one-semester course dealing with those principles that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system.

Course #: 086595, Micro Economics (AP)

POLITICAL SCIENCE

(SBCC Dual Enrollment: POLS 101 - American Government and Politics, 3 SBCC units, UC/CSU)

SB

Grades: 11-12

This one semester course utilizes the curriculum of a freshman year survey course in U.S. government. Students will study the principles, institutions and processes of the national, state and local levels of government on the United States, including topics such as the Constitution, federalism, the powers and interactions of the three branches, political ideology, parties and interest groups, the court system, civil liberties and civil rights. Students will develop increased skills of analysis, synthesis and communication. Meets the government requirement.

Course #: 082300, POLS 101 SBCC

SOCIAL DIALOGUES (P)

DP, SB

Grades: 9-12

Note: Students will need to receive parent permission to take the class because of adult themes and controversial subject matter. Clips from R-rated films will also be shown.

Note: UC/CSU Approved for Elective "g"

This one semester course will examine race, class, and gender issues in the U.S. Students will trace the historical roots of racism, prejudice, classism, sexism and homophobia. Through debate and discussion, students will understand how history has led to a hierarchy of race, class, and gender in the U.S. Also, students will examine how different races are portrayed in mass media. Students will analyze news programming, literature, music, television, and film.

Course #: 082580, Social Dialogues P

UNITED STATES HISTORY (P)

DP, SB, SM, LC, AV

Grade: 11

Note: UC/CSU approved for History/Social Science "a" (DP, SB, SM)

This course begins with a review of U.S. History from colonial times through the end of the 19th century and continues with studies of the Progressive Era, World War I, the Jazz Age, the Great Depression, World War II, the Cold War, Hemispheric Relationships in the Postwar Era, the Civil Rights Movement, American Society in the Postwar Era, and the US in recent times.

Course #: 100090, US History

UNITED STATES HISTORY (AP) (P)

DP, SB, SM, AV, LC

Grades: 11-12

Note: UC/CSU approved for History/Social Science "a" (DP, SB, SM)

This is a college level course designed to prepare students for the annual Advanced Placement examination. In addition to chronological-topical coverage of America's background and development, emphasis is given to conceptual and interpretive

understanding. Students are expected to develop a breadth of historical knowledge and an ability to express what they have learned through textbook assignments and extensive essay writing.

Course #: 084500, US History AP; 084505, US History AP

VIRTUAL ENTERPRISE/ECONOMICS (ROP-CTE) (P)

DP, SB, SM

Grades: 11-12

Recommendation: Successful completion of an ROP computer business class or permission of the instructor

Note: UC/CSU approved for Elective "g"

This two-semester simulated business class is designed to give students the experience of working in a real business environment. Virtual Enterprise (VE) is the capstone class for the Business Pathway. Students engage in a variety of activities including market research, advertising, buying and selling products and services, accounting, paying wages and taxes and negotiating loans with a central bank. Students have the opportunity to participate in two Virtual Enterprise Trade Fairs with other VE students throughout the state of California. Fundraising activities are an integral part of the VE coursework. Trade Fair competition includes Best Booth Design, Business Plan, Salesmanship, Company Catalogue, HR Manual, Web Page and Company Video. This course also satisfies the district Economics requirement for graduation in the spring semester.

Course #: 096220, VirtEntprSC ROP; 096219, VirtEntprSL ROP; 096211, VirtEntprFL ROP

WORLD HISTORY (P)

DP, SB, SM, LC, AV

Grades: 9-10

Note: UC/CSU approved for History/Social Science "a" (DP, SB, SM)

This course begins with a review of major world civilizations and historical events from the classical era up through the Renaissance and continues with studies of the industrial revolution, imperialism, World War I, the rise of communism and fascism, World War II, post-war nationalist movements, and unresolved problems of the modern world. Emphasis is on major political, economic, geographic, and cultural considerations, which have shaped today's world and its people.

Course #: 100095, World History

WORLD HISTORY (AP) (P)

DP, SB, SM

Grades: 10-12

Note: UC/CSU approved for History/Social Science "a"

The purpose of this college-level course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. The course highlights the nature of changes in international frameworks and their causes and consequences as well as comparisons among major societies. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. Focused primarily on the past thousand years of the global experience, the course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage prior to 1000 C.E. periodization, explicitly discussed, forms the organizing principle for dealing with change and continuity from that point to the present.

Course #: 086830, World Hist AP; 086840, World Hist AP

Miscellaneous Courses

ACADEMIC MENTORING

DP, SB, SM
Grades: 10-12

The purpose of Academic Mentoring is to empower and include the student body as an intervention and prevention resource for students in need of academic support. Tutors will be modeling and practicing effective tutorial group strategies, developing higher order questioning techniques, reviewing methods of working with students' writing and providing an opportunity for students to discuss and solve problems. Tutors will target interventions with students at risk of failing. Under the direct supervision of the classroom teacher, peer tutors provide instruction individually and in small groups, assisting in all subject areas using class notes and materials, and determining from these materials the concepts that need to be reviewed. They conduct brainstorming and pre-writing sessions, working with students at all phases of the writing process.

Course #: 092901

CALSAFE PRENATAL DEVELOPMENT/PARENTING CLASS

SB
Grades: 9-12

This course is designed for students who are prenatal and/or parenting children 0-5 years. Emphasis is on prenatal education and child development, healthy relationships, healthy eating and life skills. May be repeated.

Course #:

DRIVER'S EDUCATION

DP, SB, SM
Grades: 9-12

In this one-semester course students will learn the "rules of the road" according to the California Driver Handbook. Topics include: laws and rules of the road, traffic lanes, turns, parking, signaling, safe driving practices, sharing the road and actions that result in loss of license. Upon successful completion of the class, students will receive their "pink slip," the first step toward getting a driver's license.

Course #: 095090, Driver Ed; 097400, Driver Ed

FRESHMAN SEMINAR

(SBCC Dual Enrollment: PRO 138D - Personal Planning, 3 SBCC units)
DP, SB, SM, AV
Grade 9

This one-semester course is designed to help students understand the importance of academics and to build solid foundational skills such as self analysis, time management, goal setting, decision making, career research, financial literacy, and planning for the future. Every student will leave this class having completed the district required 10-year plan that includes their high school plans along with post-secondary options.

Course #: 046106, FreshmanSeminar

INDEPENDENT STUDY

DP, SB, SM
Grades: 9-12

Recommendation: Approval of Assistant Principal

A program of individualized study in school or the community offering the opportunity to study in a specific area, which is not covered by the current curriculum. (Variable credits/20 max)

Course #: 092770, Indep Study

STUDENT ASSISTANT/Office or Teacher Aide

DP, SB, SM, LC
Grades: 11-12

Recommendation: Instructor/office approval

Students may arrange to serve as an assistant in classroom, office, cafeteria, or other workstation on campus. Students working in this capacity must have good citizenship and attendance and be trustworthy. Students will perform clerical duties and assist in the preparation of instructional materials. A limit of 10 credits may be applied toward graduation requirements.

Course #: 891680, Teacher Aide; 891682, Teacher Aide; 999999, Teacher Aide; 093310, Teacher Asst; 093311, Teacher Asst; 891660, Office Aide; 093320, Office Asst

LEADERSHIP

DP, SB, SM
Grades: 9-12

Recommendation: ASB, class officers' approval, or teacher's approval

Operation of ASB government and committees. Study of effective leadership. Class composed of elected students and those selected for interest and ability. Each member of class will be expected to assume a major area of responsibility.

Course #: 083500, Leadership; 889790, Leadership; 083940, Stu Gov

WORK EXPERIENCE (5 credits, maximum of 20 credits)

DP, SB, SM, LC, AV
Grades: 11-12

Recommendation: GPA of 2.0 or better is required to enroll

This semester class combines paid employment with classroom instruction. Students attend their own jobs during the week, and attend a related instruction class once a week at school. Students must have an approved, legally paid job while enrolled, must attend class, submit paycheck stubs, and complete assignments while submitting required forms and working a minimum of 150 hours a semester.

Course #: 095470, Work Exp



Advancement Via Independent Determination (AVID) is an international program designed for students with potential to succeed in a four-year college given extra encouragement and academic support. Students will develop and improve their study and learning strategies to improve performance in their academic classes. Effective note taking, organization, outlining, writing, speaking, reading, test strategies, and self-awareness are emphasized. These skills will help students succeed in rigorous, college-prep classes (students are expected to take at least one Advanced Placement or college course). Students will be coached individually and in study groups by specially trained tutors. 11th and 12th grades place additional emphasis on research skills, college test preparation, college applications, and financial aid.

Incoming 9th graders: on your 9th grade course request form, choose AVID as your elective (give a different elective as your alternate). Turn in your completed application to the counseling office.

Prerequisite: Motivation to attend college and determination to work towards that goal, completion of Algebra 1 by the end of 9th grade, no behavior issues, acceptance into the AVID program through application and interview.

