Non Discrimination Policy
The Capistrano Unified School District prohibits discrimination, harassment, intimidation, and bullying in all district activities, programs, and employment based upon actual or perceived gender, gender identity, gender expression, race, ethnicity, color, religion, ancestry, nationality, national origin, ethnic group identification, sex, sexual orientation, marital or parental status, pregnancy, age, physical or mental disability or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics. Reference: AR 1312.3, BP 1312.3 and BP 5183.

Non Discrimination Program, Activity, and Club Statement
The Board of Trustees desires to provide a safe school environment that allows all students equal access and opportunities in the district’s academic and other educational support programs, services, and activities. The Board prohibits, at any District school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying of any student based on the student’s actual or perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, pregnancy, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression or association with a person or group with one or more of these actual or perceived characteristics.
Board of Trustees

Martha McNicholas, President
Gila Jones, Vice President
Patricia Holloway, Clerk
Amy Hanacek, Member
Judy Bullockus, Member
Dr. Gary Pritchard, Member
Jim Reardon, Member

Kirsten M. Vital, Superintendent
VISION: An unwavering commitment to student success.

MISSION: To prepare our students to meet the challenges of a rapidly changing world.

WILDLY IMPORTANT GOALS:

○ TEACHING & LEARNING Engage students in meaningful, challenging, and innovative educational experiences to increase post-secondary options for all students.

○ COMMUNICATIONS Communicate with, and engage students, parents, employees, and community members in Districtwide and community-specific decisions.

○ FACILITIES Optimize facilities and learning environments for all students.
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ALISO NIGUEL HIGH SCHOOL
28000 WOLVERINE WAY
ALISO VIEJO, CA. 92656
(949) 831 - 5590
WWW.ALISONIGUEL.COM

CAPISTRANO VALLEY HIGH SCHOOL
26301 VIA ESCOLAR
MISSION VIEJO, CA. 92692
(949) 364 - 6100
WWW.CVHS.COM

DANA HILLS HIGH SCHOOL
33333 GOLDEN LANTERN
DANA POINT, CA. 92629
(949) 496 - 6666
WWW.DHHS.NET

SAN CLEMENTE HIGH SCHOOL
700 AVENIDA PICO
SAN CLEMENTE, CA. 92672
(949) 492 - 4165
WWW.SCTRITONS.COM

SAN JUAN HILLS HIGH SCHOOL
29211 STALLION RIDGE
SAN JUAN CAPISTRANO, CA. 92675
(949) 364 - 6100
WWW.SJHHS.ORG

TESORO HIGH SCHOOL
1 TESORO CREEK ROAD
RANCHO SANTA MARGARITA, CA 92688
(949) 234-5310
WWW.TESOROHIGHSCHOOL.COM
Capistrano Unified School District Office
33122 Valle Road
San Juan Capistrano, CA 92675
(949) 234-9200
www.Capousd.org

Junipero Serra High School
(Continuation)/Fresh Start
31422 Camino Capistrano
San Juan Capistrano 92675
(949)489-7216
www.serra.capousd.ca.schoolloop.com

California Preparatory Academy
32972 Calle Perfecto
San Juan Capistrano, CA 92675
(949)234-5317
www.calprepacademy.org

College and Career Advantage
33122 Valle Road
San Juan Capistrano, CA 92675
(949) 234-9464
www.ccadvantage.org
2018/2019: CUSD District Calendar

CAPISTRANO UNIFIED SCHOOL DISTRICT
San Juan Capistrano, California
2018-2019 SCHOOL CALENDAR

Packet Pick-Up, High School
Registration Window, High School
Packet Pick-Up, Middle

Registration Window, Middle School
ATP OPENING DAY OF SCHOOL
Elementary School Professional Development
OPENING DAY OF SCHOOL
(MINIMUM DAY for Elementary and Middle School Students)
Back-to-School Night, Middle School
(MINIMUM DAY per individual school site calendar)
LABOR DAY (Legal Holiday)
Back-to-School Night, High School
(MINIMUM DAY per individual school site calendar)
Back-to-School Night, Elementary
(MINIMUM DAY per individual school site calendar)
End of First Progress Reporting Period (High School)
End of First Quarter (Middle School)
End of First Reporting Period (Elementary)
MINIMUM DAY Parent Conferences, Elementary only
NO SCHOOL-Pupil Free Day
(Secondary Prof. Dev./Elementary Parent Conferences)
MINIMUM DAY Parent Conferences, Elementary only
End of Second Progress Reporting Period (High School)
VETERANS DAY (Legal Holiday)
THANKSGIVING RECESS (Recess for Students and Teachers)
SCHOOL RESUMES
Final Exam Days, High School (Minimum Days, High School)
End of First Semester (High School)
End of Second Quarter (Middle School)
NO SCHOOL-Pupil-Free Day
(Secondary Semester Wrap-up)
WINTER RECESS (Recess for Students and Teachers)
CHRISTMAS HOLIDAYS (Legal Holiday)

SCHOOL RESUMES
Second Semester Begins
DR. MARTIN LUTHER KING, JR. DAY (Legal Holiday)
LINCOLN DAY (Legal Holiday)
WASHINGTON DAY (Legal Holiday)
End of First Progress Reporting Period (High School)
End of Second Progress Reporting Period (Elementary)
MINIMUM DAY Parent Conferences, Elementary only
End of Third Quarter (Middle School)
SPRING RECESS (Recess for Students and Teachers)

SCHOOL RESUMES
End of Second Progress Reporting Period (High School)
MEMORIAL DAY (Legal Holiday)
ATP LAST DAY OF SCHOOL
Final Exam Days, High School (Minimum Days, High School)
End of Second Semester (High School)
End of Fourth Quarter (Middle School)
End of Third Progress Reporting Period (Elementary)

LAST DAY OF SCHOOL FOR ALL STUDENTS
(MINIMUM DAY for All Students/Graduation Ceremonies)
July 23-25, 2018 9:00am-12:00pm;
July 23, 2018 4:00 pm-7:00pm
July 30-August 2, 2018
July 31, 2018 9:00am-12:00pm;
August 1, 2018 4:00pm-7:00pm;
August 2, 2018 9:00pm-12:00PM
July 30-August 9, 2018
Tuesday, August 14, 2018
Thursday, August 16, 2018
Tuesday, August 21, 2018
Tuesday-Thursday, August 28-30, 2018
Monday, September 3, 2018
Tuesday-Thursday, September 4-6, 2018
Wednesday-Thursday, September 12-13, 2018
Tuesday, September 18, 2018
Friday, September 28, 2018
Friday, October 12, 2018
Friday, October 26, 2018
Monday-Wednesday, October 30-November 1, 2018
Thursday, November 1, 2018
Friday, November 2, 2018
Friday, November 9, 2018
Monday, November 12, 2018
Monday-Friday, November 19-23, 2018
Monday, November 26, 2018
Tuesday-Thursday, December 18-20, 2018
Thursday, December 20, 2018
Thursday, December 20, 2018
Friday, December 21, 2018
Monday-Friday, December 24, 2018-January 4, 2019
Monday-Tuesday, December 24-25, 2018
Monday, January 7, 2019
Monday, January 7, 2019
Monday, January 21, 2019
Friday, February 15, 2019
Monday, February 18, 2019
Friday, February 22, 2019
Friday, March 1, 2019
Tuesday-Friday, March 5-8, 2019
Friday, March 15, 2019
Monday-Friday, April 1-5, 2019
Monday, April 8, 2019
Friday, April 19, 2019
Monday, May 27, 2019
Thursday, May 30, 2019
Tuesday-Thursday, June 4-6, 2019
Thursday, June 6, 2019
Thursday, June 6, 2019
Thursday, June 6, 2019

APPROVED November 16, 2016 – Rev. March 27, 2017; Rev. May 22, 2018; Rev. August 8, 2018
<table>
<thead>
<tr>
<th>Fall 2018</th>
<th>Spring 2019</th>
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<tbody>
<tr>
<td>August 21</td>
<td>First day of school</td>
</tr>
<tr>
<td>September 3</td>
<td>No School Labor Day Holiday</td>
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<tr>
<td>September 28</td>
<td>6 Week Progress Report Level/Drop Deadline</td>
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<tr>
<td>November 1</td>
<td>No School</td>
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<tr>
<td>November 12</td>
<td>12 Week Progress Report</td>
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<tr>
<td>November 12</td>
<td>No School Veterans Day Holiday</td>
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<td>November 19-23</td>
<td>No School Thanksgiving Break Holiday</td>
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<tr>
<td>December 18-20</td>
<td>Final Exams</td>
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<tr>
<td>December 20</td>
<td>End of 1st Semester &amp; Beginning of Winter Break</td>
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Enrolling In Our Schools
Parents who are new to the area, reside within District attendance boundaries, and are enrolling a student for the first time in Capistrano Unified may enroll their child at the school serving their neighborhood online or in person. There is no need to re-enroll students who are currently enrolled at a CUSD school.
*Please note that enrollment is not complete until all information has been reviewed by the school, other school forms are completed and residency has been verified.
Parents of district students who would like their child to attend a school other than the school serving their neighborhood, should follow the process outlined under the School of Choice Program. Applications are to be completed online. If you cannot complete the application online, forms can be obtained at schools or at the CUSD Education Center.

Online Enrollment
Parents are encouraged to use our online student enrollment system. Parents must have a valid address within the Capistrano Unified School District attendance area to use this system. Please note that enrollment is not complete until the online enrollment has been reviewed by the school, other school forms are completed, residency has been verified and the school deems the entire enrollment process to be complete. To enroll online visit: https://sites.google.com/a/capousd.org/online-new-student-enrollment/.

**Please note that enrollment is not complete until all information has been reviewed by the school, other school forms are completed and residency has been verified.

Former Students Returning to the District
Former students returning to the district (who withdrew from CUSD at least a month ago or longer) may also complete the online enrollment process if they prefer, or can request the new school copies and transfers the records.

Walk-In Enrollment
To enroll in person, parents need to provide the school with two acceptable verification documents which include: a current electric/gas bill or water/sewer bill and a current mortgage statement or rental agreement. An escrow statement followed by a confirmation of closing is also acceptable. During the enrollment process, the name and address of the child’s previous school will be requested. Parents must also provide a birth certificate or other evidence of age and the child’s immunization records.
(For immunization requirements at each grade level, please see following section on Immunization Requirements.)
On June 30, 2015, Governor Brown signed a new vaccine Bill (SB277). The law will take effect on July 1, 2016. This new law requires that all children in California be fully vaccinated to attend public or private school. Fully vaccinated means the 10 required vaccinations* currently required by the state. The District is required to implement the new law and starting in 2016, SB277 will:

- No longer permit immunization exemptions based on personal beliefs for children in child care and public and private schools;
- Permit personal belief exemptions submitted by December 31, 2015 to remain valid until a pupil reaches kindergarten/transitional kindergarten or 7th grade.

Remove immunization requirements for:
- Students in home-based private schools.
- Students enrolled in an independent study program who do not receive classroom-based instruction.
- Students with medical and personal beliefs exemptions from any new immunization requirement initiated by CDPH for attendance at school or child care.

Allows for the enrollment of students who qualify**:
- For an Individualized Education Program (IEP) to access special education and related services (federal law and Section 56026 of the Education Code).
- As foster or and homeless youth (Section 48850 of the Education Code et seq.).
- As conditionally admitted pending full immunization within the time periods designated by regulation of the California Department of Public Health.

**Students in the above categories will still need to provide immunization records to their schools before entry. Questions can be sent to: immunizations@capousd.org

State Law Requires the Following Immunizations Before A Child May Attend School:
1. All new students to Capistrano Unified must provide proof of polio, diphtheria, pertussis, tetanus, measles, mumps, and rubella immunizations.
2. All kindergarten students and first graders new to the district, proof must be provided of vaccination against hepatitis B.
3. All kindergarten students, proof must be provided of vaccination against chickenpox or physician documented disease history or immunity.
4. All seventh-grade students must provide proof is required of a hepatitis B series and a second measles, mumps and rubella vaccination.
5. CUSD requires tuberculosis screening (which may include a TB skin test or physician statement of freedom from symptoms) as a requirement for entry into preschool or before first school entry.
6. All students entering grade 7 must have proof of the Tdap vaccination given on or after their 7th birthday.

The Orange County Health Care Agency provides free immunizations for children. There are no clinics available in San Juan Capistrano. The closest clinic is at 1725 W. 17th Street, Santa Ana. Please call (800) 564-8448 for information.
The Camino Health Clinic in San Juan Capistrano also offers immunizations. Its number is (949) 240-2272.
If you have any question please contact the Capistrano Unified School District health office with questions at (949) 234-9574 or via email immunizations@capousd.org.
Each year you are enrolled in a Capistrano Unified School District High School you will need to participate in a walk thru-registration process. This process allows us to confirm your current information, distribute class schedules, and hand out text books. During this process you will have the opportunity to purchase ASB Cards, school spirit wear and speak with your Academic Advisor to make changes to your course requests, get academic guidance or discuss academic concerns for the upcoming school year.

Packet Pick Up
During the Summer, prior to walk through registration, each school site schedules a number of dates and times to pick up the annual district re-registration paperwork. This packet includes all of the necessary and required forms and notices to attend school in the district and the State of California. We have worked hard to increase the efficiency of the process and reduce the amount of forms you need to fill out by allowing you to fill out, confirm and sign many online through the AERIES Parent portal.

Student Data Confirmation Process
A required step of the annual student registration the student data confirmation allows parents/guardians to modify or enter student demographics, contacts, medical conditions, and authorization information. This ensures that we have accurate and up to date information. The data confirmation process is handled online through the AERIES parent portal.

AERIES Parent Portal
The AERIES parent portal is designed to allow parents and students access to their school information, grades and attendance anytime, anywhere they have access to an internet connected device. For Instructions on creating or accessing your parent portal account please see the directions on the following page.

Choosing Classes
Each Spring all students in grades 9-11 go through a course selection and academic advisement. Students speak with their current teachers and academic advisors to help them select the best courses for their individual needs, likes, goals, academic plan and personal strengths. After deciding the student then enters their course requests into the AERIES system via the student portal.

Transitioning from Middle School to High School
Students who are moving from a CUSD middle school to high school will have access to high school Academic Advisors and guidance staff through visits to their middle school, high school open houses, parent/student information nights and presentations. The middle school and high school Academic Advisors work diligently to make sure students are given the information they need to help them choose the best possible classes for their academic goals and plans.
School of Choice Program

Capistrano Unified School District's School of Choice program offers parents the opportunity to apply to the school that they would like their child to attend. Since the program began 19 years ago, more than 90 percent of our parents annually choose to have their child remain at their home school, which is the local school serving their child’s attendance area. For a variety of personal or educational reasons, however, some parents prefer to have their child attend another school within the District. Our program provides parents with this option on a space-available basis. Detailed information describing each school and its academic offerings is available on their websites.

Parents of high-school student athletes are urged to learn more about CIF sports eligibility requirements prior to pursuing the School Of Choice process, so that there will be no misunderstanding regarding sports participation rules. Transportation to any school other than the home school is the responsibility of parents.

For updated information: visit www.capousd.org, visit the School of Choice, or call the School of Choice Hotline at (949) 234-9335. The School of Choice Hotline is for information purposes only.

*School of choice purpose, intent and regulations are established by BP 5119(a)*

Inter-District Transfers

The Inter-District Transfer process applies to those parents who wish their children to attend school in a district other than their district of residence. All Inter-District Transfer requests must be initiated in the district of residence. Inter-District Transfers are valid for one year only and must be renewed annually. An approved Inter-District Transfer must be in effect between the district of residence and the school district of desired attendance before a student can attend the desired school.

The following conditions apply to Interdistrict Transfers:

· Students admitted to CUSD under the Inter-District Transfer process shall be assigned to schools where space is available at the discretion and determination of CUSD administration.

· All students and schools are subject to all California Interscholastic Federation (CIF) athletic eligibility rules and regulations. Approved transfers should not be understood to mean that any CIF rules or regulations have been waived.

· A student, parent, or guardian found to have given a false address and/or other pertinent data as a basis for enrollment in any school in the district shall have the transfer revoked. The revocation shall be immediate and notice promptly given to the student and parent/guardian.

· If an INTER-District transfer request is denied, you have the opportunity to appeal the decision to OCDE within 30 calendar days.

· The transfer committee will consider transfer requests based on the date the request was submitted and the reasons given for requesting the transfer. If an outgoing transfer request is denied, the parent will receive a denial letter from Student Services.

· Transfers will be granted based on space availability after all students residing within CUSD are placed. Students requesting a specific program, not available at their resident school, will be given priority as will students who are in good standing academically and conduct-wise.

· CUSD reserves the right to deny transfer requests or release students for the following reasons: insufficient state aid; lack of documentation concerning employment within the identified district; lack of facilities either district wide or in a specific attendance area/school; lack of suitable or impacted special education programs; student history of unsatisfactory attendance; behavior, or academic performance.

*Inter-District Transfer guidelines and regulations are established by BP511*
Items Brought from Home
Capistrano Unified School District does not assume responsibility for loss or damage to any equipment not owned by the District. The safety and security of parent/student owned equipment, e.g. musical instruments, computers, phones, games, music players etc., are the sole responsibility of the owner and it is suggested that parents/students purchase insurance to protect expensive equipment while away from home.

Homework Policy
Homework is an important part of the instructional program when properly designed. The district’s policy calls for regular homework assignments and for careful monitoring of the work by teachers. Meaningful homework helps children develop effective study habits, reinforces classroom learning, and enriches learning by building upon supplemental activities, projects and field trips. At each school, the principal and teachers are responsible for implementing the homework policy. Homework is the responsibility of the student, with the assistance of parents. Teachers review completed homework. This combined effort of home and school assists students in extending their learning and in improving achievement.

Libraries in Schools
All of our District schools have libraries. Students are encouraged to use the school library for study, research and recreational reading. Each school has a copy of the District library plan to make sure that the facility is up-to-date and provides a strong resource for students.

Lost Books
Students are asked to take care of all school materials. Parents or Guardians will be charged for lost or damaged books. Refund requests for returning books that have been lost and paid are honored for up to one year. There is a fee of $25 for any returned check. The Library and Textbook policies are available through the Parent/Student Portal and are available in both English and Spanish.

Absences
Public school districts in California receive their funding from the state of California based on the actual number of students who are present for classes, not on the district’s enrollment. Districts are not paid for students who are absent, no matter whether an absence is excused or unexcused. Capistrano Unified urges parents to make sure their children attend school regularly and to schedule medical and other appointments so that a student misses none, or only a small portion, of the school day. The district also asks that travel or other absences be avoided during the time school is in session. The better a student's attendance rate, the more a student will learn and the greater the amount of funding that the district will receive from the state for classroom instruction and academic programs.

The school calendar is designed to minimize problems for families who plan vacations around traditional holiday periods, and thereby minimize student absences. Following an absence, a student is required to bring a written excuse from home when returning to school, or the school must have received a phone call from a parent/guardian. Illnesses and doctor and dental appointments are considered excused absences. Children should not be sent to school when they are not feeling well. Absences without a written excuse or phone call from home are recorded as unexcused.

Medications
When a child’s physician prescribes medication to be taken during school hours, state law requires that the physician state the dosage and related information on the appropriate school District form, which is available in all school offices. Parents are required to sign a release allowing school personnel to dispense medication.

For additional information on medication issues, please see sections of the California Education Code as detailed in the Annual Parent Notifications section of this website. An information sheet about medication administration, illness and communicable diseases is distributed in all student registration packets and is available by contacting your school principal, the school health office.

Transportation Services
Capistrano Unified School District offers a limited number of bus routes. Information can be found on the Transportation website. If, after checking the website, further information is needed about bus service to individual schools and fee information, contact the Bus Pass Office at (949) 234-9920 or (949) 234-9921. Information about routes (OCTA) which serve District schools is available by calling (714) 636-7433, or at the web-site: www.occta.net.

Skateboard, Scooters and related items:
The school District prohibits skateboards, scooters and related items from being used on school grounds at any time.
School Services & Resources
Overview

Federal and state laws require the district to identify, locate and assess all students within the district from birth through 21 years of age who may have disabilities, and then provide appropriate programs and/or services to those eligible. Programs and services are provided based on the individual needs of the student outlined in an Individualized Education Program (IEP). Parents are key members of the IEP team. This site is designed to provide families with information about the processes listed above in order to enhance their meaningful participation.

The Capistrano Unified School District is committed to providing young children and eligible students with disabilities a free and appropriate public education. Special Education is defined in the California Education Code (56031) as:

“Specifically designed instruction, at no cost to the parent, to meet the unique needs of individuals with exceptional needs whose educational needs cannot be met with modification of the general instructional program, and related services at no cost to the parent, which may be needed to assist such individuals to benefit from specially designed instruction. Special education is an integral part of the total public education system and provides education in a manner that promotes maximum interaction between children with disabilities and typically developing children in a manner which is appropriate to the needs of both.”

Special education programs in Capistrano Unified School District are provided for children ages 3 through 21 who qualify according to laws and regulations as outlined in the California Education Code and the Federal Individuals with Disabilities Education Act (IDEA).

Children with disabilities may need Special Education services in addition to or different from those provided in their general school program. Through Special Education and supportive technology; instructional techniques, materials, and equipment will be adapted to meet the individual educational needs of the exceptional student while maintaining, to the greatest extent possible, the educational program and setting that is available to the general education population.

The Referral Process

If your child is not in a special education program and you suspect there is a disability, please contact your child’s teacher or your local school to discuss your concerns. A student may be referred by parents, Student Study Teams, teachers and other school staff members, doctors, agency staff, or anyone else, including the student. As a result of this discussion, your child may be referred to a Student Study Team (S.S.T.) for additional review. The S.S.T. is represented by both general education and special education staff members who review student progress and suggest interventions and strategies to assist students within the general education program. It is highly recommended that the S.S.T. meet to review a student’s progress prior to developing an assessment plan for suspected disabilities.
**Assessment & Eligibility**

Before the school can begin an individual assessment for a child, parents must be informed about the purpose for which it is being done and the methods or techniques that will be used. Parents must sign the assessment plan before the assessment can begin. You will be provided with written assessment report(s) at the IEP meeting. The report will state the basis for making a determination of eligibility for special education. The purpose of the assessment is to determine:

- Eligibility for special education services or the student's continued eligibility for special education (reassessment) and the present levels of performance and educational needs of the child.
- Whether the child needs special education and related services, or in the case of a reassessment of a child, whether the child continued to need special education and related services;
- Whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP of the child and to participate, as appropriate, in the general curriculum.

**IEP Development**

An I.E.P. is an Individualized Education Program specially designed to meet your child’s Special Education needs. It will include present level of educational performances, annual goals and objectives, and indicate what services and/or special programs are needed to achieve the goals. An I.E.P. is reviewed at least annually and can be changed or modified at the request of any member of the I.E.P. Team. After the testing and data gathering have been completed, the assessment process culminates in the I.E.P. team meeting. All of the team members meet to present evaluation findings and to make recommendations regarding special education services. The child’s strengths and weaknesses are identified and educational goals are established. If it is determined that services are needed, the appropriate educational placement and services are specified. Participating in the development of your child’s I.E.P. should be viewed as the first step of your involvement in your child’s education program. To keep in touch with your child’s educational progress, you should maintain regular contact with your child’s teacher and other professionals involved in his or her program.

**Student IEP Progress Reports & Annual IEP**

Once a child is receiving special education services, progress reports for students in special education are provided during the school year on the same frequency as the school provides progress reports for general education students. It is required that the I.E.P. Team reviews the I.E.P. at least once a year. In addition to the annual review, you may request a review at any time to consider changes in the I.E.P. At the I.E.P. Team meeting, your child’s goals and progress, program placement, and designated instruction and services are examined and evaluated. Changes are made as appropriate and a new I.E.P. is developed for the following year. If it is determined that your child is no longer in need of special education services or instruction, a transition program may be designed to assist with the program change depending on the student’s needs.

**Triennial IEP Review**

Every three years, the IEP will conduct a reassessment of your child in order to determine whether your child continues to have a disability. The review will also provide information about the student’s present level of performance and educational needs. Based on this review the IEP Team will be able to make a determination whether your child continues to need special education and related services.
Students are referred to the English Learner Services Department at the District Office for language assessment. As a result of the assessment, EL students will be referred to one of the following instructional programs:

**Mainstream English with English Learner Services Program**

Students receive all instruction in English with English Language Development (ELD), Specially Designed Academic Instruction in English (SDAIE), instructional strategies and language and academic support by qualified teachers until the student reaches Redesignation criteria. Placement for this program is recommended for students based on their English Language Proficiency Assessment for California (ELPAC) scores. Please see your academic advisor for details.

**What do EL Services look like?**

English learner students receive instruction in English and participate in the same classes as all other students. The only difference is that teachers are trained to work with students who are learning a second language using special instructional techniques that help the students experience the curriculum.

**Typical specialized teaching techniques include the following:**

- Providing clear expectations on lesson outcomes;
- Connecting the lesson to the student’s background, experience and prior knowledge on the subject, as well as emphasizing key vocabulary;
- Using gestures, repetition, pictures, objects, technology and clear explanations of tasks to help students understand the lesson;
- Teaching the students how to learn, and helping students to make connections and use higher level thinking;
- Integrating frequent interactions between students and teachers, using different student groupings, as well as providing many opportunities for students to speak daily;
- Using hands on activities, use of language and content knowledge, daily practice on listening, speaking, reading and writing;
- Engaging learning experiences throughout the lesson;
- Reviewing of vocabulary and key concepts as well as regular feedback to students.
- Their progress is monitored throughout the unit of study.

**Waiver Process**

If the parent disagrees with the Instructional Program recommendation, parents must follow the procedure outlined in Board Policy 6174 for a waiver out of the English only program.
Reclassification Process

The District is currently developing the criteria for reclassification as the ELPAC was administered for the first time this past school year. Data is currently being analyzed and the process for classification should be completed in September of 2018.

Reclassified/Redesignated students will not be tested again on the ELPAC and are no longer considered ELs. This is a great accomplishment and students are celebrated with a letter and certificate of accomplishment.