AVID 9

DP, SB, SM
Grade: 9

The ninth grade AVID course is an elective class for students who are college bound. While concurrently enrolled in a college-prep course of study meeting the a-g requirements of UC/CSU, students will learn strategies to enhance their academic success. To ensure success in rigorous college-prep course work, students work individually, as well as in tutor-led collaborative groups. Note taking, outlining, writing, speaking, reading, test-taking strategies, collaborative work and self-awareness are stressed. In addition, the course includes college motivational activities such as college field trips, guest speakers from the professional world, etc. The AVID curriculum focuses on Writing, Inquiry, Collaboration and Reading strategies (WICR). In addition, the course includes college and career exploration activities.

Course #: 092280, AVID 9

AVID 10

DP, SB, SM
Grade: 10

The tenth grade AVID course is the second year of the four-year AVID program. The course builds on the skills and habits developed in 9th grade and places a greater emphasis on writing and test preparation. Priority enrollment is given to students who have completed AVID 9.

Course #: 092295, AVID 10

AVID 11

DP, SB, SM
Grade: 11

The eleventh grade AVID course is the third year of the four-year AVID program. The course builds on the skills and habits developed in 9th and 10th grade. Students will engage in higher levels of WICR (writing, inquiry, collaboration and reading) strategies than experienced in prior years of AVID. These higher level thinking, reading, writing and oral language skills are needed to prepare students for the level of work required to produce a culminating research project at the end of the senior year. In addition, SAT preparation is emphasized and students take the SAT in the spring. Priority enrollment is given to students who have completed AVID 10 and/or AVID 9.

Course #: 092305, AVID 11

AVID 12 – SENIOR SEMINAR (P)

DP, SB, SM
Grade: 12

Note: UC/CSU Approved for Elective "g"

The AVID Senior Seminar is the final year of the four-year AVID program. This course is organized around the theme of "Leadership as a Catalyst for Change in Society." Students study, in depth, exceptional leaders in contemporary society and examine the effect these individuals have had on culture, politics, education, history, science and the arts. The course requires that students read essays, speeches, articles and letters by these leaders, as well as at least one full-length work by the leader or about the leader. In addition, each student is required to conduct a research project. The project requires that students examine a particular leader's life and accomplishments in relation to the student's own possible career goals and aspirations. In addition to the academic focus of the AVID Senior Seminar, students will be guided through applying for colleges and financial aid.

Course #: 092311, AVID 12; 092312, AVID 12

High School Academies and Programs



Middle College

Alta Vista Alternative High School

Middle college is a collaboration between Santa Barbara City College and Santa Barbara Unified School District through Alta Vista Alternative High School. Its purpose is to give high school students an opportunity to gain a range of skills that provide motivation and support for their lifelong personal, academic and social growth. Middle college targets students who are seeking methods other than those offered at traditional high schools for achieving a high school diploma; and who are interested in pursuing high academic endeavors and/or career exploration.

Middle College offers a challenging program that is high in critical thinking and academic rigor. The curriculum integrates core standards with current issues and events. The student must be able to read articles from magazines and journals. Weekly assignments develop critical thinking skills and utilize a range of technology skills. All assignments must be word processed. In addition to the Independent Study portion of Middle college, each student must take and pass classes (3-9 units) at SBCC. Students will earn high school credits AND college units for all 3.0 (or higher) unit classes taken at SBCC. (Note: A college course that is equivalent in content to a two semester high school course, such as certain math and science courses, will fulfill the subject requirement for one year's worth of the high school course.)

In Middle College students engage in a variety of educational experiences to enrich their knowledge. Students meet weekly with their teacher/advisor to dialogue about assignments, ask questions, and receive the following week's assignments. In addition to the SBCC classes, students are required to choose between different SBUSD, SBCC, and community activities throughout each semester as well as collaborate with other students for learning. It is our desire to help each student reach his/her goal: advancing to higher education, entering a vocational training school, or entering the world of employment. Students interested in attending a 4-year college or university will be eligible to do so after completing the transfer requirements of that institution.

Engineering Academy

Dos Pueblos High School



The Dos Pueblos Engineering Academy (DPEA) is a four-year program at Dos Pueblos High School that is designed to give students a real-world, interdisciplinary, project-based learning experience. All DPEA courses use projects to facilitate learning and assess student competence. This type of educational experience requires students to acquire new learning habits to solve complex problems; it emphasizes creative thinking skills by giving the students the opportunity to discover that there are many ways to solve a problem.

During their first three years of study, DPEA students are enrolled in an integrated, project-based sequence of courses. Students receive credit for a year each of physical science, visual arts, and University of California, Office of the President (UCOP) UC/CSU g-electives.

In their senior year, DPEA students concurrently enroll in three courses in which they complete their senior capstone project. These courses are also interdisciplinary and students receive credit for taking three laboratory science classes. Students will be engaged in a design-based learning experience, solving complex design problems while working toward a set of objectives within a set of constraints. All DPEA courses are designated as Honors within the Santa Barbara Unified School District.

The list below summarizes all of the DPEA courses:

- 9th Grade: Engineering Technology (H)
- 10th Grade: Engineering Sculpture and Design (H)
- 11th Grade: Engineering Physics (H)
- 12th Grade: Advanced Engineering Physics (H), Mechatronics 1 (H), and Mechatronics 2 (H)

This program is structured to run like a business, with students assisting with day-to-day operations of the academy. Therefore, all types of talents and skills are required to make this business run successfully. The ideal candidate is a motivated, self-starter who is infinitely curious and who has a love of learning. All qualified students are encouraged to apply to DPEA.

Students who graduate from the DPEA are prepared to participate in internships and research in both academia and industry while they attend college.

Students interested in the DPEA must apply for admission at the end of their 8th grade school year and must be enrolled in Geometry (or higher math course) during their freshman year. For more information about the application process, please visit <http://www.dpengineering.org/academy/admission/process>

For more information about the DPEA, please visit the website: <http://www.dpengineering.org/>

ENGINEERING TECHNOLOGY (CTE) (H) (P)

Grade: 9

Recommendation: Algebra or higher math

Note: UC/CSU approved for Elective "g"

In this first DPEA course, students will learn the fundamentals of engineering, physics, and visual arts in an integrated fashion. Learning will flow seamlessly between the three disciplines; students will acquire fundamental knowledge and skills in these fields through the process of bringing projects to completion. Some of the key areas of student learning will include drafting, computer-aided design (CAD), manufacturing, machining, color theory, principles of design, and computer programming.

Course #: 074000, EngrgTechnol HP

ENGINEERING SCULPTURE AND DESIGN (CTE) (P)

Grade: 10

Recommendation: Engineering Technology

Note: UC/CSU approved for Visual & Performing Arts "f"

In this second DPEA course, students will significantly build upon and reinforce skills acquired during the 9th grade year. The project-based experiences will become more challenging and student projects will be automated and programmed. Students will advance their knowledge of CAD, manufacturing, machining, principles of design, and computer programming. Students will also gain experience working with electronics and microcontrollers.

Course #: 074010, EngrgSculp/DsnHP

COMPUTER SCIENCE (AP) (P) – Optional course

Grades: 11-12

Recommendation: Algebra 2

Note: UC/CSU approved for Elective "g"

AP Computer Science is an introductory college course in computer science which uses the Java programming language. Because the development of computer programs to solve problems is a skill fundamental to the study of computer science, a large part of the course is built around the development of computer programs or parts of programs that correctly solve a given problem. The course also emphasizes the design issues that make programs understandable, adaptable, and, when appropriate, reusable. In addition to this, topics covered include the development and analysis of algorithms, the development and use of fundamental data structures, and the study of standard algorithms and typical applications. Finally, an understanding of the basic hardware and software components of computer systems and the responsible use of these systems are integral parts of the course.

Course #: 070750 ComprSci EAAP; 070751, ComprSci EAAP

ENGINEERING PHYSICS (CTE) (H) (P)

Grade: 11

Recommendation: Engineering Sculpture and Design

Note: UC/CSU approved for Laboratory Science "d"

During their junior year, students will continue building on the knowledge that they have gained during their previous two years and the complexity and sophistication of the project-based experiences will increase substantially. Projects will incorporate mechanisms, sensors and more complex electronics, and will require automated manufacturing processes. Students will become adept in CAD, manufacturing, machining, principles of design, and computer programming. Students will finish the year prepared for the design challenges they will encounter during their senior capstone project.

Course #: 074020, EngrgPhysics HP

ENGINEERING PHYSICS, ADVANCED (H) (P)

Grade: 12

Recommendation: Engineering Technology, Engineering Sculpture and Design, Engineering Physics, and instructor approval.

Co-requisite: Mechatronics 1 and Mechatronics 2, concurrent enrollment in calculus, statistics, or higher math, or instructor approval.
Note: UC/CSU approved for Laboratory Science "d"

This senior DPEA course will focus on engineering and physics topics in greater depth and at a more advanced level. This course will also engage students in physics concepts and applications pertaining to engineering/mechatronics, which are not traditionally covered in a high school setting. Students will study mechanics, rotational dynamics, gearing and linkage, pneumatics, mechanics of materials, power transmission, electronics, electric motors, transducers and actuators. This entire course aims to give students the theoretical knowledge and practical knowledge necessary to successfully complete the senior capstone project.

Course #:

MECHATRONICS 1 (ROP) (CTE) (H) (P)

MECHATRONICS 2 (ROP) (CTE) (H)

Grade: 12

Recommendations: Engineering Technology, Engineering Sculpture and Design, Engineering Physics and instructor approval

Co-Requisite: Advanced engineering physics, concurrent enrollment in calculus, statistics, or higher math, or instructor approval

Note: Mechatronics 1 UC/CSU approved for Laboratory Science "d"

Mechatronics 1 and Mechatronics 2 are companion courses taken during the senior year. These courses are taught concurrently with Advanced Engineering Physics. With the guidance of their teachers and industry mentors, students will work to create a real-world mechatronics project with a level of sophistication and complexity that is typically reserved for industry settings or advanced college courses. In order to complete this capstone project, students will conceptualize, prototype, design, re-design, formally review, manufacture, test, and program their complex mechatronics system. The final products/projects will meet industry standards for excellence and be worthy of display in a trade show environment.

Course #:

SERVICE LEARNING

Grades: 9-12

Recommendations: Must be a DPEA student; instructor approval

Service learning is a method of teaching that combines classroom instruction with meaningful community service. This form of learning emphasizes critical thinking and personal reflection while encouraging a heightened sense of community, civic engagement, and personal responsibility. This course will give DPEA students the opportunity to serve the DPEA, DPHS, and the larger community in a variety of ways: through mentor-led Business Teams that support the daily operations of the DPEA, community service projects, outreach efforts including tutoring and student support efforts at local schools, a range of social events, etc. Students will develop ideas and work in groups to bring these ideas to fruition. They will plan their projects and harness the human resources and other resources necessary to execute/implement their visions. All projects undertaken will have a service component to them.

This is a variable unit course so that a wide range of students can participate and earn credit for the Business Team work and Service Learning projects that they undertake. Students have the option of earning between 1-5 credits per semester.

Course #: 092902

International Baccalaureate Diploma Program

Dos Pueblos High School

The International Baccalaureate Program at Dos Pueblos High School provides highly motivated college-bound students an opportunity to pursue a rigorous liberal arts or math/science curriculum that is recognized by the best colleges and universities throughout the world.

A. Comprehensive two-year curriculum

B. One subject from each of the six subject groups:

- Language A1
- Language B
- Individuals and Societies
- Experimental Sciences
- Mathematics
- Arts and Electives

C. Theory of knowledge-interdisciplinary course

D. Creativity, action, service

E. Extended Essay

F. Grading System

- Criterion referenced: student's performance is measured against well-defined levels of achievement
- Attainment of knowledge and skills relative to set standards equally applied to all schools internationally
- Over 2,000 examiners worldwide
- Variety of assessments: oral and written, long and short responses, essays, multiple choice, journals, research
- Internal assessment by teacher

G. Award of the Diploma

H. University Recognition/Acceptance

The successful International Baccalaureate (IB) student:

- is self-motivated and family supported;
- has a desire to challenge him/herself intellectually and academically (someone who just wants to 'get by' or who is going through the motions to get into college will be uncomfortable in an IB environment);
- is a competent reader (the student should be reading at or above his or her respective grade level);
- speaks and writes English clearly and effectively;
- possesses (or is willing to acquire) analytical/critical thinking skills (i.e., investigative and discovery learning);
- has proficient written and oral skills in a foreign language (it is the intention of DPHS that all IB students will have completed a minimum of 3 years of study in a second language);
- possesses or be willing to acquire good time and stress management skills;
- is open to new ideas and tolerant of different beliefs;
- participates in school and community activities.

International Baccalaureate Diploma Program					
Recommended Courses					
9th Grade					
Geometry H	Biology or Physics	English 9 H	Spanish, French or Latin 3/4	PE/Sport/Health	Elective

10th Grade					
Algebra 2/Trig H	Biology, Chemistry or Physics	English 10 H	Spanish, French or Latin 5/6	World History AP	PE/Sport
Students do not take IB courses until their junior year. Higher Level (HL) means students take the course for two years. Standard Level (SL) means students take the course for one year. Students must take a minimum of three HL courses and three SL courses. All diploma candidates take HL English and HL History of the Americas. Students must take one course from each group. All diploma candidates take IB Theory of Knowledge. Diploma candidates also complete an extended essay (4,000 word maximum research paper). Diploma candidates also complete roughly 150 hours of Creativity, Action and Service (CAS) hours. Contact the IB counselor at Dos Pueblos High School for clarification. Course offerings may vary year to year based on enrollment.					

11th Grade					
Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
IB English HL	IB Spanish SL/HL	IB History of the Americas HL	IB Biology SL	IB Math SL	IB Visual Arts SL/HL
	IB French SL/HL	IB Economics SL/HL			IB Music SL/HL
	IB Latin SL	IB Psychology SL			

IB ENGLISH/WORLD LITERATURE – Language A1 – HL (P)

Grades: 11-12

Note: UC/CSU approved for English “b”

The Language A1 HL program is primarily a pre-university course, aimed at highly motivated students who intend to pursue literature and/or related studies at the university level. It is a rigorous course of studies, leading to examinations, and designed as a comprehensive two-year curriculum that allows its graduates to fulfill the requirements of various national education systems.

Course #:

IB HISTORY OF THE AMERICAS – HL (P)

Grades: 11-12

Note: UC/CSU approved for History/Social Science “a”

IB History of the Americas (IBHOA) is a two-year course that focuses on key social, political, economic and cultural themes and events in the United States, Canada and Latin America, as well as key topics throughout the world in the 21st century. IBHOA follows both a thematic and chronological format. It is important to emphasize this is not simply a U.S. history course. IBHOA is a comparative inquiry wherein students examine relationships and interactions among nations and peoples.

Course #: 088100, HistAmHL 1 IB

IB MATHEMATICAL STUDIES – SL (Pre-Calculus) (P)

Grades: 11-12

Note: UC/CSU approved for Mathematics “c”

Mathematics Studies SL (Pre-Calculus) will focus on mathematical rigor and concepts along with an appreciation of the international dimensions of mathematics and the multiplicity of its cultural and historical perspectives. The program will provide students with a sound mathematical background in preparation for their future studies. Mathematics Studies SL (Pre-Calculus) will be a demanding course due to the broad range of mathematical topics.

Course #: 088200, Math-SL IB

IB BIOLOGY – SL (P)

Grades: 11-12

Note: UC/CSU approved for Laboratory Science “d”

IB Biology is an in-depth one year, college level course which covers topics in the same depth and breadth typical of undergraduate college courses for majors in the biological sciences, environmental sciences, and health related fields. The course includes discussion groups, lectures, laboratory and class activities. The laboratory component emphasizes the use of laboratory equipment, methods of scientific investigation and proper college-level laboratory reports.

Course #: 088700, Biol-SL IB

IB MUSIC (P)

Grades: 11-12

Note: UC/CSU approved for Visual & Performing Arts “f”

A rigorous, challenging course designed to prepare students for further study of music at the college or conservatory level, IB Music immerses students in an in-depth, comprehensive study and understanding of music theory, history, form, and analysis. Music of both Western and world cultures is studied, as students develop their skills of musical perception in response to this music, and the use of appropriate musical language and terminology needed to compare and contrast these musical cultures. All students enter into the class with either a vocal, instrumental, or compositional focus, and engage in individual and/or group projects satisfying the course aims of the IB Music curriculum. Students additionally engage in activities, including ear training and high level, academic research designed to prepare them for a listening paper and a musical investigation which contrasts two musical cultures, both part of the IB Music exam given each May. Designed as a two-year intensive course of study leading to students earning a certificate in IB Music, the first year (SL) is offered to juniors in the class, who then typically move onto the second year (HL) course of study during their senior year.

Course #:

IB MUSIC – SL and HL 2 (P)

Note: UC/CSU approved for Visual & Performing Arts "f"

See above

Course #:

MUSIC COMPOSITION – SL (P)

Note: UC/CSU approved for Visual & Performing Arts "f"

Course #:

MUSIC GROUP PERFORMANCE – SL (P)

Note: UC/CSU approved for Visual & Performing Arts "f"

Course #:

MUSIC SOLO PERFORMANCE – SL (P)

Grades: 11-12

Note: UC/CSU approved for Visual & Performing Arts "f"

A rigorous, challenging course designed to prepare students for further study of music at the college or conservatory level, IB Music immerses students in an in-depth, comprehensive study and understanding of music theory, history, form and analysis. Music of both Western and world cultures is studied, as students develop their skills of musical perception in response to this music, and the use of appropriate musical language and terminology needed to compare and contrast these musical cultures. All students enter into the class with either a vocal, instrumental or compositional focus, and engage in individual and/or group projects satisfying the course aims of the IB Music curriculum. Students additionally engage in activities, including ear training and high level, academic research designed to prepare them for a musical investigation which contrasts two musical cultures, and a listening paper/IB Music exam (which is optional, although students wishing an IB Music certificate must pass this official listening paper/IB Music exam, given each May). Occasional guest professionals and off-campus learning opportunities enhance the IB Music curriculum taught in class. Designed as a two year, intensive course of study leading to students earning a certificate in IB Music, the first year (SL) is offered to juniors in the class, who then typically move onto the second year (HL) course of study during their senior year. It is recommended that seniors who opt to take the class only for their senior year, sign up for the SL level of this course. Exceptions will be made only by demonstrating proficiency in the core IB Music curriculum, and with consent of instructor.