Progress Monitoring

The District documents the academic progress of recently reclassified students for two years. If the student needs academic support during that time, academic interventions are provided and documented.

Migrant Education

“The Migrant Education Program is a supplemental educational program that collaborates with school districts and other community agencies to ensure the academic success of migrant students.” A student is considered "migrant" if the parent(s) is a migratory worker in the agricultural industry, nurseries, packing houses, and or fishing industries and whose family has moved in the last three (3) years to seek qualifying work. For additional information please contact your schools guidance department or the CUSD English Learner Services Department at (949) 234-9252.

Bilingual Community Liaison

Each school has a dedicated Bilingual Community liaison that can assist you in getting help answer questions, and provide you with resources. Please contact your school’s guidance department for more details. Get Involved in Your Students Education. There are numerous ways to get involved in your child's education and help make a positive impact for all students.

School Site Council (SCC)
The School Site Council acts as the site level governing board that makes decisions about how money is spent. Parents, teachers, administrators and staff make up the elected council. Most School Site Council’s meet monthly.

English Learner Advisory Committee (ELAC)
ELAC is made up of parents of English learners that makes recommendations to the School Site Council regarding how to help ELs, the importance of attendance, and completing a needs assessments for the school and district. Most ELACs meet at least four times per year.

Parent Teacher Student Association (PTSA)
PTSA is a group of parents that work together to help all children. The group meets monthly at school sites.
High School Guidance Services

College and career guidance is one of the most important services that Capistrano Unified provides to students at its six comprehensive high schools. As stated in the California Department of Education’s "Results-Based School Counseling and Student Support Guidelines," (2007) Capistrano Unified believes that "The mission of school counseling and student support programs is to ensure a safe and supportive environment in which all students acquire the knowledge, skills, and attitudes needed for academic, career, and personal/social development to become lifelong learners, creative thinkers, and responsible individuals."

**College and Career Planning**
The High School Guidance Plan is structured to meet the needs of all students and direct them in course selection and career/college planning. In 9th grade students have the option to take a College and Career Planning course which assists them in mapping out a four year plan based on their interests and personal goals. Components of this course include academic and technical skills, personal assessment, and high school/college/career planning.

**College and Career Counselors - CUSD Futureology**
College and career counselors are available through CUSD Futureology. The college and career counselors provide personalized, one-on-one meetings and group workshops and serve as an outpost to reach ALL students and families that need college and career guidance during and after regular school hours. Their programs are tailored to specific grade levels (9th-12th grade).

**Parent Education**
Each comprehensive high school guidance office provides a series of parent education evenings to ensure that parents are well informed regarding high school graduation, high stakes testing, college admissions, financial aid, and career opportunities. Additionally, high school PTAs invite various speakers, including District officials, to speak on the aforementioned issues.

**Career and Technical Education**
A wide variety of academic and career technical education programs at each comprehensive high school ensures that all students have an array of opportunities available to select paths that support their individual goals for the future. Further, students have unique opportunities to extend their learning beyond the confines of their campus at the college and career campus or via the Concurrent College Studies Program agreement with Saddleback College. Students may take one of their classes through either of these programs and, as seniors, they can petition to take at least two classes from either program while taking three classes at their home campus.
Purpose
No matter where they start, our mission is to empower ALL students toward achieving their academic, college and career goals. Futureology is your partner on the pathway to your education or professional career. **Your Goals. Our Expertise. Your Future.**

Core Services
- **Individual College and Career Counseling**: includes one-on-one personalized appointments with students and families (bilingual Spanish available)
- **Group Guidance Events**: includes seminars, webinars, workshops, and bootcamp programs
- **Tools and Resources**: sharing support materials online and printed through worksheets, guides and advice to help students and parents navigate college and career pathways

Service Description – How We Can Help
Our college and career programs are tailored to specific grade levels. While a student’s grade level determines the specific nature of our work together, our post-secondary planning services typically fall into one of these “buckets” or service categories:
1. Best-Fit College Search & Selection
2. Application Strategy & Assistance
3. Career Exploration & Planning
4. Financial Aid & Scholarship Support

Your Partner in the Process
- Personalized service
- Provided by CUSD at no additional cost to our families
- Convenient accessibility, available from 3 - 9PM to accommodate school and work schedules
- Centrally located at The Shops at Mission Viejo through our partnership with Simon Youth Foundation
- Credentialed CUSD college and career counselors

Reasons to schedule an appointment or attend an event/workshop (not limited to):
- Review and shape a college list
- Navigating college search tools
- Finding scholarships and strategies
- College visit planning
- Student-athlete guidance
- Common or UC/CSU app questions
- Extracurricular activity strategy
- Review PSAT, SAT or ACT scores
- Create a test prep plan
- Essay orientation or brainstorming
- Reviewing potential majors
- Aptitude survey interpretation

[www.cusd-futureology.org](http://www.cusd-futureology.org)
In-Person Events
» PSAT Now What  » Finding Best Fit Colleges
   » STEM-tacular Opportunities
» Mock Admissions Case Study Night  » Paying for College without Going Broke
» Mock ACT Test Day
» College Bound Dreamers  » Secrets of Highly-Selective College Admissions
» Mock SAT Subject Testing Day
» Maximizing Your SAT/ACT Test Score Exploration  » Creating Your Athletic Recruiting Game  » Career
» Community College Transfer Process  » Reducing Anxiety in Admissions & Testing

Support Workshops
• Common Application  • UC Application  • CSU
   Application
• College List Jumpstart  • College Essay Editing  • UC Personal
   Insight Question Support
• FAFSA

Bootcamps
1. Best-Fit College List  2. Athletic Recruiting  3. SAT/ACT Test Prep

Online Webinars
+ Career Connections Series: So You Think You Want To Be A…  + Parent Q&A: College Unplugged
+ Build Your Optimal College Testing & Prep Timeline  + Parent Q&A: Athletic Recruiting Tips
+ How to Answer the UC Application Prompts  + Freshman Focus
+ #ImFirst..a 1st Generation College Plan  + Sophomore Spotlight

→ To schedule a one-on-one appointment or register for an event, visit:

www.cusd-futureology.org/appointments-events

→ Questions? Email:
cusd-futureology@capousd.org
Vision
The School Counseling Program strives to provide opportunities so that every student will acquire the social-emotional, academic, and career skills to reach their fullest educational potential and successfully manage their lives as healthy, responsible, competent and productive citizens who respect themselves and others.

Mission Statement
The mission of Capistrano Unified School District School Counselors is to provide a comprehensive counseling program that supports the whole child. School Counselors will focus on the needs, interests and issues related to social-emotional, academic, and college/career development of all students through a multi-tiered system of support. School Counselors will advocate, collaborate and facilitate actions that promote a positive school climate, provide an opportunity for all students to access their education and achieve personal and academic success to meet the challenges of a rapidly changing world.

School Counselors at CUSD High Schools
The Capistrano Unified School District High School Counseling Program assists all students through a multi-tiered system of support. The counselors focus on the needs, interests, and issues of students as they relate to academic, career, emotional and behavioral development. The high school counseling staffs are dedicated to partnering with students, staff, family and community members to create a positive school climate that empowers all students to set high standards and goals for themselves in academic, personal, social and career areas. Through individual, group and classroom activities the program promotes students' desires to become lifelong learners, as well as healthy, responsible and productive citizens.

Signs of Suicide Prevention Program
The Signs of Suicide Prevention Program is taught by School Counselors to all CUSD 10th grade students. The program focuses on prevention through education by teaching students to identify symptoms of depression, suicidality, and self-injury in themselves and their peers. Using a simple and easy-to-remember acronym, ACT® (Acknowledge, Care, Tell), students are taught certain steps to take if they encounter a situation that requires help from a trusted adult. The Signs of Suicide® Prevention Program is the only school-based suicide prevention program listed on SAMSHA’s National Registry of Evidence-based Programs and Practices that addresses suicide risk and depression, while reducing suicide attempts.

Reasons to see a school counselor could include but aren’t limited to:

- Academic Difficulties and Interventions
- Short Term/Crisis Counseling
- Social Emotional Counseling
- Community Resource Referrals
- Conflict Mediation
- Student Study Team
- Section 504 Coordinator
- Freshman At-risk Intervention

- Stress/Anxiety
- Depression
- Bullying
- Family Problems
- Relationship Issues
- Concern for a Friend/Peer
- Abuse/Neglect
- Self Harm
- Drug/Alcohol Problems
Creating a New Parent or Student Account on the AERIES Portal

Prior to creating an account it is recommended that you add the following e-mail addresses CUSDSupport@CAPOUSD.ORG and ABISUPPORT@CAPOUSD.ORG to your “contacts” or “safe senders” list in order to receive the confirmation e-mail.

Open your internet browser. Type in the URL portal.capousd.org

In order to create an account, you must have received 3 pieces of information from your student’s school. You cannot create an account without these items. This includes:

1. Permanent ID
2. Home telephone number on file
3. Verification Code

Select a Language then, Click on CREATE NEW ACCOUNT.

1. Parents should click on the circle to the left of Parent. Students should click the circle to the left of Student. A dot will appear next to the selected type. It is important you select the correct account type. Click on NEXT

2. Type in your email address in the Email Address box like the example. Retype your email address in the Verify Email Address box. Type in a password in the Choose Password box. Retype the same password in the Retype Password box. Click on NEXT You will be able to change your password once your account has been created

3. Open your email program. Open the email from abisupport@capousd.org. You will receive a message similar to the example below. Please click on the Confirm Current Email Address link in the email message.

4. A window will appear once you have clicked on Confirm Email Address in the previous screen. Click on the link Return to Login. Enter your e-mail address and password you created.
What is School Loop?
School Loop is an online learning management and communication application that enables effective communication between students, parents and teachers. Through School Loop students and parents can view grades, assignments, download class documents and files and communicate through the integrated email system called Loopmail.

Parent School Loop Account Registration
Registering for your free School Loop account is easy and only takes 1 minute. You will need your child’s student ID number to complete the registration form. A student’s ID number can typically be found on their student ID card, class schedule, or last report card. If your student is new to CUSD or has changed schools please wait to register for School Loop until the first day of school. Registration can be done any time after the first day of school.

1. Go to the School Loop website for your child’s school and click the Register Now button on the login form (it may be necessary to first click the Login button on the school's homepage).
2. Click the Register Now button.
3. Click the link for Parent Registration.
4. Complete the form and click register now.
Ordering Transcripts

Capistrano Unified Students, Parents and Alumni now have an online service where they can request an official high school transcript and send it to the college/destination of their choice with just a few clicks. With Parchment, the leader in e-Transcript exchange, education credentials are requested, sent and delivered electronically and securely.

Creating a Parchment Account

Go to http://exchange.parchment.com/students/

1. Click the link for high school students.
2. Enter the requested Information including your email address and create your password.
3. Activate your account by responding to the confirmation email you will receive from parchment.

Using Your Parchment Account

Go to http://exchange.parchment.com/students/

1. Enter your email address and your Parchment password and click Sign In.
2. Follow the instructions for selecting colleges to which your transcript should be sent. For other organizations, such as scholarship providers, click the link under “Select Other Destinations” or “NCAA” and enter the information requested. For Common Application schools, use that tab and send a single transcript to your Common Application account.
The Official CUSD Mobile App

Get Connected!

Stay in touch with Capistrano Unified School District by downloading our new mobile app

- Lunch Menus
- Calendar Events
- School & District News
Overview of Work Permit Regulations

- California law requires any student under the age of 18 to obtain a work permit. The hours a student may work vary according to age.
  - 15 years and under: When school is not in session, they may work no more than 8 hours on any day and 40 hours a week maximum.
  - 16 years and over: When school is not in session, they may work no more than 8 hours on any day and 48 hours a week maximum.
- Work permit applications can be downloaded and printed at:

Obtaining a Work Permit

- Complete student section.
- Employer completes and signs employer section.
- Parent statement signed by one parent or guardian.
- Complete social security number.
- There is no minimum GPA required for summer work permits. These permits will all expire in September, so there is no risk in issuing one without a grade check this summer.
- Return to the designated location.
- Allow 24 hours to process.
- The completed work permit is picked up by the student and taken to his/her employer.
- Each new job requires a new work permit. The permit is made out to the employer. It's the Law!

[Work Permit Applications](http://www.dir.ca.gov/dlse/dlseformB1-1.pdf)
California Assessment of Student Performance and Progress

Each spring students in the Capistrano Unified School District participate in the California Assessment of Student Performance and Progress (CAASPP). The CAASPP system is designed to give information to teachers, students, and their families about what students know and are able to do and whether they are on track to be ready for success in college or career when they graduate from high school. Test results will help identify and address gaps in knowledge or skills early on so that students get the support they need to be ready for success in higher grades.

CAASPP is California’s umbrella assessment system that includes:

- **Smarter Balanced Assessment (SBA):** These are computerized adaptive tests for English language arts/literacy and mathematics in grades 3-8, and 11. They were developed to align with the state standards in English language arts/literacy and mathematics. SBAs are designed to measure student progress toward college and career readiness.