Course #:

IB SPANISH – SL – Language B (P)

Grades: 11-12

Note: UC/CSU approved for Language Other than English "e"

IB Spanish - Language B - is a one year intensive course at the university level. It is designed to develop and refine a student's second language through the study of a wide variety of sources. Close analysis of literary, informative, journalistic and contemporary texts will provide for improved reading, writing, speaking and listening skills through oral and written interpretation. Vocabulary and grammar, cultural insight, comprehension, translation, and composition will be highly developed through authentic use of the second language within the context of these pieces. Conversational skills will be developed through class discussion. Writing skills will be enhanced by personal compositions and summaries. Reading and comprehension skills will be improved through critical analysis. International awareness will be increased with continuous discovery of language as it relates to the mother culture. The course is designed to help the English-speaking student develop a highly advanced proficiency in Spanish.

Course #: 088400, Span-SL IB

IB SPANISH – HL (P)

Grades: 11-12

Note: UC/CSU approved for Language Other than English "e"

International Baccalaureate Spanish is a two year intensive course at the university level. The course involves intensive study of numerous Spanish literary works. Extensive composition and discussion require students to demonstrate their sensitivity to the language and structure of writing as well as their own power and precision in organizing and expressing thoughts. Students must maintain a portfolio of written work and produce digital recordings in Spanish throughout the course. Both written and oral assessments are required. IB monitoring of student work continues at this level of study using portfolio and recorded samples. Seniors in this course will sit for the HL International Baccalaureate Language B exam in the spring; juniors may choose to sit for the SL IB exam.

Course #: 088420, Span1HL IB

IB LATIN – SL (P)

Grades: 11-12

Note: UC/CSU approved for Language Other than English "e"

This one year course includes a study of a variety of topics of Roman literature including Roman historical prose, satire, oratory, and epic poetry. The authors studied include Ovid, Cicero, Virgil, Juvenal and Tacitus. Background material relevant to these topics will also be explored. Students will demonstrate an ability to translate a portion of a Latin text selected from a prescribed author (Ovid or Livy). Students will demonstrate an ability to interpret and critique two passages selected from the topics studied.

Course #: 088450, Latin-SL IB

IB FRENCH – SL (P)

Grades: 11-12

Note: UC/CSU approved for Language Other than English "e"

Close analysis of literary, informative, journalistic and contemporary texts will provide for improved reading, writing, speaking and listening skills through oral and written interpretation. Vocabulary and grammar, cultural insight, comprehension, translation, and composition will be highly developed through authentic use of the second language within the context of these pieces. Conversational skills (listening and speaking) will be developed through class discussion. Writing skills will be improved through critical analysis.

Course #: 088470, French1SL IB

IB FRENCH – HL

Grades: 11-12

Note: UC/CSU approved for Language Other than English "e"

International Baccalaureate French is a two year intensive course at the university level. The course involves intensive study of numerous French literary works. Extensive composition and discussion require students to demonstrate their sensitivity to the language and structure of writing as well as their own power and precision in organizing and expressing thoughts. Students must maintain a portfolio of written work and produce digital recordings in French throughout the course. Both written and oral assessments are required. IB monitoring of student work continues at this level of study using portfolio and recorded samples. Seniors in this course will sit for the HL International Baccalaureate Language B exam in the spring; juniors may choose to sit for the SL IB exam.

Course #: 088475, French1HL IB

IB VISUAL ARTS – SL or HL (P)

Grades: 11-12

Note: UC/CSU approved for Visual & Performing Arts “f”

This is a one- (SL) or two- (HL) year program for students who desire extensive involvement in studio work, art history, art criticism and aesthetics. This Visual Arts class is structured to enable students to experiment with various media to explore and understand their extremely personal relationship to this world. Through art education, students not only learn design principles and techniques for creating images, but also come to understand the subject. Students who take these courses will have taken art during their pre-IB coursework.

*Course #: 088540, VisArt1SL IB; 088500, VisArtHLYr1 IB; 088520, VisArtHLYr2 IB***IB PSYCHOLOGY – SL (P)**

Grades: 11-12

Note: UC/CSU approved for Elective “g”

IB Psychology is a one-year course that completes the systematic study of human behavior and experience. The behavior of both animals and humans will be studied by the formulation of precise hypotheses, the use of careful observation and measurement, and the application of statistical methods for review of the four perspectives of psychology: the psychodynamic, behavioral, cognitive, and humanistic-phenomenological. In addition to psychological methodology and ethics, a study of chosen topic areas will be addressed. The essential purpose of the options is to familiarize students with specific research studies, theoretical linkages, and the integration of issues that are related to the four psychological perspectives. Underlying psychological and cultural assumptions will be examined and where appropriate, cross-cultural variations explored. This class will prepare the student for the IB exam in Psychology and is meant to be an advanced course.

*Course #: 088800, Psych-SL IB***IB THEORY OF KNOWLEDGE (P)**

Grades: 11-12

Note: UC/CSU approved for Elective “g”

Theory of Knowledge (TOK) is designed to challenge students to think about what they think and how they come to think it. TOK is based on the spirit of inquiry, and it is a course in which no answer comes without another question attached. Its purpose is to deconstruct and reconstruct students' notions about knowledge. Students will be expected to evaluate and justify the way they claim to know. They will develop an awareness of their potential and their limits as knowers. TOK aims to equip students with an appreciation for active, responsible thinking in an increasingly interconnected world. They are expected to understand both the value and the complexity of the nature of knowledge.

*Course #:***IB ECONOMICS – SL, HL (P)**

Grades: 11-12

Note: UC/CSU approved for Elective “g”

This is a one- (SL) or two-year (HL) course of study that will provide candidates with a critical understanding of the economic world in which they live, by applying economic concepts to real world problems. It will also provide candidates with a sound knowledge and understanding of economic principles, theories, concepts, models and skills. The course will prepare candidates for further study in economics, business and related subjects, and, for their future lives in work, personal finance, and politics. Topics include an introduction to economics, microeconomics, macroeconomics, international perception and experience.

Course #: 088900, Econ SL IB; 088901, Econ HL 1 IB; 088902, Econ HL 2 IB

Accelerated Academic Program for Leadership and Enrichment

San Marcos High School

The Accelerated Academic Program for Leadership and Enrichment (AAPLE) Academy at San Marcos High School is focused on academic excellence, leadership, and service to the community. The structure of the program stands on the three pillars, mimicked by four-year college entrance: rigorous academic coursework, extracurricular accomplishment, and a strategic focus on entrance examinations. For more information about this program and the application process, please visit: smhsaapple.com.

Quarter 1	Quarter 2	Quarter 3	Quarter 4
9th Grade			
English 9 (H)	English 9 (H)	Environmental Science (AP)	Environmental Science (AP)
Geometry (H)	Geometry (H)	Algebra 2/Trigonometry (H)	Algebra 2/Trigonometry (H)
Physics (H)	Physics (H)	Foreign Language	Foreign Language
Sport/PE/Activity	Sport/PE/Activity	Sport/PE/Activity	Sport/PE/Activity
10th Grade			
Pre-Calculus (H)	Pre-Calculus (H)	English 10 (H)	English 10 (H)
World History (AP)	World History (AP)	Foreign Language	Foreign Language
Chemistry (H)	Chemistry (H)	Chemistry (AP)	Chemistry (AP)
Sport/PE/Activity	Sport/PE/Activity	Sport/PE/Activity	Sport/PE/Activity
11th Grade			
US History (AP)	US History (AP)	English 11 (H)	English 11 (H)
Calculus AB (Math 150 SBCC)	Calculus AB (Math 150 SBCC)	Calculus BC (Math 160 SBCC) or Statistics (Math 117 SBCC)	Calculus BC (Math 160 SBCC) or Statistics (Math 117 SBCC)
Biology (AP)	Biology (AP)	European History (AP) or Foreign Language or UCSB Program course	European History (AP) or Foreign Language or UCSB Program course
Sport/PE/Activity	Sport/PE/Activity	Sport/PE/Activity	Sport/PE/Activity
12th Grade			
Economics (AP)	Economics (AP)	English (AP)	English (AP)
Foreign Language	Foreign Language	American Government (AP)	American Government (AP)
Physics (AP)	Physics (AP)	Calculus BC (Math 160 SBCC), Statistics (Math 117 SBCC), or UCSB program class	Calculus BC (Math 160 SBCC), Statistics (Math 117 SBCC), or UCSB program class
Sport/PE/Activity	Sport/PE/Activity	Sport/PE/Activity	Sport/PE/Activity

Entrepreneurship Academy

San Marcos High School

The Entrepreneurship Academy is an entirely new and innovative curriculum that will equip the next generation of civic and business leaders with the tools to successfully develop their own business ideas. Starting sophomore year, students will be engaged in a prescribed three-year program focusing on the key components of entrepreneurship which will develop their ability to spot opportunity, assess risks, and learn how to effectively start and operate a small business.

The Academy supports the thriving service learning project, Kids Helping Kids (KHK), by developing business and entrepreneurial skills in the classroom that will be applied during the fall and winter of senior year. The program will give students the chance to utilize their business, marketing, finance and economics knowledge through the production of concerts where students book Grammy-nominated artists to perform at a 1600 seat world class venue in Santa Barbara. Students will also have the opportunity to gain experience in the business world through job shadows and internships. Additionally, in the spring of their senior year, Academy students will create their own business plans and participate in the annual Scheinfeld Center New Venture Challenge (for high school students) at Santa Barbara City College.

Upon completion of the Academy, students will have the foundation to effectively create their own business and/or successfully pursue a business related college degree.

Students wishing to join the Entrepreneurship Academy can apply during their freshman year. For more information, including the application, please visit <http://www.smentrepreneurship.org/>

Quarter 1	Quarter 2	Quarter 3	Quarter 4
10th Grade			
Introduction to Marketing (SBCC Dual Enrollment MKT 101)	Introduction to Marketing (SBCC Dual Enrollment MKT 101)	Online & Mobile Marketing (SBCC Dual Enrollment MKT 164)	Online & Mobile Marketing (SBCC Dual Enrollment MKT 164)
11th Grade			
Introduction to Finance & Banking (SBCC Dual Enrollment FIN 101)	Introduction to Finance & Banking (SBCC Dual Enrollment FIN 101)	Introduction to Entrepreneurship & Innovation (SBCC Dual Enrollment ENT 201)	Introduction to Entrepreneurship & Innovation (SBCC Dual Enrollment ENT 201)
Job Shadow at local business	Job Shadow at local business	Internship at local business	Internship at local business
12th Grade			
Micro Economics (AP)	Macro Economics (AP)	Business Plan Development	Business Plan Development
Kids Helping Kids	Kids Helping Kids	Business Plan Competitions	Scheinfeld Center New Venture Challenge

INTRODUCTION TO MARKETING (P – Pending)

(SBCC Dual Enrollment: MKT 101 - Introduction to Marketing, 3 SBCC units, CSU)

Grade: 10

Note: Pending UC/CSU approved for Elective "g"

Course examines the critical role of marketing in customer driven marketplaces. Topics covered will include marketing research, customer driven marketing, marketing strategies for profit businesses as well as not for profit businesses and institutions, advertising as well as the other elements of promotion. Course materials are reinforced with the use of marketing computer simulation.

Course #: 093451, MKT101 SBCC

ONLINE & MOBILE MARKETING

(SBCC Dual Enrollment: MKT 164 - Online and Mobile Marketing, 3 SBCC units, CSU)

Grade: 10

Introduction to those components needed to develop effective online and search engine marketing (SEM) strategies. Emerging digital media and mobile advertising campaigns are emphasized. Includes search engine optimization (SEO), paid placement ads, keyword identification, placement strategies, SEM research and management tools and Wireless Application Protocol (WAP) advertising applications in mobile marketing and video advertising.

Course #: 093453, MKT164 SBCC

INTRODUCTION TO FINANCE & BANKING

(SBCC Dual Enrollment: FIN 101 - Introduction to Finance and Banking, 3 SBCC units, CSU)

Grade: 11

Central concepts of finance are developed: money and economic activity, interest rates and valuation, securities and investments, bank regulation and management. Financial planning, investment strategies and retirement planning including 401k and Roth IRAs will be explored. Professionals discuss loans, loan administration, establishing credit history and pitfalls of consumer debt. Basic computing skills (Word, Excel, QuickBooks) will be developed throughout the class.

Course #:

INTRODUCTION TO ENTREPRENEURSHIP & INNOVATION

(SBCC Dual Enrollment: ENT 201 - Introduction to Entrepreneurship and Innovation, 2 SBCC units, CSU)

Grade: 11

An introductory course intended to provide students with a comprehensive overview of the vital importance of entrepreneurship in the 21st century global economy and the critical role that innovation and creativity play in the entrepreneurial process. Students will examine and reflect on their own entrepreneurial potential and evaluate the challenges and rewards of entrepreneurship.

Course #:

BUSINESS PLAN DEVELOPMENT

Grade: 12

Students will develop and write a market-ready comprehensive business plan for a new/existing venture. Course examines a variety of entrepreneurial issues in the business planning process including: concept testing, product development, marketing, management, financing, and ongoing operations.

Course #:

Health Careers Academy

San Marcos High School



The San Marcos High School Health Careers Academy is a unique partnership between Santa Barbara City College (SBCC), Santa Barbara Cottage Hospital, and the Regional Occupations Program (ROP). Collaboration between the school and community health resources provides an effective education program, which promotes teamwork, problem-solving, and work based learning. The purpose of the Health Careers Academy (HCA) is to provide a wide variety of health career experiences, so that, upon graduation, students will be prepared for skilled entry-level jobs, entrance into colleges, universities and/or technical schools.

This is a three-year program that provides students with excellent opportunities to learn about the health care industry through hands-on experience. Some of the required courses are SBCC courses and students will earn credits at San Marcos High School while earning SBCC units. In addition to attending courses specifically designed for the HCA, students will participate in job shadows and internships with local community businesses.

Students interested in participating in the HCA must complete the application during their freshman year. For more information and the application please visit www.smroyals.org.

Health Careers Academy Program			
Quarter 1	Quarter 2	Quarter 3	Quarter 4
10th Grade			
Health Careers Academy Core	Communications	Psychology	Psychology
11th Grade			
Health Careers 1	Health Careers 1	Advanced Health Careers (ROP)	Advanced Health Careers (ROP)
Medical Terminology (SBCC)	Medical Terminology (SBCC)		
12th Grade — Seniors choose one of the following paths:			
Certificated Nursing Assistant (CNA) Path			
CNA 101 (SBCC)	CNA 101 (SBCC)	Anatomy and Physiology	Anatomy and Physiology
		Internships at Cottage Hospital	Kinesiology
			Internships at Cottage Hospital
Advanced Health Career (HCA) Path			
Sports Medicine	Sports Medicine	Anatomy and Physiology	Anatomy and Physiology
		Internships at community sites	Kinesiology
			Internships at community sites

ANATOMY AND PHYSIOLOGY (P)

Grades: 10-12

Note: UC/CSU approved for Elective "g"

This course is designed as an in depth study of the human body. Students will focus on body systems, emphasizing the structure and function of organs; causes, symptoms and treatment of disorders and diseases of each system; and diagnostic techniques. Curricula will include teacher-directed instruction, laboratory explorations and guest speakers. Topics to be covered will be: digestive, urinary, endocrine, nervous, skeletal, muscular, circulatory, respiratory, and reproductive. Students not in academy can enroll in grades 10, 11, or 12.

Course #: 043600, Anat/Physiol P

CERTIFIED NURSING ASSISTANT (CNA) (CTE)

(SBCC Dual Enrollment: CNA 101 - Certified Nursing Assistant, 6 SBCC units)

Grade: 12

Recommendation: Member of the HCA since 10th grade and teacher recommendation

This is a course offered in term 1 and 2 of the senior year by Santa Barbara City College. On completion of this course, the student meets California state requirements to become a certified nursing assistant. Basic nursing theory and nursing skills are taught in the classroom, and students are supervised in giving care to residents in a long-term facility. Content follows the California state approved CNA curriculum.

Course #: 043400, CNA 101 SBCC

COMMUNICATIONS (CTE)

Grade: 10

Recommendation: Member of the HCA

This is a one term course designed to help students improve both individual and group communication. Students will be required to engage in activities to enhance their basic communication skills as well as interpersonal, group, public, and workplace communications. Writing assignments, group activities, and projects will also help students learn conflict management, speaking skills, and how to communicate using technology such as email, the Internet, voice mail, and Web sites. This class is linked to the HCA. A member of Toastmasters teaches a session in public speaking and debate once a week.

Students receive a Toastmasters certificate upon completion of the class.

Course #: 073040, CommuncnshCA

HEALTH CAREERS ACADEMY CORE (HCA)

Grade: 10

Recommendation: Member of the HCA

This course is designed as an entry-level core course in the health career field. It is for all students seeking a career in health care and includes a common set of skills and knowledge necessary for all health care employees. This course provides a firm foundation for students planning to further their education in the health and medical fields. Students receive instruction in career path options, related mathematics, and general and specific workplace and employability skills. Basic health care skills, safe practice and confidentiality are emphasized.