- **California Alternate Assessments (CAA):** This is for English–language arts (ELA) and mathematics to be administered to students in grades 3–8 and 11 whose individualized education program (IEP) teams have determined that the student’s cognitive disabilities prevent him or her from taking the online CAASPP Smarter Balanced assessments. The CAA are delivered one on one by a qualified CAA Test Examiner familiar to the student.

- **California Science Test (CAST):** Students took the CAST field test in grades five, eight, and twelve in the spring of 2018. The CAST will be operational in 2019 and will be administered to students in grades five, eight, once in high school (grade level to be determined). The CAST is aligned with the California Next Generation Science Standards.

Please contact your school’s Guidance Office for a site specific testing calendar.

[CAASPP Website](#)
California Physical Fitness Test (PFT)
The State Board of Education designated the FITNESSGRAM® as the Physical Fitness Test (PFT) for students in California public schools. The FITNESSGRAM® is a comprehensive, health-related physical fitness battery developed by The Cooper Institute. The primary goal of the FITNESSGRAM® is to assist students in establishing lifetime habits of regular physical activity.

By law (Education Code (EC) Section 60800 public schools are required to administer the PFT annually to all students in grades 5, 7 and 9.

The FITNESSGRAM is composed of the following six fitness areas, with multiple test options provided for most areas:

- Aerobic Capacity
- Body Composition
- Abdominal Strength and Endurance
- Trunk Extensor Strength and Flexibility
- Upper Body Strength and Endurance
- Flexibility

Criteria for Each Fitness Area
The FITNESSGRAM uses objective criteria to evaluate performance for each fitness area (e.g., aerobic capacity, body composition, abdominal strength and endurance). The Cooper Institute established these criteria using current research and expert opinions. These criteria represent a level of fitness that offers some protection against the diseases associated with physical inactivity. The criteria for boys and girls are different for tests where there is a valid rationale from a health-related perspective. For example, differences in cardiac function and body composition between adolescent boys and girls result in boys having a higher aerobic capacity than girls. You can find additional information about the criteria and how they were established in the FITNESSGRAM Reference Guide available on The Cooper Institute Web page. The Healthy Fitness Zone standards are available on the California Department of Education Physical Fitness Test FITNESSGRAM: Healthy Fitness Zone Charts Web page.

Common Interim Assessments
Capistrano Unified School District Students in grades 9-12 will take Common Interim Assessments (CIAs) in their core subject areas throughout the year. The purpose of these assessments is to help measure student learning progress toward meeting the state standards and learning objectives. These assessments will help inform, guide and impact classroom instruction.
Academic, Extra Curricular & Co-Curricular Programs
Athletic Eligibility

- A student must meet CIF, League, and Capistrano Unified School District eligibility requirements.
- Student/athlete must pass a physical examination given by a physician.
- A student/athlete must obtain health insurance or show evidence of coverage to replace insurance that affords the required coverage.
- A student/athlete may not compete on an outside (of school) team in the same sport during the season.
- A student in Grades 9-12 shall have earned a minimum 2.0 GPA in all enrolled classes during the preceding grading period based on a 4.0 scale. GPAs of students in AP honors classes will be calculated using the 5.0 scale for AP honors course work.
- An “A” is worth four (4) grade points, a “B” is worth three (3) grade points, a “C” is worth two (2) grade points and a “I” will receive zero (0) grade points. The grade point average will be determined by dividing the total number of grade points by the total number of courses. All student/athletes must have a 2.0 GPA, and must pass four or more classes. Once the minimum standard is met, the athlete will be allowed to participate in contests. (BP 6145b)

Probationary Periods for Student Athletes

The CUSD School Board grants students with less than the minimum required GPA a probation period of one semester (grades 9-12) as long as they pass at least four (4) classes (CIF Rule). Students granted probationary eligibility must meet the required standards by the end of the probationary period in order to remain eligible for participation.

*The Superintendent or designee may grant an ineligible student a probation period of not more than one semester.* (BP 6145c)

Independent PE

Independent PE is an alternative to school site based PE in which students receive PE credit for participation in athletic competition outside of the school program. In order to qualify and be approved for IPE students must meet the strict guidelines set forth by CUSD which include a verifiable national ranking. The specific guidelines for qualification can be found at:

Independent PE Application

- The IPE Application is available to parents through the district website and also your school's website.
- Submitted applications will generate a time-stamped email response to applicants.
- The email will include a PDF attachment (approximately 5 pages). Applicants will need access to a printer.
- After printing please complete the packet with the supporting documentation, signatures etc.
- Please return the completed IPE application packet to your school site administrator.
- IPE applications are considered incomplete until parents return the completed PDF packet back to the school site. Please do not email information to the school sites. They are expecting all hard copies turned in at one time.
- IPE applications will be screened in the Summer prior to the school year starting.
- Approval notification, will be sent to families from the IPE teacher explaining next steps.
- Denials will also be messaged similarly, and if needed the school site IPE Administrator can provide follow up assistance.

Medical Need Online PE

For students who cannot participate in the regular PE program, contact your Academic Advisor.
Athletic Clearance Procedures for 2018/2019
Prior to participation in tryouts or team practice, all athletes must be cleared through the high school athletic office. Athletic physicals are valid for one year and must be updated for each school year; if a physical expires, an athlete is not eligible to participate until a new physical examination is completed.

- Coaches must have proof students have been cleared by the athletic office. Clearance includes a pre-participation physical form, proof of insurance/risk warning form, handbook acknowledgement form and academic eligibility. Student athletes are given a clearance pass when all requirements have been met.
- Each coach will abide by and instruct all student athletes according to the Athletic Codes and rules of the contests as established by CUSD, the Coast View Athletic Association (CVAA) and the California Interscholastic Federation (CIF).
- Coaches will issue uniforms and equipment and keep records of all issues regarding their issuance. Coaches will advise student athletes of the return procedure.

Athletic Clearance Information
Please visit your school’s athletic website and refer to their instructions on how to register for sports.
Co-Curricular Activities Eligibility
To be eligible for participation in co-curricular activities, a student in Grades 9-12 shall have earned a minimum grade point average in all enrolled classes during the preceding grading period based on a 4.0 scale. GPAs of students in AP classes will be calculated using the 5.0 scale for AP course work.

The following academic and citizenship requirements shall be for (Board Policy 6145):

<table>
<thead>
<tr>
<th>GPA</th>
<th>CITIZENSHIP</th>
</tr>
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<tbody>
<tr>
<td>2.5</td>
<td>Not more than one “unsatisfactory” a semester</td>
</tr>
<tr>
<td>2.5</td>
<td>Not more than one “unsatisfactory” a semester</td>
</tr>
<tr>
<td>2.5</td>
<td>Not more than one “unsatisfactory” a semester</td>
</tr>
<tr>
<td>2.0</td>
<td>Not more than one “unsatisfactory” a semester</td>
</tr>
</tbody>
</table>

The grade point average in determination of eligibility shall be based on semester grades. Should a student attend summer school, eligibility for 1st semester of the next school year is based upon a combination of the spring semester and summer school grades.

The Board of Trustees grants students with less than the minimum required GPA a probation period of one semester. Students granted probationary eligibility must meet the required standards by the end of the probationary period in order to remain eligible for participation. Students participating in athletics must also meet the requirements of the California Interscholastic Federation (CIF).

Concurrent College Studies Program
All CUSD students have access to a valuable arrangement between CUSD and Saddleback College to take classes at Saddleback College and gain high school credits at no charge. Many of these courses are transferable to either the California State University or University of California systems. Students in Grades 9 and 10 may, with the permission of their principal, enroll in a Saddleback College course as one of their required six courses. Students in Grades 11 and 12 may enroll in one of these courses to meet their required five classes with the permission of the principal.

All of the Saddleback College courses are available as electives and do not replace CUSD required core courses such as English, history/social science, mathematics, or science. However, this does not prevent students from taking additional courses within other disciplines beyond CUSD graduation requirements.

Any time a CUSD student enrolls in a Saddleback College course for Concurrent Enrollment credit, he/she must be enrolled in a course giving at least three credits/units. If a student elects to enroll in a course offering a lesser number of credits, the student must select other courses until the amount of credit for the semester equals three credits. Physical education courses are not eligible under the concurrent studies program.

*District Policy 6146.11 states “College courses will be equated to high school credits on the following basis: each semester unit of college credit is equal to 3-1/3 high school credits.”*
NCAA Initial-Eligibility Clearinghouse for Potential College Athletes

Students who want to participate in NCAA Division I or II athletics need to register with the NCAA. They should start the certification process by the end of their junior year.

Register & Set Up A Student Account:

Students can register for an account at web3.NCAA.org. This site will provide you with all of the requirements needed to play at the NCAA Division I or II level. Please note that the meeting UC/CSU A-G requirements does not mean that a student meets NCAA eligibility requirements. The NCAA eligibility requirements are different and unique from other college or graduation requirements.

Although the high school guidance department has knowledge of these requirements potential student athletes should contact the colleges that are recruiting them. Only colleges and the NCAA can make a determination that a student meets the NCAA and college eligibility requirements for that school.

It is also important that student athletes let their academic advisors know that they are interested in playing sports in college. When creating 4-year plans or helping a student choose classes, advisors need to know this information to guide students appropriately.

Division I Eligibility Requirements

- 4 years of English
- 3 years of math (Algebra 1 or higher)
- 2 years natural/physical science (1yr of lab)
- 1 year of additional English, math, or science
- 2 years of social science
- 4 years of additional college prep courses (any area above, foreign language, religion and philosophy.)

10 of these courses to be completed before the start of 7th semester. 7 of the 10 must be in English, math or science. These courses are “locked in GPA,” courses that cannot be repeated for improved GPA. Core course GPA must be 2.3 or higher.

Division II Eligibility Requirements

- 3 years of English
- 2 years of math (Algebra 1 or higher)
- 2 years natural/physical science (1yr of lab)
- 3 years additional English, math, or science
- 2 years of social science
- 4 years of additional college prep courses (any area above, foreign language, religion and philosophy)

ACT/SAT Test Scores

GPA and test scores create an eligibility score based on a sliding scale. See NCAA Website for additional details.
If you want to play NCAA Division I or II sports, you need to be certified by the NCAA Eligibility Center.

And that means you need to be more than a good enough athlete. You need to be a good enough student, too.

NCAA Division I requires 15 core courses. But beginning August 1, 2016, 10 of those courses will need to be completed prior to your seventh semester. For most of you, that’s the start of your senior year.

Also, beginning August 1, 2015, Division I student-athletes will be required to graduate with a minimum 2.3 GPA in those core courses.

If you don’t meet the academic requirements when you graduate, it’s still possible to receive athletic aid. And you may still be able to practice. But you’ll be stuck riding the bench. And who wants that? For the full list of initial eligibility requirements, visit 2point3.org and make sure you’ll have the grades to play.

ELIGIBILITY CHECKLIST

☐ At the beginning of your sophomore year, register at eligibilitycenter.org.

☐ At the end of your junior year, ask your high school counselor to send your transcript to the NCAA Eligibility Center.

☐ Take the ACT or SAT and use the code “99999” to have your official scores sent directly to the NCAA Eligibility Center.

☐ Check with your high school counselor to make sure you are on track to graduate on time with your class and have the required amount of core courses.

☐ Beginning April 1 of your senior year, request final amateurism certification.

☐ Ask your high school counselor to submit your final transcript with proof of graduation.

For more information, visit 2point3.org.
Driver Education
Driver Education is not required for graduation but is available to students on each high school campus. Driver Education is not counted as one of the minimum required classes and no credit is earned. Classes are held after school hours; Transportation is not provided. Students must be 15 years 4 months of age to enroll. Enrollment is based upon seat availability. Contact your high school for more information.

Community Education (Adult School)
Students may enroll in an Adult Education School if they are 18 years old in order to receive their Adult Education High School Diploma. Adult Education classes may not be applied toward a CUSD high school diploma.

High School Equivalency Test (HSET)
California has approved the use high school equivalency tests (HiSET, TASC) for students 18 years old and older, and 17 years old in some instances, for the purpose of receiving a California High School Equivalency Certificate. To obtain an official California High School Equivalency Certificate test takers must meet all of the following State requirements: Not completed high school, be a California resident, passed all portions of a High School Equivalency Test (HSET).

Home Teaching
Home teaching services may be provided for any student who is physically unable to attend school for a period exceeding fifteen instructional days. To request a home teacher, parents should complete a Request for Home Instruction form at the student's high school. This form should be submitted to the site administrator along with a physician’s statement indicating the nature of the impairment and the estimated duration of the student’s absence from school.

Correspondence Courses
The District accepts private, independent study course work, including coursework completed via the Internet, under specific guidelines (Board Policy 6146.11). The District will accept no more than ten (10) credits from private study during one school year. Further, students may not accumulate more than ten (10) credits from private study in the following academic disciplines: English, history, mathematics, and science. In world languages, students may accumulate as many private study credits as the granting institution offers as long as that language is not offered at the Capistrano high school of attendance.