Course #: 043100 Hlth Cars Acad

ALLIED HEALTH CAREERS 1 (ROP) (CTE)

Grade: 11

Recommendation: Member of the HCA

This required, preparatory health careers course is offered to HCA students during terms 1 and 2 of their junior year. This course is designed for all students seeking a career in the health field. The course will focus on the concepts and principles of the structure, function and systems of the human body in relationship to human growth and development. Students will learn to recognize problem situations in health care settings as they relate to direct and indirect patient care. Safety issues, ethical considerations, legal constraints and professional codes will be presented and discussed throughout the course. An extensive unit on Health Insurance Portability and Accountability Act (HIPAA) requirements will be taught. Students will use the knowledge of disease prevention for the maintenance of optimal health. Students will learn foundation skills and be certified in Cardiopulmonary Resuscitation (CPR) and First Aid. In addition, students will hear from guest speakers from various health care fields.

Course #: 073060, HealthCar I ROP; 043300 Hlth Cars I ROP

HEALTH CAREERS, ADVANCED (ROP) (CTE)

Grade: 11

Recommendation: "C" grade or better in Allied Health Careers I.

Student must be 16 years of age by the end of the school year.

This advanced health careers course will be offered during terms 3 and 4 of the junior year. This course is designed for students who will be pursuing a career in health care requiring post-secondary education. The 3rd term focuses entirely on nutrition. During the 4th term, students will continue with studies of health care issues at an advanced level. Students will develop their career portfolio and prepare and develop detailed plans for their post-secondary education in the health care field.

Course #:

INTERNSHIP (CNA Pathway) (CTE)

Grade: 12

Recommendation: CNA 101

Upon completion of the CNA program students are required to complete an internship either term 3 or 4 of the senior year. These internships are done at Cottage Hospital. Areas included in internship are: NICU, Oncology, mother infant, endoscopies, orthopedics and radiology.

Course #:

INTERNSHIP (HCA Pathway) (CTE)

Grade: 12

Recommendation: HCA Pathway

A one term internship either 3rd or 4th term is required during the senior year for successful completion in the Health Careers Academy. Sites vary according to student's interest and space available, but most students are placed at Goleta Valley Cottage Hospital.

Course #: 073030, HCA Internships

KINESIOLOGY (ROP) (CTE) (P)

Grade: 11-12

Recommendation: "C" grade or better in Biology or instructor approval

Note: UC/CSU approved for Laboratory Science "d"

This course is designed to offer a 4th year of science credit for students in the HCA. Students will receive core classroom instruction in kinesiology, biomechanics, anatomy, physiology, health processes, injury evaluation, and basic knowledge of sports medicine, personal training, physical therapy and fitness instructor. In addition, students will take part in labs in the classroom that will enable them to use a hands on approach to understanding the lecture materials.

Course #: 096510, Kinesiology ROP; 096511, Kinesiology ROP

MEDICAL BIOLOGY (P-Pending)

SB, SM

Grades: 10-12

Recommended: Algebra 1 and Chemistry

Note: Pending - UC/CSU approved for Laboratory Science "d"

This course covers the Next Generation Science Standards for Biology while focusing on how those standards apply to the medical field. Topics covered include cellular structure and function, DNA structure, genetics, the ecology of the human body, adaptation of bacteria to fight against antibiotics, and a general overview of human physiology. Ideal for students who are interested in pursuing a career in the medical field; they will perform labs that focus on techniques and information needed to succeed in post-secondary medical programs.

Course #: 070289, Medical Biology

MEDICAL TERMINOLOGY

(SBCC Dual Enrollment: AH 120 - Medical Terminology, 1 SBCC unit, CSU)

Grade: 11

This is an introductory college-level course focusing on common medical terminology and meets one hour a week.

Course #:

PSYCHOLOGY (CTE) (P)

Grade: 10-12

Recommendation: Member of the HCA

Psychology is a two term course linked to but not exclusive to, the Health Academy. Psychology is taught as a social science and will cover such topics as; history of the study of human behavior, child development, the link between biology and behavior, learning, motivation and emotion, stress and personality, psychological disorders, and social psychology. Emphasis will be placed on learning the different theories behind human behavior and applying those theories to modern life.

Course #: 091915, Psychology

SPORTS MEDICINE (ROP) (CTE) (P)

Grades: 11-12

Recommendation: Anatomy and Physiology.

Student must be 16 years old by end of school year.

This course is designed to help students develop a general awareness of health careers and specific preparation for physical therapy and sports medicine occupations. Classroom instruction covers such topics as: medical terminology; human anatomy; emergency procedure; soft tissue and bone injuries; causes, symptoms, and management of injuries; nutrition; physical fitness; and career opportunities. In addition to this ongoing classroom instruction, students will rotate through on-the-job training experiences with local physical therapists, chiropractors, athletic trainers, physical education instructors and recreational facility managers. Throughout the course, the students' core academic skills and ability to deal with people will be stressed.

Course #: 096500, SportsMedcnROP; 096501, SportsMedcnROP

SPORTS MEDICINE COMMUNITY CLASSROOM (ROP) (CTE)

Grades: 11-12

Recommendation: Anatomy and Physiology

Student must be 16 years old by end of school year.

This class is taken in conjunction with Sports Medicine. Students are required to observe professionals in the field of Sports Medicine. This internship is a "0" period class and arranged by the instructor.

Course #: 096502, SprtMedCm ROP; 096503, SprtMedCm ROP

Computer Science Academy

Santa Barbara High School

The Computer Science (CS) Academy at Santa Barbara High School has been developed to provide a pathway for students who are serious about exploring computer science as a career, as well as be accessible to all students at any grade level. The Academy will serve all students, from those who may choose to only take one course offering to those who seek alternative ways to fulfill graduation or college entrance requirements. The Academy will have a core group of committed students, to be admitted on a competitive basis, who will follow a multi-year curriculum of coursework and foundational activities (e.g., coding competitions) and who will be recognized as successful CS Academy graduates with award of the CS Master certificate upon completion of the required coursework with the required GPA. In addition, the Academy will develop a series of foundational activities such as field trips, coding competitions, and internships that will strengthen the CS community within the school while also providing its members with valuable insight and experience in the field. The Academy will also seek to collaborate with other disciplines, finding ways to integrate and support each other.

EXPLORING COMPUTER SCIENCE (P)

Grades: 9-12

Recommendation: Completion of Algebra 1, concurrent enrollment in Geometry

Note: UC/CSU approved for Elective "g"

Exploring Computer Science is a hands-on introduction to computer architecture, programming, and using the computer as a creative tool. The class is taught in the computer lab and is project-based, rather than textbook-based. The class is divided into four to six basic units, each one to two months long. Units consists of: a survey of computer architecture and human/computer interaction, web site development, interactive game theory and game development using Scratch, data analysis, mobile app development, and robotics/graphics. Each unit uses a series of projects of increasing complexity to introduce, refine, and integrate programming and development concepts, culminating with a "capstone" project as a unit final. For participants in the CS Academy, this course also fulfills the Freshman Seminar requirement.

Course #:

COMPUTATIONAL ART (P)

Grades: 9-12

Recommendation: Completion of Algebra 1, concurrent enrollment in Geometry

Note: UC/CSU approval for Visual and Performing Arts "f"

In this course, students learn to write simple text-based computer programs using processing to create fine art. By the end of the course, students will master the standard programming constructs of variables and mathematical operators, control structures (conditionals, loops, functions), and data types and compound data structures. Students will also learn and master the basics of color theory, the role of shape in traditional art, how shapes are represented computationally, how 2D mathematical functions can represent and control shape, the basics of 2D coordinate systems, the basics of curves, the basics of composition and relationship, the basics of perspective, how images are represented digitally, basic image manipulation (e.g., edge detection), the principles of animation,

hierarchical modeling for rigid body animation, and simple particle simulations. For participants in the CS Academy, this course also fulfills the Freshman Seminar requirement.

Course #: 001051 CompArt

C PROGRAMMING FOR ROBOTICS (P)

Grades: 9-12

Recommendation: Completion of Algebra 1, concurrent enrollment in Geometry

Note: UC/CSU approval for Elective "g"

Students will learn to program in C and build a robot using an Arduino microprocessor. Students will then program the robot to perform various tasks using a simplified C programming language. Students will also learn how to use tools in electronics. The class will prepare students to enter a software oriented robotics competition as part of the Robotics Club in the spring each year.

Course #:

COMPUTER SCIENCE (AP) (P)

Grades: 9-12

Recommendation: Completion of Geometry

Note: UC/CSU approved for Elective "g"

AP Computer Science is an introductory course in computer science, which uses the Java programming language. The course emphasizes the design issues that make programs understandable, adaptable, and, when appropriate, reusable. In addition to this, the topics covered include the development and analysis of algorithms, the development and use of fundamental data structures, and the study of standard algorithms and typical applications. Finally, an understanding of the basic hardware and software components of computer systems and the responsible use of these systems are integral parts of the course.

Course #:

MOBILE PROGRAMMING (P)

Grades: 9-12

Recommendation: Completion of AP Computer Science and current enrollment in Algebra II or higher or permission by instructor

Note: UC/CSU approval for Elective "g"

In this course, students will learn the Objective-C programming language, the Xcode IDE, selected Cocoa Frameworks, the major View Controller paradigms used to create iOS apps, and the basics of Linear Algebra. In addition to coding a series of engaging iOS apps for the iPad and iPhone, students will learn about matrices and matrix calculations in order to complete a special ray-tracing graphics project involving 3-D projection and perspective.

Course #: 096986 MobileProgramming

Multimedia Arts and Design Academy

Santa Barbara High School



The Multimedia Arts and Design (MAD) Academy is an innovative and distinctive educational community within Santa Barbara High School. The MAD Academy prepares students for college and the workplace by providing both traditional and interdisciplinary project-based learning in the evolving field of Arts, Media and Entertainment. The Academy's collaborative environment emphasizes critical thinking, creativity, meaningful community service and the development of leadership skills. Academic excellence is pursued in smaller classes with state of the art equipment. The MAD Academy values integrity, teamwork and a passion for learning that prepares its 270 students to succeed in the global community.

The MAD Academy has partnered with the Santa Barbara City College (SBCC) and Brooks Institute to offer media art courses in video production, video editing, digital imaging, graphic design, digital photography, web design, and entrepreneurship. In addition to the multimedia curriculum, students take three customized academic courses each day in English, history, and science that are limited in size. Student mastery of the academic standards is assessed partly through creative individual and group projects and all MAD academic courses are college preparatory, Honors/ AP or college level. In order to graduate the MAD Academy students must maintain good grades and attendance, complete an internship in the media arts field, and participate in community service. The MAD Academy is governed and funded primarily by the community including local businesses, colleges and universities, and parents. Team building trips, community service trips, field trips, guest speakers, and other enhanced learning opportunities are an integral part of the MAD Academy's innovative, responsive and motivating curriculum. Further information and applications can be found on the MAD Academy's website: www.madacad.com

COMPUTER GRAPHICS 1 (CTE)

(SBCC Dual Enrollment: MAT 105 - Survey of Multimedia Tools, 3 SBCC units, CSU)

Grade: 9

Note: UC/CSU approved for Elective "g"

This "pre-MAD" course is recommended for 9th grade students. The course is an overview of tools and applications used to produce interactive multimedia, including software applications, peripherals and hardware. Major applications for design, photo processing, web design, authoring and video. Evaluation and description of the strengths of each program and potential for integration of production applications.

Course #: 046175, MULT-MEDIA SBCC

COMPUTER GRAPHICS 2 (CTE) (P)

(SBCC Dual Enrollment: MAT 131 - Digital Imaging I, 3 SBCC units, CSU)

Grade: 9

Note: CSU approved for Elective "g"

This "pre-academy" course is recommended for 9th grade students. The course is an introduction to the image processing capabilities of PhotoShop to create and edit images and to prepare images for various media (print, World Wide Web). No prior knowledge of PhotoShop is required, but participants are expected to be proficient with routine computer operations. Includes installation, preferences, tools selection, channels, layers, filters, text, paint tools, saving, effects, masks, adjustment layers.

Course #: 046196, MAT 131 SBCC

DIGITAL DRAWING (CTE)

(SBCC Dual Enrollment: MAT 112 - Digital Drawing, 3 SBCC units, CSU)

Grade: 10

Recommendation: Eligibility for ENG 100 and ENG 103

Introduction to the powerful computer art tool of Illustrator. Use of Illustrator to create new works of art for various media: print, the web and CD-ROMS. How to use this tool's type, layout features, filters and other applications.

Course #: 046192, MAT 112 SBCC; 046193, MAT 112 SBCC

FILM AND VIDEO PRODUCTION 1 (CTE)

(SBCC Dual Enrollment: FP 175 - Film and Video Production I, 3 SBCC units, UC/CSU)

Grade: 12

Introduction to the film and video production process including scripting, story boarding, pre-production planning, budgeting, casting, shooting, lighting, sound and editing in both studio and location settings. Students will write, produce, direct and edit a personal project and participate in group assignments and projects.

Course #: 046185, FP 175 SBCC

NON-LINEAR EDITING 1 (CTE)

(SBCC Dual Enrollment: FP 114 - Non-Linear Editing I, 3 SBCC units, CSU)

Grade: 11

Overview of desktop non-linear video editing, including acquiring digital video and combining and editing source material to create complete digital movies. Topics include: basic editing techniques; cuts and transitions; adding and altering audio; titling, keying and transparency; and applying filters and effects.

Course #: 046181, FP 114 SBCC; 046182, FP 114 SBCC

PHOTOGRAPHY 1, 2 (P)

Grade: 11

Note: UC/CSU approved for Visual and Performing Arts "f"

Fundamentals of the camera: techniques of camera operation; basic digital imaging; photo composition and lighting; computer enhancement techniques; the business of photography, and portfolio generation.

Course #:

SOCIAL NETWORKING AND SOCIAL MEDIA

(SBCC Dual Enrollment: MAT 149 - Social Networking and Social Media, 3 SBCC units, CSU)

Grade: 10

The use and creation of media content in developing, integrating and leveraging social networks and applications. Through integration of a variety of social networking applications, students learn about how the creation of media content helps to establish network and communities of shared professional and personal interests.

Course #:

WEB DESIGN 1

(SBCC Dual Enrollment: MAT 153 - Web Design I, 3 SBCC units, CSU)

Grade: 10

Covers the process of designing, developing and publishing web sites. Students communicate with clients, negotiate a contract, set production schedules, design interfaces, develop content, and produce a web site. Significant emphasis on designing attractive yet highly-functional sites. Course is project driven. Students learn by redesigning a pre-existing web site or creating a new one.

Course #:

MAD ACADEMIC COURSES

Academic courses required by the MAD Academy follow the same curriculum as standard academic courses integrated with media art projects. Therefore, the course descriptions are the same as the regular program.

ENGLISH 10 (P) or (H)

Grade: 10

Note: UC/CSU approved for English "b"

MAD English 10 is linked with MAD World History thematically and historically, sharing a project-driven curriculum.

Course #: 020510, English 10P; 020620, English 10 H

ENGLISH 11 (P) or AP LANGUAGE AND COMPOSITION

Grade: 11

Note: UC/CSU approved for English "b"

MAD English 11 is linked with MAD United States History thematically and historically, sharing a project-driven curriculum.

Course #: 020868, Eng MAD P; 0004231, Eng Lang AP MAD

WORLD HISTORY (P) or WORLD HISTORY AP

Grade: 10

Note: UC/CSU approved for History/Social Science "a"

MAD World History is linked with MAD English 10 thematically and historically, sharing a project-driven curriculum.

Course #: 100200, World Hist MAD; 086842, WldHis MAD AP

UNITED STATES HISTORY (P) or UNITED STATES HISTORY AP

Grade: 11

Note: UC/CSU approved for History/Social Science "a"

MAD American History is linked with MAD American Literature thematically and historically, sharing a project-driven curriculum.

Course #: 100190, US History MAD; 084512, US Hist MAD AP

AMERICAN GOVERNMENT (P) or AP

Grade: 12

Note: UC/CSU approved for History/Social Science "a"

ECONOMICS (P) or AP

Grade: 12

BIOLOGY (P) or AP

Grade: 10

Note: UC/CSU approved for Laboratory Science "d"

Course #: 100210, Biology MAD

ENVIRONMENTAL SCIENCE AP

Grade: 11

Note: UC/CSU approved for Laboratory Science "d"

MARINE BIOLOGY (P)

Grade: 12

Note: UC/CSU approved for Elective "d"

Course #: 100185, Marine Bio MAD

Visual Arts and Design Academy

Santa Barbara High School



The Visual Arts and Design Academy (VADA) at Santa Barbara High School is a unique program that focuses the high school experience around visual art and design for the purpose of preparing students for a future in the industry if they so choose. Established as a school-within-a-school, the VADA curriculum infuses art themes into its core academic classes (see course matrix on the next page) with an emphasis on collaborative and often project-based learning. These academic classes complement a sequential series of art courses designed to build mastery of skills, authenticity in expression and creativity and effectiveness in visual communication. Smaller classes allow increased individual attention and enrichment activities such as field trips, guest speakers, artists-in-residence, job shadowing, and mentorship/internship opportunities are an integral aspect of the program. VADA partners with higher education institutions and local creative community to offer students real world experience in art and design fields. As part of career exploration and preparation, VADA students participate in mentor and internships in the businesses and with creative professionals to offer students real world experience in art and design fields. All VADA classes meet UC/CSU a-g requirements and are designed to prepare students for college or post-secondary education. "College Prep" and "Honors" level courses are offered as pathways through the program. College credit through SBCC is earned for Illustration and Design 1 and 2. VADA recommends interested students take an art class their freshman year, such as Freehand Drawing, Pre-VADA or Color and Design. Applications to the program are made in January of the 9th grade year for 10th grade admission. VADA is a grade 10-12 program. Please visit: www.vadasbhs.org for more information.