Fresh Start Independent Study Program
This independent study program is open to students in Grades 9-12. The parent must request placement in the independent study program from the Assistant Principal at the site. This request must be approved by the Admissions and Discharge Committee. Students enrolled in Fresh Start must be able to manage time to include four to six hours of study daily. All seniors meeting graduation requirements may participate in commencement ceremonies with the approval of the school of residence.
**Extended Absence, Independent Study**

Independent study allows a student to maintain continuity in his/her studies when he/she will be absent for five days or longer and not more than three weeks of a semester for reasons other than illness. The student must obtain approval 5 days in advance from the attendance office as well as assignments from each teacher. The student will have three days after his/her return to school to submit his/her assignments to the instructors for acceptance as part of the course requirements. Without completion of requirements, the absence will remain unexcused.

**Summer School**

There are a variety of educational opportunities for CUSD students during the summer months.

- Academic Courses: All courses offered will be for remediation only.
- CUSD Online Credit Recovery: Programs for high school students.
California Preparatory Academy (Cal Prep) is an independent study high school established through the Capistrano Unified School District. Cal Prep has the benefits and flexibility of a virtual curriculum blended with face-to-face instruction with highly qualified Capistrano Unified teachers. Students at Cal Prep have the opportunity to complete comprehensive online courses that are WASC accredited, UC/CSU and NCAA approved. The rigorous instruction engages students and readies them for college and career.

**Students enrolled in Cal Prep want the flexibility of an online environment for a variety of reasons, including:**

- Graduating ahead of schedule
- Limited or conflicting high school class schedule
- Living with illness or other challenges
- Involvement in athletics or the performing arts which requires a substantial time commitment
- Desire for an alternative to a traditional school setting

**Cal Prep students have the opportunity to:**

- Dual-enroll at their resident CUSD high school and take one or two classes
- Participate in CIF sanctioned sports at their resident CUSD high school
- Participate in fine arts programs at their resident CUSD high school, including band, orchestra, and theater (Auditions and tryout requirements apply)
- Participate in co-curricular activities and school sponsored events at their resident CUSD high school, such as clubs and dances
- Enroll in Honors and Advanced Placement (AP) courses

Cal Prep is dedicated to providing interactive, media-rich educational opportunities in a flexible, student-centered environment that equips students with essential 21st century skills and prepares them to be globally competitive citizens.

For more information, visit Cal Prep Academy’s website at www.calprepacademy.org or call (949) 234-5317.
Internet Safety Rules
Middle School  High School

1. I will think before I post.
I agree not to post information and images that could put me at risk, embarrass me, or damage my future, such as:
- cell & home phone numbers
- home address
- sexual messages
- inappropriate pictures and videos

2. I will respect other people online.
I will not:
- post anything rude, offensive, or threatening
- send or forward images and information that might embarrass, hurt, or harass someone
- take anyone’s personal information and use it to damage his or her reputation

3. I will be careful when meeting online friends in person.
I agree to:
- ask my parent or guardian’s permission
- have a parent or guardian accompany me
- meet in a public place

4. I will protect myself online.
If someone makes me feel uncomfortable or if someone is rude or offensive, I will:
- not respond
- save the evidence
- tell my parent, guardian, or another trusted adult
- report to the website, cell phone company, cyber tipline.com, or the police

Signed
Signed

Watch videos and play games at NSTeens.org
Copyright © 2010 National Center for Missing & Exploited Children. All rights reserved.
Aliso Niguel High School

Automotive Repair and Technology Pathway
Students are prepared for a career in the Automotive industry by learning technologies and techniques used in Auto Repair and preventative maintenance. Students also learn aspects of the industry such as management, electric and alternative fuels, power systems, and others. Students are able to build an electric vehicle from scratch and learn the technology associated with that aspect of the industry.

Culinary Arts Academy
This academy provides the student with information and skills necessary to prepare, present and sell food items in a safe, cost-effective, customer-oriented manner. The course offers students the opportunity to study, implement, develop, and practice skills required for employment in a wide variety of food service operations that can lead to a career in a commercial kitchen or restaurant.

Design, Visual and Media Arts Pathway
Multiple courses in design and media arts are available to provide students with career skills in graphic arts and production, broadcasting, video production, audio and music technology, and others. The teachers of these courses partner with industry representatives to ensure that the equipment used in the course meets current trends and the curriculum addresses the employment skills needed to be successful in this field.

Forensics/Public Services Pathway
Introduction to Law Enforcement, Crime Scene Investigations, and Forensic Science courses provide students with hands-on project based learning opportunities that infuse science, math and English language arts skills with career technical education. Students are prepared for careers in law enforcement or public services and can continue the pathway to Community College or a University majoring in Criminal Justice or pursue legal studies.

Capistrano Valley High School

Academy of Technology Math & Science
Founded in 1995, the Capistrano Valley High School Academy of Technology, Math, and Science is a challenging program intended to better serve and promote students who have demonstrated exceptional ability, interest, and/or aptitude in the areas of mathematics, science, or technology.
Automotive Repair and Technology Pathway

Students are prepared for a career in the Automotive industry by learning technologies and techniques used in Auto Repair and preventative maintenance. Students also learn aspects of the industry such as management, electric and alternative fuels, power systems, and others. Students are able to build an electric vehicle from scratch and learn the technology associated with that aspect of the industry.

Design, Visual and Media Arts Pathway

Multiple courses in design and media arts are available to provide students with career skills in graphic arts and production, broadcasting, animation, video production, audio and music technology, and others. The teachers of these courses partner with industry representatives to ensure that the equipment used in the course meets current trends and the curriculum addresses the employment skills needed to be successful in this field.

Engineering and Manufacturing Technology Pathway

This collaborative program features courses in Introduction to Engineering, Principles of Engineering, and Computer Integrated Manufacturing that integrate science, physics and engineering knowledge and skills. Students can earn both college credit and high school credit for the introductory course. Projects are completed in the state-of-the-art lab using 3D Printers, CNC Mills, Lathes, Laser Engravers, and multiple tools and equipment required to learn these career based competencies. Upon completion, students are able to enter the engineering pathway at multiple colleges.

International Baccalaureate (IB)

IB curriculum provides a cohesive and comprehensive liberal arts and sciences program of study for highly motivated juniors and seniors of differing educational backgrounds, abilities, and interests. It is not just a set of examinations, but a rigorous pre-university program, which will provide the basis for university and post-graduate education.

Two Way Immersion Program

Capistrano Unified is proud to offer a Two-Way Immersion Program designed to assist students in becoming literate in two languages: Spanish and English. The students in the program start their first year of kindergarten in a classroom where instruction is done in both languages. They complete the program their senior year in high school after meeting a series of course requirements.
Dana Hills High School

Design, Visual and Media Arts Pathway
Multiple courses in design and media arts are available to provide students with career skills in graphic arts and production, broadcasting, animation, video production, audio and music technology, and others. The teachers of these courses partner with industry representatives to ensure that the equipment used in the course meets current trends and the curriculum addresses the employment skills needed to be successful in this field.

IVC/DHHS Biotechnology Career and Transfer Pathway
Students in the Biotechnology Career and Transfer Pathway will learn how to use microorganisms or biological substances, such as enzymes, to improve health and or the environment. Upon completion students will be able to implement laboratory procedures and use specialized laboratory equipment in the production of cell-based products such as enzymes or pharmaceuticals in controlled regulated environments. Dana Hills High school students can enroll in the Biotechnology college classes offered on their high school campus during their junior or senior year tuition free.

Forensics/Public Services Pathway
Introduction to Law Enforcement, Crime Scene Investigations, and Forensic Science Courses provide students with hands-on project based learning opportunities that infuse science, math and English language arts skills with career technical education. Students are prepared for careers in law enforcement or public services and can continue the pathway to Community College or a University majoring in Criminal Justice or pursue legal studies.

Health and Medical Occupations Academy
The Health and Medical Occupations Academy is a unique partnership between Dana Hills High school and health care professionals. It is a comprehensive four-year program that focuses on careers within the health field. The Academy helps students select a career in the health field through practical training which provides our students with a foundation of basic academic and technical skills. The academy is linked with motivational and support services to help students complete their education and explore career choices. This innovative program is partnered with Kaiser Permanente in providing internships for students in pathology, oncology, and various departments throughout the hospital.

Hotel and Hospitality Careers Pathway
This course is for students interested in working in the Hotel and Tourism industries. Topics include the history of hospitality, employability skills, the travel and tourism industry, customer service, safety, communication skills, and comprehensive breakdown of all positions within a hotel. Internship assignment is arranged through instructor.
San Clemente High School

Automotive Technology Partnership Academy
The SCHS Automotive Technology Partnership Academy (ATPA) is a “school-within-a-school.” The ATPA incorporates a number of innovative features, including a close family-like atmosphere, integration of academic and career-related curriculum, and involvement of employers in supportive academy roles. This program receives special funding annually by the California Department of Education. This series of courses prepares students for a career in Automotive Technology, Repairs, and Preventative Maintenance.

Culinary Arts Academy
This academy provides the student with information and skills necessary to prepare, present and sell food items in a safe, cost-effective, customer-oriented manner. The course offers students the opportunity to study, implement, develop, and practice skills required for employment in a wide variety of food service operations that can lead to a career in a commercial kitchen or restaurant.

Design, Visual and Media Arts Pathway
Multiple courses in design and media arts are available to provide students with career skills in graphic arts and production, photography, publishing, animation, and others. The teachers of these courses partner with industry representatives to ensure that the equipment used in the course meets current trends and the curriculum addresses the employment skills needed to be successful in this field.

Information and Communications Technology Pathway
In partnership with CISCO Networking Academy, this series of courses provides training in networking and maintenance of computer systems. Students will be prepared to earn industry certification that will prepare them for employment in the ICT field. This course is articulated with Irvine Valley College allowing students to earn college credit in addition to high school credit. Students who earn their certification are able to seek employment in a high-wage and highly technical field. IVC has a full pathway of certification courses for students wishing to continue their education in ICT.

International Baccalaureate (IB)
IB curriculum provides a cohesive and comprehensive liberal arts and sciences program of study for highly motivated juniors and seniors of differing educational backgrounds, abilities, and interests. It is not just a set of examinations, but a rigorous pre-university program, which will provide the basis for university and post-graduate education.
Two Way Immersion Program
Capistrano Unified is proud to offer a Two-Way Immersion Program designed to assist students in becoming literate in two languages: Spanish and English. The students in the program start their first year of kindergarten in a classroom where instruction is done in both languages. They complete the program their senior year in high school after meeting a series of course requirements.

San Juan Hills High School

Biotechnology/Patient Care Pathways
Sequenced courses in biotechnology, medical core, healthcare skills and introduction to vocational nursing provide hands-on, work-based learning opportunities for students in the field of health sciences. In addition, students who are interested in the sports medicine field have access to courses in kinesiology, sports medicine, and physical therapy aide. Many of these courses include internship opportunities with local medical offices and hospitals.

Design, Visual and Media Arts Pathway
Multiple courses in design and media arts are available to provide students with career skills in graphic arts and production, broadcasting, animation, video production, audio and music technology, and others. The teachers of these courses partner with industry representatives to ensure that the equipment used in the course meets current trends and the curriculum addresses the employment skills needed to be successful in this field.

Law/Public Services Pathway
Introduction to Law Enforcement, Crime Scene Investigations, Forensic Science and Street Law Courses provide students with hands-on, project-based learning opportunities that infuse science, math, and English language arts skills with career technical education. This unique Pathway to Law School 2+2+3 Initiative is a Saddleback College partnership program that provides students the ability to transfer to one of six California Universities to finish their bachelor’s degree and continue to law school. Students can enter this program and earn college credit while in high school.

Performing Arts Pathway
This is a conservatory program consisting of multiple courses in several disciplines designed to prepare students for a career in the performing arts. Students are required to complete a series of competency-based classes before graduation, as well as meet discipline specific benchmarks throughout the program. Successful students will be prepared to enter into a conservatory/collegiate program and pursue a career in performing arts.
Two Way Immersion Program
Capistrano Unified is proud to offer a Two-Way Immersion Program designed to assist students in becoming literate in two languages: Spanish and English. The students in the program start their first year of kindergarten in a classroom where instruction is done in both languages. They complete the program their senior year in high school after meeting a series of course requirements.

Serra High School

Dental Assisting Certificate Program
Students are trained in front office and chairside dental assisting procedures and practices. In addition, completion of this program provides students with an X-ray license issued by the State of California which allows students to provide safe x-ray services to patients in a dental office. Students complete 120 hours of internship in local dental offices. Once completed students are prepared for employment as a dental assistant or can continue their training to become a dental hygienist or dentist.

Tesoro High School

Business and Finance Pathway
Courses in Business Management and Accounting prepare students with a strong foundation for any college-bound students who are interested in majoring in any Accounting or Business Administration degree program. Students will learn generally accepted accounting principles and learn how to formulate an operable business plan upon completion of this pathway.

Careers in Teaching Pathway
This is a two year pathway designed to provide students with knowledge of career opportunities in the field of teaching and in other school site educational professions. Students are required to observe and participate in a variety of settings and classrooms at the elementary and secondary levels. Students will learn how to prepare and present weekly educational plans using a variety of options. Preparation of lesson plans, classroom management, and organizational skills are also covered in this pathway.

Design, Visual and Media Arts Pathway
Multiple courses in design and media arts are available to provide students with career skills in graphic arts and production, broadcasting, animation, video production, audio and music technology, and others. The teachers of these courses partner with industry representatives to ensure that the equipment used in the course meets current trends and the curriculum addresses the employment skills needed to be successful in this field.
Medical Pathway
Courses in Medical Core and Sports Medicine with background in the area of health sciences. Students will learn the concepts and techniques used in the healthcare field that apply to many entry level healthcare careers. There is a focus on the care, prevention and rehabilitation of athletic injuries and students completing the courses will receive CPR certification.

Natural Science Pathway
This is a two year pathway consisting of courses in Chemistry and Environmental Engineering and Environmental Field Studies designed to help students develop an understanding of environmental issues related to Southern California with an emphasis on water and the environment.

Performing Arts Pathway
Courses in Drama, Advanced Drama and Actors Repertory prepare students for a career in the performing arts. Students are required to complete a series of competency-based courses before graduation. In addition to the performing arts, students are able to take courses in the behind-the-scenes programs such as Theatrical Production and Stagecraft. Successful students will be prepared to enter into a conservatory/collegiate program and pursue a career in performing arts.
Advanced Placement (AP) and Honors Courses

Advanced Placement (AP) courses offer students of high motivation and achievement the opportunity to receive advanced placement college credit upon entering college. Advanced Placement examinations are administered in May and require payment of a fee. Each college decides which AP examination grades it will accept for credit and/or advanced placement. For Advanced Placement (AP), International Baccalaureate (IB), and Honors* classes only, grade points will be computed on the following numerical value: A = 5, B = 4, C = 3, D = 1, F = 0.

Advanced Placement courses offered by the school district’s high schools may include:

- American Government & Economics
- History of Art
- American History
- European History
- World History
- English Language and Composition
- English Literature and Composition
- Music Theory and Dictation
- Biology
- Chemistry
- Physics
- Computer Science
- Psychology
- Statistics
- Calculus
- Environmental Science
- Economics, Macroeconomics
- Chinese

AP Scholar Awards
The AP Program offers several AP Scholar Awards to recognize high school students who have demonstrated college-level achievement through AP courses and exams. This achievement is acknowledged on any score report that is sent to colleges. Notifications about AP Scholar Awards are sent to students and schools in September of each year.

**AP Scholar**
Granted to students who receive scores of 3 or higher on three or more AP Exams.

**AP Scholar with Honor**
Granted to students who receive an average score of at least 3.25 on all AP Exams taken, and scores of 3 or higher on four or more of these exams.

**AP Scholar with Distinction**
Granted to students who receive an average score of at least 3.5 on all AP Exams taken, and scores of 3 or higher on five or more of these exams.

**State AP Scholar**
Granted to the one male and one female student in each U.S. state and the District of Columbia with scores of 3 or higher on the greatest number of AP Exams, and then the highest average score (at least 3.5) on all AP Exams taken.

**National AP Scholar**
Granted to students in the United States who receive an average score of at least 4 on all AP Exams taken, and scores of 4 or higher on eight or more of these exams.
**Obtaining College Credit or Placement**
Students who take and pass an Advanced Placement Exam may be eligible to receive college level credit for the course. However, it is the individual colleges and universities, not the College Board or the AP Program, that grant course credit and placement. Policies vary widely so it is up to the student to obtain the college’s AP policy in writing. IMPORTANT: The best source of information regarding AP credit is obtained directly from the college/university to which you may apply.

You can find this information in the college’s catalog or on its Web site, or by using the AP Credit Policy Info search at [www.collegeboard.com/ap/creditpolicy](http://www.collegeboard.com/ap/creditpolicy).

**AP Classes and College Admission GPA**
(Information provided here is from the University of California Website)
UC and CSU assign extra points for up to eight semesters of honors-level courses taken in the last three years of high school: A=5 points, B=4 points, C=3 points.
No more than two yearlong UC-approved honors-level courses taken in the 10th grade may be given extra points. A grade of D in an honors or Advanced Placement course does not earn extra points. Acceptable honors-level courses include:

- UC-approved honors courses (Pre-Calculus Honors)
- Advanced Placement courses
- UC-approved CTE weighted courses

**General AP Exam Rules & Guidelines**
Students should not bring:
- Backpacks or any personal belongings not needed in the test room. Leave all backpacks/books, etc. in your locker or locked in your car or other secure location.
- No iPods, cell phones or electronic devices whatsoever.
- Students should secure their cell phone/electronic devices in their locker, locked in the care or other secure location.
- No whiteout correction (liquid or tape). Use of these items will invalidate your test!

**AP Exam Fee Waivers**
Some students may qualify for a fee waiver for the AP Exams. SAT or ACT fee waivers do not qualify a student for the AP Test Fee Waiver. A student who qualifies for, or is participating in the Free or Reduced Price Meal Program qualifies for fee waivers.

**How to apply for the AP Exam Fee Waiver**
- When you register for your AP Exam you must Indicate on the form that you are enrolled in the FREE/REDUCED lunch program.
- If you have misplaced your letter, contact CUSD Food services to receive a copy.
- If you have any questions about the fee waiver please contact your guidance office.
# 2019 AP Exam Schedule—Week 1

**Monday, May 6, 2019 - Friday, May 10, 2019**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Morning 8 a.m.</th>
<th>Afternoon 12 noon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, May 6, 2019</td>
<td>United States Government and Politics</td>
<td>Chinese Language and Culture Environmental Science</td>
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<tr>
<td>Tuesday, May 7, 2019</td>
<td>Seminar Spanish Language and Culture</td>
<td>Japanese Language and Culture Physics 1: Algebra-Based</td>
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<tr>
<td>Wednesday, May 8, 2019</td>
<td>English Literature and Composition</td>
<td>European History French Language and Culture</td>
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<tr>
<td>Thursday, May 9, 2019</td>
<td>Chemistry Spanish Literature and Culture</td>
<td>German Language and Culture Psychology</td>
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<tr>
<td>Friday May 10, 2019</td>
<td>United States History</td>
<td>Computer Science Principles Physics 2: Algebra-Based</td>
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</tbody>
</table>
| Studio Art—Last day for Coordinators to submit digital portfolios (by 8 p.m. ET) and to gather 2-D Design and Drawing students for physical portfolio assembly. Teachers should have forwarded students’ completed digital portfolios to coordinators before this date.
### 2019 AP Exam Schedule—Week 2

**Monday, May 13, 2019—Friday, May 17, 2019**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Morning 8 a.m.</th>
<th>Afternoon 12 noon</th>
<th>Afternoon 2 P. M.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, May 13, 2019</td>
<td>Biology</td>
<td>Physics C: Mechanics</td>
<td>Physics C: Electricity and Magnetism</td>
</tr>
<tr>
<td>Tuesday, May 14, 2019</td>
<td>Calculus AB</td>
<td>Art History</td>
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<tr>
<td></td>
<td>Calculus BC</td>
<td>Human Geography</td>
<td></td>
</tr>
<tr>
<td>Wednesday, May 15, 2019</td>
<td>English</td>
<td>Italian Language and Composition</td>
<td>Macroeconomics</td>
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<tr>
<td></td>
<td>Language and Composition</td>
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<tr>
<td>Thursday, May 16, 2019</td>
<td>Comparative</td>
<td></td>
<td>Statistics</td>
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<tr>
<td></td>
<td>Government and Politics</td>
<td></td>
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<tr>
<td></td>
<td>World History</td>
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<tr>
<td>Friday, May 17, 2019</td>
<td>Microeconomics</td>
<td>Computer Science A</td>
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<td></td>
<td>Music Theory</td>
<td>Latin</td>
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</tr>
</tbody>
</table>
The following information has been taken directly from the International Baccalaureate (IB) website.\(^1\) The IB Diploma Program (DP) is currently offered at Capistrano Valley High School and San Clemente High School. Please visit the IB web site for more detailed information: www.ibo.org.

DP offers a holistic approach to teaching and learning with a keen focus on developing intercultural awareness. Students learn to explore and understand the world around them through inquiry, critical thinking and open-mindedness.

**Why the DP?**

Parents who want the best possible education for their children choose the DP because it offers:

- a challenging academic curriculum that serves as outstanding preparation for university and higher education
- a student-centered approach to teaching, focused on developing students intellectually, emotionally, physically and socially, as opposed to preparation for test-taking only
- a focus on international-mindedness, compassion, and understanding intercultural differences
- respected, reliable and world-renowned academic preparation
- universities regularly cite DP students as the best prepared for higher education
- DP graduates excel at university and often begin their studies with advanced standing

**What's unique about the DP curriculum?**

DP students complete courses from six subject groups, ensuring a depth and breadth of knowledge and understanding. By engaging with a range of subjects, they experience a comprehensive education that encourages them to link their learning to form a more useful way to apply what they've learned. The study of an additional language is also required, as well as the completion of a compulsory programme core consisting of three components:

- Theory of knowledge (TOK) challenges students to reflect on the nature of knowledge and how we know what we claim to know.
- The Extended essay introduces students to the demands and rewards of independent work prior to entering university, requiring them to produce a self-directed piece of research in an area of personal interest
- Creativity, activity and service (CAS) is an experiential learning component where students engage with a wide variety of extracurricular activities, including community service and athletic options.
- [Assessment and examination](http://ibo.org) at the end of DP courses are a recognized worldwide standard, measuring student understanding and providing a passport to university.


**2019 IB Exam Schedule**
10 Reasons
why the IB Diploma Programme (DP) is ideal preparation for university

1. It increases academic opportunity
   Research shows that DP graduates are much more likely to be accepted at top universities and have more opportunities for higher education.

2. IB students care about more than just results
   Through creativity, action, service (CAS), you learn outside the classroom and develop emotionally, socially and ethically as well as intellectually.

3. It encourages you to become a confident and independent learner
   For example, the extended essay requires independent research and writing.

4. It’s an international qualification
   The DP is recognized globally by universities and employers.

5. The IB encourages critical thinking
   Language classes encourage in-depth critical analysis, discussion and understanding of global and cultural issues.

6. Graduates are globally minded
   Language classes encourage in-depth critical analysis, discussion and understanding of global and cultural issues.

7. DP students have proven time management skills
   DP students are known for their strong time management skills, which are invaluable for university and the workforce.

8. Subjects are not taught in isolation
   Theory of knowledge (TOK) classes encourage you to make connections between subjects.

9. It assesses more than examination techniques
   IB assessments test your understanding, not just your ability to recall information.

10. It encourages breadth and depth of learning
    You are able to choose courses from subject groups and study subjects at different levels.

*Based on IB research - www.ibo.org/research
AVID is a nationally recognized program designed to help bright, motivated students in their completion of college-prep coursework while in high school, in hopes that these students will be able to gain acceptance to 4 year college or universities directly from high school. AVID is a four-year elective class for students with academic potential. Upon entering AVID, students enroll in the “a-g” sequence, college preparatory classes that fulfill the requirements for entry into the University of California and California State University systems. Tutors from area colleges and universities work with the high school students, assisting them in all academic areas to make progress commensurate with college expectations. Seminars are also offered in note-taking, study skills, test taking, time management, college entrance exam preparation, effective textbook reading, and library research skills. Students receive extensive help in preparing college applications and financial aid forms.

**AVID Mission Statement**
The mission of AVID is to ensure that all students – especially those in a college preparatory path:
- Succeed in the most rigorous curriculum
- Enter mainstream activities of the school
- Attend four-year universities
- Build life-long habits of empathy, achievement and timeliness
- Become responsible participants and leaders in a democratic society

**Why AVID works**
- AVID places students in a rigorous curriculum while providing academic and emotional support
- AVID emphasizes time-management and goal-setting skills to succeed in school and in life
- AVID creates a team of students for positive peer tutoring
- AVID utilizes techniques to increase student motivation
- AVID redefines the teacher’s role as a student advocate and a personal-success coach

**AVID Student Profile**
Meets the Following Requirements:
- Self-Motivated
- GPA Range between 1.5 and 3.5 (Or AVID Middle School Student)
- Average to high test scores
- College potential
- Determined attitude
- Underrepresented in universities
# College & Career Advantage

## College & Career Advantage

- **10,562 Students Enrolled and Gaining CTE Skills**
- **300+ Businesses to Partner With for Potential Internships**
- **80% of Students who Take CTE Meet College & Career Goals**

## Career Pathways That Lead to College and Career Success

<table>
<thead>
<tr>
<th>Courses Leading to Industry Certification</th>
<th>UC/CSU A-G Approved Courses</th>
<th>Courses Articulated with Local Colleges</th>
<th>CTE Industry Sectors</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+/Net+/Linux+/Servlet+</td>
<td>Architectural Design</td>
<td>Art of Animation</td>
<td>Agriculture &amp; Natural Resources</td>
</tr>
<tr>
<td>CISCO Networking Specialist</td>
<td>Animation</td>
<td>Automotive Technology</td>
<td>Arts, Media &amp; Entertainment</td>
</tr>
<tr>
<td>Dental Radiology</td>
<td>Automotive Technology</td>
<td>Careers in Fashion</td>
<td>Business &amp; Finance</td>
</tr>
<tr>
<td>Emergency Medical Technician</td>
<td>Biotechnology</td>
<td>Digital Video Production</td>
<td>Energy, Environment &amp; Utilities</td>
</tr>
<tr>
<td>Medical Assistant</td>
<td>Business Management</td>
<td>Fire Technology</td>
<td>Engineering &amp; Architecture</td>
</tr>
<tr>
<td>Pharmacy Technician</td>
<td>Dance</td>
<td>Graphic Design Technology</td>
<td>Fashion and Interior Design</td>
</tr>
<tr>
<td>Surgical Technologist</td>
<td>Dental Assisting</td>
<td>Graphics Production</td>
<td>Health Science &amp; Medical Technology</td>
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<td></td>
<td>Engineering &amp; Manufacturing</td>
<td>Medical Assistant I</td>
<td>Hospitality, Tourism, and Recreation</td>
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<tr>
<td></td>
<td>Fashion Design</td>
<td>PC Hardware and Software: IT Essentials I</td>
<td>Information &amp; Communication</td>
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<td>Forensic Science</td>
<td>Retail Careers</td>
<td>Manufacturing</td>
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<tr>
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<td>Graphic Design &amp; Production</td>
<td>Small Business</td>
<td>Marketing, Sales &amp; Services</td>
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<td>Medical Assisting &amp; Medical Core</td>
<td>Management/Entrepreneurship</td>
<td>Public Services</td>
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<tr>
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<td>Multimedia Design &amp; Production</td>
<td>Sports Medicine</td>
<td>Transportation</td>
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<td>Robotics</td>
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<td>Education, Child Dev. &amp; Family Services</td>
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<td></td>
<td>Sports Medicine</td>
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</tbody>
</table>

## Where Do I Register?

High school students should see their Academic Advisor at their high school.
High School students do not pay any registration fees.
Students attending alternative high schools may call 949-234-9464 for information.