COMPUTER GRAPHICS 2 (CTE) (P)

(SBCC Dual Enrollment: MAT 131 - Digital Imaging I, 3 SBCC units, CSU)

Grade: 9

Note: UC/CSU approved for Elective "g"

This "pre-academy" course is recommended for 9th grade students. The course is an introduction to the image processing capabilities of PhotoShop to create and edit images and to prepare images for various media (print, World Wide Web). No prior knowledge of PhotoShop is required, but participants are expected to be proficient with routine computer operations. Includes installation, preferences, tools selection, channels, layers, filters, text, paint tools, saving, effects, masks, and adjustment layers.

Course #: 046196, MAT 131 SBCC

DIGITAL IMAGING (CTE) (P) VADA

(SBCC Dual Enrollment: MAT 131 - Digital Imaging I, 3 SBCC units, CSU)

Grade: 11

Note: UC/CSU approved for Visual & Performing Arts "g"

In this first semester of digital art, students learn advanced digital techniques, working from their original art and ideas to create high quality images for print. They will archive their work to digital portfolios. Projects emphasize the use of computers as an art making tool. (Prior experience with Photoshop is recommended.) Refining entry-level technical proficiency is a course objective.

Course #: 046140, Digital Imaging P

FREEHAND DRAWING, PRE-VADA 1, 2 (P)

Grade: 9

Note: UC/CSU approved for Visual & Performing Arts "f"

(Any Art class is a suitable preparation for admission to VADA. Pre-VADA Freehand Drawing is recommended for those who are very sure they will apply. Enrollment in Pre-VADA does not ensure admission to the Academy, and not taking Pre-VADA will not hinder an applicant's chances.)

The ability to draw freehand is a foundation skill for all art making. This class teaches a variety of techniques using traditional art media including pencil, color pencil, charcoal, ink, watercolor, oil pastel, and collage. Drawing from observation and imagination, students work with subject matter such as: portraiture, landscape, still life, perspective, animals, fantasy, and individual ideas. Emphasis is placed on understanding light and shadow in value drawing, improving artistic skills, and personal creative exploration with subject matter and media.

Course #: 001540, FrhdDrawVADA P; 001545, FrhdDraw1VADA P; 001600 FrhdDraw 2 VADA P; 001605, FrhdDraw2VADA P

FREEHAND DRAWING, ADVANCED (H) (P) VADA

Grade: 10

Note: UC/CSU approved for Visual & Performing Arts "f"

Building on developing drawing skills and emphasizing the elements of art and principles of design, students move through larger-scale renderings, many of which are based on the face and figure. Life drawing and observational studies continue. A broad range of drawing media are explored, including, scratchboard, linoleum block prints, and silk screening techniques for paper and fabric. There are also several theme-based collaboration projects between English, History and Art, in addition to field trips to Los Angeles and local museums and galleries. Art history and appreciation are woven throughout.

Course #: 001485, FrhdDrAdvVADA P; 001480, FrhdDrwAdvVADA P

GRAPHIC DESIGN BASICS (CTE) (H) (P) VADA

(SBCC Dual Enrollment: GDP 111 - Graphic Design Basics, 3 SBCC units, UC/CSU)

Grade: 10

Note: UC/CSU approved for Visual & Performing Arts "f"

Utilizing current software in VADA's Design Lab, students use computers as an art medium, learning design tools including Adobe InDesign, scanners and digital cameras. While developing proficiency, students apply skills to make and edit their own unique images. Developing entry-level technical proficiency is a course objective.

Course #: 046186, GDP 111 SBCC

ILLUSTRATION AND DESIGN 1, 2 (P) VADA

Grade: 10

Note: UC/CSU approved for Visual & Performing Arts "f"

Utilizing current software in the VADA Mac lab, students will use computers as another art medium, learning design tools such as Adobe PhotoShop, scanners and digital cameras. Once proficiency has been attained, students apply these skills to create and edit images of their own creation. This class is linked thematically with the VADA tenth grade English class. An English/Illustration and Design collaboration is an important part of the curriculum.

Course #: 001417, IllusDes1VADA P; 001415, IllusDes1VADA P

PAINTING ADVANCED (H) (P) VADA

Grade: 11

Note: UC/CSU approved for Visual & Performing Arts "f"

This class is designed to ground students in foundational painting techniques, hone compositional skills and exercise color theory in daily practice. Focusing mainly on acrylic and oil, students will draw upon personally generated imagery as well as traditional and contemporary subject matter in their work. Quality concepts, composition and craftsmanship are important components of this class. College presenters, critique sessions, and portfolio building prepare students for their senior year.

Course #: 002010, Painting Adv H

STUDIO ART (AP) (H) (P) VADA

Grade: 12

Note: UC/CSU approved for Visual & Performing Arts "f"

This advanced level class represents the culmination of the VADA art sequence. Studio Art is a portfolio-based class emphasizing the essentials of a well-rounded portfolio demonstrating mastery of foundational skills as well as a concentration of self-guided projects representing the student's personal artistic interest. This class allows tremendous liberty in producing a series of works stemming from self-generated ideas and personal imagery in the student's medium/media of choice. The instructor coordinates college presentations, guest artists-in-residencies, participation in art shows, and scholarship competitions. Support is provided for students who are preparing AP or college portfolios or seeking some guidance for college entry. Personal discipline and dedication to the creative process are essential for success in this class. All AP portfolio requirements must be met to receive AP credit, otherwise, course must be taken for Honors credit.

Course #: 001072, StuArt VADA AP; 001074, StuArt VADA AP; 001080, StuArt VADA H

RECOMMENDED ART ELECTIVES

(These courses are not part of the VADA program.)

ART HISTORY (AP) (P)

Grades: 11-12

Note: UC/CSU approved for Visual & Performing Arts "f"

Course #: 082510, Art Hist AP; 082515, Art Hist AP

SCULPTURE 1, 2 (H) (P)

Grade: 12

Note: UC/CSU approved for Visual & Performing Arts "f"

Course #: 002180, Sculpture 1 P; 002190, Sculpture 1 VADA; 002440, Sculpture 2 P; 002450, Sculptr2 VADA P

VADA ACADEMIC COURSES

VADA academic courses follow the same curriculum as regular program academic courses, meeting all of the same content area standards. Therefore, the course descriptions, are the same as the regular program with the addition of integrated art themes. Some of these VADA courses also collaborate across subject areas when possible.

ENGLISH 10 (H) (P) VADA

Grade: 10

Note: UC/CSU approved for English "b"

In addition to all material presented in these classes, VADA English 10 (P) and English 10 (H) is linked with World History thematically and historically, sharing a project-driven. Collaborative projects in which art serves as a catalyst.

Course #: 020530, Eng 10 VACA P; 020525, Eng 10 VADA H

ENGLISH 11 (P) or AP LANGUAGE AND COMPOSITION (P) VADA

Grade: 11

Note: UC/CSU approved for English "b"

In addition to all material presented in these classes, VADA American Literature is linked with American History thematically and historically, sharing a project-driven curriculum.

Course #:

WORLD HISTORY 1, 2 (AP) (P) VADA

Grade: 10

Note: UC/CSU approved for History/Social Science "a"

In addition to meeting all benchmark and standards described in the regular program World History course description, VADA World History is linked with English 10 as described above.

Course #: 100205, World Hist VADA

UNITED STATES HISTORY 1, 2 (AP) (P) VADA

Grade: 11

Note: UC/CSU approved for History/Social Science "a"

In addition to material presented in classes, VADA American History is linked with American Literature thematically and historically, sharing a project-driven curriculum.

Course #: 100195, US History VADA

MARINE BIOLOGY 1, 2 (P) VADA

Grade: 10

Note: UC/CSU approved for Elective "d"

Living things and their relationships to one another and the environment. Survey of the five Kingdoms, the human body, man's development, diseases, and heredity. Laboratory work includes microscope work, dissection and computer assignments. Satisfies university requirement for laboratory science. Tenth grade students need approval of the department chair.

Course #: 100180, Marine Bio VADA

VADA BIOLOGY (P)

Grades: 10-11

Note: UC/CSU approved for Laboratory Science "d"

Course #: 100215, Biology VADA

VADA CHEMISTRY 1, 2 (H) (P)

Grades: 10-11

Note: UC/CSU approved for Laboratory Science "d"

Course #: 100175, Chemistry VADA100170, Chemistry VADA H

VADA ENVIRONMENTAL SCIENCE (AP)

Grades: 11-12

Note: UC/CSU approved for Laboratory Science "d"

Course #: 070726, Env Sci VADAAP

VADA AMERICAN GOVERNMENT & ECON (AP) (P)

Grade: 12

Note: UC/CSU approved for History/Social Science "a"

In addition to meeting all benchmarks and standards described in the regular program course description, VADA American Government & Econ is linked with VADA Studio Art AP and honors sections through collaborative projects that express learned elements of the academic class in creative ways. Integrated projects include a demographically driven marketing campaign (Get Out the Vote), graphic illustrations of major constitutional amendments, and poster designs depicting watershed court cases. All projects have a graphic/information design aspect reflecting course content.

Course #: 082350, Am Govt VADA P; 082354, Am Govt VADA AP

720 SANTA BARBARA ST.
SANTA BARBARA, CA 93101
T: 805.963.4338
www.sbunified.org