Proudly Serving Capistrano Unified & Laguna Beach School Districts
What is CCA?
- State-funded education, providing career/technical preparation and guidance to meet identified educational standards and industry needs.
- Accredited by the Western Association of Schools and Colleges (WASC).
- Career preparation and sequential learning designed to improve academic skills.
- Fully credentialed teachers, experienced in their related industries.
- Elective courses that may include (unpaid) internships and may articulate with local Community Colleges.
- Courses that combine employment with advanced instruction, for high school students only.

Mission Statement
College and Career Advantage (CCA) provides high quality, relevant and engaging career technical education that prepares students for career and academic success.

Why Take a CCA Class?
- High school students earn grades and credits toward graduation
- Gain experience required for immediate employment
- Participate in courses that offer internships
- Earn certificates of completion
- Experience careers that may assist in choosing college majors and enhance college admission applications
- Earn college credits
- Many courses meet UC and CSU a-g entrance requirements.

Career Readiness
A career-ready person effectively navigates pathways that connect education and employment to achieve a fulfilling, financially-secure and successful career. A career is more than just a job. To be career ready in our ever-changing global economy requires adaptability and a commitment to lifelong learning, along with mastery of key academic, technical and workplace knowledge, skills and dispositions that vary from one career to another and change over time as a person progresses along a developmental continuum. Students attain knowledge, skills and dispositions that are interdependent and mutually reinforcing.

What is a High School CTE Pathway?
A high school CTE career pathway is defined by the California Department of Education as a sequence of career technical courses that are equal to, or exceed a minimum of 300 hours in one industry sector. This can be made up of one course (Surgical Technologist training is 650 classroom hours and 700 internship hours, therefore it is considered a career pathway) or multiple courses. A high school career pathway completer can then continue from high school to community college, an entry-level job, or a four-year university. The successful outcome of a career pathway is a certification, a degree, an industry license, or a combination of all three that results in obtaining a career.
What is Career Technical Education?

Career Technical Education is at the forefront of the education reform movement in California because of the work-based learning approach in every course, the highly technical skills that students acquire, and the ability to earn college and high school honors credit in many CTE courses.

College and Career Advantage (CCA) offers students from Capistrano and Laguna Beach Unified School Districts many opportunities while still in high school. Internship courses partner with local business and industry to provide students with real-world experience they can list on their resumes for the workplace, and knowledge they can use to inform their college decisions and career pathways. Students have the opportunity to learn career skills in classrooms and labs modeled after the workplace from credentialed teachers who are also industry experts. The course curriculum and projects are reviewed by business and industry partners to ensure students receive relevant training in current trends and developing fields.

CCA offers many opportunities for students to earn college credit and the honors weighted grade point average (GPA) bump. Therefore, students who are currently taking AP courses are able to take CTE courses as well, increasing their ability to be prepared for both college and career.

In addition, many courses are articulated with community colleges and/or meet the requirement for UC a-g admission.

Recently, the State Board of Education has approved the College and Career Indicators that measure college and career preparedness and provides a guideline for accountability. All students will be able to meet these indicators through a variety of methods.

Students who complete CTE courses in high school are more likely to graduate from high school, more likely to attend college, more likely to graduate from college, and more likely to be hired in the field they have chosen. (cde.ca.gov CTE Fact Sheet)

At College and Career Advantage, we are proud to provide CTE for all students in 14 of the 15 industry sectors. All CCA courses follow the CTE Model Curriculum Standards developed by the California Department of Education that incorporate the Common Core State Standards.

CCA courses along with a rigorous academic education better prepare student for success in high school, college, and beyond. For more information, please visit our website at www.ccadvantage.org or our program page at www.capousd.org.ca.schoolloop.com

Pati Romo

Executive Director, CTE
INTEGRATING ACADEMICS

Biology
Medical Assistant
Emergency Medical Technician
Sports Medicine
Kinesiology
Forensics
Surgical Technician

Chemistry
Fire Technology
Biotechnology
Forensics

Physics
Auto Technology
Crime Scene Investigations
Engineering
Forensics

Math
3D Design
Robotics
Engineering
Auto Repair
Programming and Coding
Business
Management
Pharmacy
Technician
Architecture
Retail Careers

“When I hear applicants to top colleges bemoaning their lack of opportunities to truly stand out in a crowded admissions field, I always knew that these students have not fully explored how CTE courses can help them stand out. CTE offers hands-on powerful experiences with real-world applications. CTE is possibly the most misunderstood and underused college admissions advantage.”

Paul Kanarek, President and Founder, The Princeton Review of Orange County

www.ccadvantage.org
CTE Sectors & Pathways

For More Information About CTE Please Access the Links Below

A Guide to Career Technical Education (CTE)
2018-19 Course Catalog
Graduation Requirements & Suggested Programs
<table>
<thead>
<tr>
<th>Subject Area</th>
<th>CUSD Graduation Requirements</th>
<th>California State University Admission Requirements</th>
<th>University of California Admission Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>History/Social Science</td>
<td>3 years (30 credits) to include Grade 10 – World History, Grade 11 – U.S. History, Grade 12 – American Government &amp; Economics</td>
<td>2 years (20 credits) to include World History/Geography/Cultures and U.S. History/American Government</td>
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</tr>
<tr>
<td>English</td>
<td>4 years (40 credits) 10 credits per year</td>
<td>4 years (40 credits) of college preparatory English</td>
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</tr>
<tr>
<td>Math</td>
<td>2 years (20 credits) to include Algebra I</td>
<td>3 years (30 credits) including Algebra I, Geometry, Algebra II or higher mathematics; 4 years recommended</td>
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<td>World Language or Fine Arts or Career Technical Education (CTE)</td>
<td>1 year (10 credits) of the same World Language or 1 year (10 credits) of Fine Art or 1 year (10 credits) of CTE</td>
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</tr>
<tr>
<td>Visual &amp; Performing Arts</td>
<td>No requirement</td>
<td>A yearlong course. See CSU approved list, subject area “f”</td>
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<tr>
<td>Health</td>
<td>1 Semester (5 credits)</td>
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</tr>
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<td>No requirement</td>
<td>No requirement</td>
</tr>
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<td>Electives</td>
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<td>1 year (10 credits) to be selected from English, Advanced Mathematics, Social Science, Science, World Language, or Visual and Performing Arts</td>
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<td>High School Diploma</td>
</tr>
<tr>
<td>Exam Requirements</td>
<td>SBA CAST PE Fitness Test in Grade 9</td>
<td>SAT or ACT</td>
<td>SAT with Essay or ACT with Writing; SAT subject tests may be recommended depending on the major</td>
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**Suggested Minimum Program for High School Graduation: Class of 2020 •**

<table>
<thead>
<tr>
<th>Ninth Grade (6 classes per semester)</th>
<th>Eleventh Grade (5 classes per semester)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I</td>
<td>English III</td>
</tr>
<tr>
<td>Mathematics</td>
<td>U.S. History</td>
</tr>
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</tr>
<tr>
<td>Health</td>
<td>10 credits</td>
</tr>
<tr>
<td>**CCP</td>
<td>10 credits</td>
</tr>
<tr>
<td>**</td>
<td>5 credits</td>
</tr>
<tr>
<td>**</td>
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<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>English II</td>
<td>English</td>
</tr>
<tr>
<td>Mathematics</td>
<td>American Government</td>
</tr>
<tr>
<td>Science</td>
<td>Economics</td>
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<td>Fine Art or World Language</td>
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<td>30 credits</td>
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**CCP is no longer a graduation requirement. Students who elect to take Health during the school year may elect to take another available course at their school site in the opposite semester. Please see your academic advisor for details.**
Eight semesters of attendance in Grades 9-12 are required. School service/laboratory assistant classes may not exceed a total of 10 credits towards graduation requirements. This is a general college preparation plan for students who wish to attend a 4 year university. Students who have a specific college in mind should plan their program to meet the specific entrance requirements of that college.

### Suggested Program for College Prep

<table>
<thead>
<tr>
<th>Ninth Grade (6 classes per semester)</th>
<th>Eleventh Grade (6 classes per semester)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I or Honors English I</td>
<td>English III or AP Language</td>
</tr>
<tr>
<td>Algebra, Geometry or Honors Algebra 2/Trig</td>
<td>Alg. 2 or other college prep math</td>
</tr>
<tr>
<td>Biology</td>
<td>U.S. History or AP US History</td>
</tr>
<tr>
<td>Physical Education</td>
<td>World Language</td>
</tr>
<tr>
<td>World Language</td>
<td>College Prep Science</td>
</tr>
<tr>
<td>Health</td>
<td>Elective</td>
</tr>
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<td>**CCP</td>
<td>(Visual &amp; Performing Arts)</td>
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<tr>
<td>English II or Honors English II</td>
<td>ERWC, Adv. Comp/Lit</td>
</tr>
<tr>
<td>Geometry or Algebra II/Trig or</td>
<td>or AP Lit.</td>
</tr>
<tr>
<td>Honors Pre-calculus</td>
<td>College Prep Math</td>
</tr>
<tr>
<td>Chemistry or Physics</td>
<td>American Government</td>
</tr>
<tr>
<td>History Course</td>
<td>Economics</td>
</tr>
<tr>
<td>Physical Education</td>
<td>OR</td>
</tr>
<tr>
<td>World Language</td>
<td>AP American Government / Economics</td>
</tr>
<tr>
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<td>College Prep Science</td>
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</table>

**CCP is no longer a graduation requirement. Students who elect to take Health during the school year may elect to take another available course at their school site in the opposite semester. Please see your academic advisor for details.
Minimum and Maximum Number of Classes
Students in Grades 9 and 10 are required to take a minimum of six classes each semester in the regular high school program. (Board Policy 6111) Students in Grades 11 and 12 are required to take a minimum of five classes each semester in the regular high school program. Students in Grades 11 or 12 must take six classes if they are credit deficient. Students 16 years of age or older may take one of the minimum classes each semester in a Career College Advantage (CCA) course or a Saddleback College course that is a 3-unit course. A Saddleback course may not be taken if the credits are needed to graduate. If a student is dropped from a Saddleback College course it will be designated on their high school transcript as an F.

Course Changes
A school’s schedule is created and based on students choosing their desired courses and also meeting any applicable course entrance guidelines. Once the school year begins it becomes extremely disruptive for students to change courses. Electives are classified as any class not required for graduation.

Dropping & Adding Classes
Students must maintain the minimum number of classes required for their grade level. Required courses may not be dropped, (i.e., English). A student may drop an extra class within the first 6 weeks of the semester.

Level Changes
Level changes must be made within the first 6 weeks of school. There must be a specific matching course curriculum taught at a lower level to be considered a level change. Written teacher, parent, and administrator approval is required. Please see your school's guidance office for the required form.

Repeating Courses
No credit is given for a repeated course for which credit was previously granted, except when stated in the course description. Both grades for the repeated course remain on the official record, but only the higher of the two grades received will be used in computing grade point averages and class standing. Only grades of D and F can be repeated to recalculate GPA.

Transfer Students
All students must complete the minimum number of high school credits in order to obtain a CUSD diploma. Transfer students shall complete all of the subject requirements that have been established for all CUSD students.

GPA Calculation
Grade point average (GPA) will be computed using the following numerical value: A = 4, B = 3, C = 2, D = 1, F = 0. Additional grade points may be allowed for specifically designated Advanced Placement (AP), International Baccalaureate (IB), or Honors courses and will be computed using the following numerical value. A = 5, B = 4, C=3, D=2, F=0

*Courses from the transferring district which are designated as honors will not receive honors credit if there is not a corresponding CUSD course of the same title with the same description. Therefore a transferring school that provided a grade boost would cause the transferring students GPA to be recalculated. (BP 6146.11)

Grade Changes
As outlined in California Education Code 49066 “When grades are given for any course of instruction taught in a school district, the grade given to each pupil shall be the grade determined by the teacher of the course and the determination of the pupil's grade by the teacher, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetency, shall be final.”
Diplomas
Upon completion of all graduation requirements, a student is awarded a diploma from the school he/she is attending at the time of graduation:

Aliso Niguel High School, Capistrano Valley High School, Dana Hills High School, San Clemente High School, San Juan Hills High School, Tesoro High School, Junipero Serra High School, or Community Adult School. The Fresh Start student receives a diploma from his/her regular high school of residence. (Board Policy 6146.1)

Early Graduation
A strict review of early graduation applications will be made, with approval granted only for a viable post-graduation program. Application for early graduation must be filed at least one semester in advance of proposed graduation. In order to apply, students must have a 3.0 GPA and have completed 190 credits.

Graduation Honors
The valedictorians of each high school's graduating class are all the students with cumulative grade point averages of 4.0 or higher, based on all courses taken, except Physical Education courses. The valedictorian GPA is initially calculated using the twelve week progress report issued in the eighth semester. Students are responsible for verifying the accuracy of their academic records and reporting any errors to the administration within ten days of the posting of twelve week grades. This calculation will be used for recognition in the senior awards and commencement ceremony programs. Students who reach this achievement based on their final grades will wear the designated regalia at graduation but will not be recognized in the program. Annually, each high school identifies and recognizes a “Scholar of Scholars” who will be the student with the highest overall weighted GPA based on coursework in the following academic disciplines only: English, history/social science, mathematics, science, and world languages and all Advanced Placement and International Baccalaureate coursework. Transferable college-level coursework taken as part of the Concurrent College Studies Program will also be used to identify the "Scholar of Scholars."

(Honors, AP, and IB Classes)
The University of California (UC) maintains a policy of recognizing eight semester courses designated to receive honors grade points. The majority of the approved honors courses are designated as either Advanced Placement or International Baccalaureate. CUSD is compliant with this policy. Students transferring from in-state or out-of-state institutions with honors credits that extend beyond those recognized by CUSD will not have honors credits awarded on their CUSD transcript. These students are welcome to submit their previous school's transcripts along with the CUSD transcript in the admissions process. (Board Policy 5124)

Honor Roll
Honor Roll is based on the Total GPA at the end of each semester.
· Principal's Honor Roll: 3.5 or above.
· Superintendent's Honor Roll: 3.84 or above.
· Scholar Athlete Honor Roll: 3.75 or above.

School Service
A maximum of 10 credits earned in school service classes may be applied toward high school graduation. Only one school service may be taken each semester. California State Assembly Bill 1012 limits the number of courses available to students that are deemed “without educational content.” School Service falls into this category and therefore may not be available.

Health & CCP
All 9th grade students are required to enroll and pass a five (5) credit Health class which is a CUSD graduation requirement. Students who take the course during the school year may elect to take another available course at their school site. Please see your academic advisor for details. CCP is NOT a graduation requirement.
California Scholarship Federation (CSF)
CSF is a state organization which encourages an interest and pride in high standards of scholarship, as well as making possible further education for highly qualified students by offering many scholarships. CSF sponsors a wide variety of enjoyable, educational and exciting experiences. Members are given the opportunity to help fellow classmates through a tutoring program and to receive exclusive admission to many excellent libraries.

Membership is neither automatic nor compulsory. Interested students must submit their membership applications during the first three weeks of each semester. A nominal fee is required for membership. Acceptance into the CSF is determined by the previous semester grades based on a point system. If a student has been a member for four semesters (including one semester based on his 12th year grades), the student becomes a life member (Sealbearer) and receives special recognition during the graduation ceremonies.

National Honor Society
The purpose of this organization is to create enthusiasm for scholarship, to stimulate a desire to render service, to promote leadership, and to develop character. Members are selected by a faculty council based on outstanding scholarship, character, leadership, and service. Once selected, members have the responsibility to continue to demonstrate these qualities. The chapter engages in one or more service projects each year. It is an honor to be selected for this organization and the benefits of membership include opportunities for personal pride, school involvement, and scholarships. The National Honor Society is an official component of the National Association of Secondary School Principals (NASSP).

Challenging a Course
Requests to challenge a course by examination must be filed with the principal or his or her designated representative no later than three weeks before the semester in which such a course would be taken. Entering ninth grade students and new enrollees must file a request and take the examination within two weeks of the time of initial entry to high school classes.

Challenge examinations may be offered to students with the following exceptions:
· Students may challenge no more than three courses (15 credits) which meet graduation requirements during their enrollment in high school. While successful challenge will exempt a student from those specific courses required for graduation, the student is still responsible for the total credits required for graduation.
· Students may not challenge courses which include extensive activity, such as industrial arts, art, home making, and physical education.
· Students may not challenge specific courses required for graduation by the State of California.
· Students challenging courses in a subject area required for graduation will not be exempt from the total number of semester credits required by the state for graduation.
· Successful completion of a challenge examination shall be noted in the student’s records, but credit will not be granted towards high school graduation. Colleges and universities do not recognize challenge courses or give credit toward entrance requirements.
· Students entering a CUSD comprehensive high school from a private, non-accredited school will be offered the opportunity to validate credit by taking end-of-course exams in all courses where they request credit be approved.

(Board Policy 6146.1)
In Class Assessment Return

All high schools implement a variety of assessments including mid-term exams, final exams, common summative and common formative assessments, to name just a few examples. The District believes that every student should be provided an opportunity to view their assessments and to ask about any of the questions that were missed after they have been graded. It is reasonable to expect that some teachers will need time to grade the assessments and then may wish to wait until absent students have a chance to make up missed work before passing back the assessments. There are a variety of ways in which teachers provide students feedback following an assessment or a test. Some teachers provide students the actual hard copy of the assessment for them to review and allow them to make corrections and resubmit it. Some teachers review the assessment with students and allow students an opportunity to ask questions about specific concepts that may not have been grasped but might not allow the students to retake or keep the assessment. The opportunity to review an assessment will be provided either in class or during an assigned tutorial, and during this review students will be able to correlate the questions they missed with either questions from a review/study guide, homework sets and/or pages in their textbook.

Regardless of how the test is developed or administered, the expectation is that all students will get the opportunity to receive feedback in a timely manner on their performance on an assessment. The feedback will be provided during class time or tutorial time, not during lunch or before or after school unless this time was arranged between the teacher and student or parent. The feedback can be in various forms such as the graded test itself, a review sheet outlining the areas of concern, a list of similar problems for practice that were missed on the test, etc. The feedback received is intended to support the student and parent in understanding what was not mastered to support opportunities for additional assistance and practice outside of the classroom setting.

To ensure uniformity among sites and provide students the greatest possible opportunities for review and study, formative assessments will be returned to students. These include teacher generated quizzes and tests that are developed for purposes of informing instruction by providing either the student or the teacher with data that can be used to modify or create learning experiences before students are provided with a final assessment. Summative assessments including midterm or final exams which are intended to measure what students know after the instruction has occurred and for which there is not an expectation that students will have additional opportunities to demonstrate their understanding of the material they have studied are not required to be returned to students. Teachers are still expected to provide students with feedback and to allow them to review the assessment in a secure setting if requested.

<table>
<thead>
<tr>
<th>Example of assessment</th>
<th>Required to be returned?</th>
<th>Feedback options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formative Assessments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project or Paper</td>
<td>Yes - to the student for</td>
<td>Rubric</td>
</tr>
<tr>
<td>Quizzes</td>
<td>them to take home</td>
<td>Teacher notes/conference Questions marked correct or incorrect</td>
</tr>
<tr>
<td>Chapter/Unit Tests</td>
<td></td>
<td>Teacher notes/conference</td>
</tr>
<tr>
<td>Summative Assessments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit Test</td>
<td>No - Students will receive</td>
<td>Questions marked correct or incorrect on test if teacher decided to return it</td>
</tr>
<tr>
<td>Final Exam</td>
<td>a review document</td>
<td>Review document created by teacher with teacher notes</td>
</tr>
<tr>
<td>Common Interim Assessment</td>
<td>No - get a review document</td>
<td>Assigned pages in textbook, workbook, or supplemental resource with questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>similar to those missed by student</td>
</tr>
</tbody>
</table>
### The Anatomy of a Transcript

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Title</th>
<th>Mark</th>
<th>AAS/AEX Comp</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 6 Fall 2009-2010</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fred Nameath Middle School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>207</td>
<td>5.00</td>
<td></td>
</tr>
<tr>
<td>MS credits not included in HS GPA 5.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>207</td>
<td>5.00</td>
<td></td>
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<tr>
<td></td>
<td>247</td>
<td>5.00</td>
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<tr>
<td></td>
<td>264</td>
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<tr>
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<td>327</td>
<td>5.00</td>
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<tr>
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<td>555</td>
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<td></td>
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<tr>
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<td>626</td>
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<td>273</td>
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</tr>
<tr>
<td></td>
<td>555</td>
<td>5.00</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Title</th>
<th>Mark</th>
<th>AAS/AEX Comp</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 9 Fall 2013-2014</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capistrano Valley High School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>174</td>
<td>5.00</td>
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<tr>
<td></td>
<td>204</td>
<td>5.00</td>
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<tr>
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<td></td>
</tr>
<tr>
<td></td>
<td>555</td>
<td>5.00</td>
<td></td>
</tr>
</tbody>
</table>

### Notes:

1. Each Semester the grades and credits a student earns will be placed on the transcript. The school year, grade level and term are placed on top of each section.

2. Student cumulative weighted and non-weighted GPA is placed here. Additionally, the student's class rank and size is shown.

3. District academic distinctions, such as honor roll, appear here including the date when the distinction was earned.

4. This is a summary of student credits broken down by graduation requirement. It includes how many credits have been earned and how many they still need to complete.

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**Standard HS Diploma:**

6/9/2016

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This transcript is unofficial unless signed by a school official.

Signature: __________________________ Date: __________

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**Weighted Non-Weighted GPA:**

- Acad GPA (9-12): 4.9204, 3.9154
- Acad GPA (10-12): 3.8207
- Total GPA (9-12): 3.5645, 3.9154

**Credit Attempted:** 310.00

**Credit Completed:** 310.00

**Class GPA:** 617

Diploma Rank: 1

---

**Credit Summary:**

- **Subject Area**
  - American Government: 3.00
  - Biological Science: 10.00
  - Physical Science: 10.00
  - English: 9.00
  - Economics: 5.00
  - World History/Geo: 10.00
  - US History: 10.00
  - Geography: 5.00
  - Fine Arts/Wild Lang: 10.00
  - Mathematics: 10.00
  - Agriculture: 5.00
  - Physical Education: 20.00
  - College & Career: 5.00
  - Health: 5.00
  - Electives: 60.00, 170.00

**TOTALS:** 220.00, 310.00
To be eligible for the GSSMD, students must be eligible to receive a high school diploma and have demonstrated the mastery of the curriculum in at least six subject matter areas as follows:

**English-language Arts: Students must have earned one of any of the following:**

a. A grade of B+ (or numerical equivalent) or above in a single course completed in grade nine, ten, or eleven  
b. An achievement level of “Standard Met” for the high school Smarter Balanced Summative Assessment

**Mathematics: Students must have earned one of any of the following:**

a. A grade of B+ (or numeric equivalent) or above in a single course completed in grade nine, ten, or eleven  
b. An achievement level of “Standard Met” for the high school Smarter Balanced Summative Assessment

**Science: Students must have earned one of any of the following:**

a. A grade of B+ (or numeric equivalent) or above in a single course completed in grade nine, ten, or eleven  
b. A qualifying score that demonstrates mastery of the subject as determined by the LEA for an examination produced by a private provider or LEA

**U.S. History: Students must have earned one of any of the following:**

a. A grade of B (or numerical equivalent) or above upon completion of the required U.S. history course  
b. A qualifying score that demonstrates mastery of the subject as determined by the LEA for an Examination produced by a private provider or LEA

**Other two subject matter areas:**

a. Any additional qualifying grade or score listed above earned for the subjects of ELA, mathematics, science, or U.S. history not already used to meet eligibility  
b. A grade of B (or numerical equivalent) or above upon the completion of high school courses in other subjects  
c. A qualifying score that demonstrates mastery of other subjects, as determined by the LEA, for an Examination produced by a private provider or LEA
A student who graduates from high school must have achieved a high level of literacy and fluency in one or more language(s) in addition to English. The student must demonstrate:

1) Completion all English language Arts requirements for graduation with an overall grade point average of 2.0 in those classes.

2) Passing the California Assessment of Student Performance and Progress (CAASPP) for English language arts, or any successor test, administered in grade eleven, at or above the "standard met" achievement level, or at the achievement level determined by the Superintendent for any successor test.

3) Proficiency in one or more languages, other than English, demonstrated through one of the following methods:

   A. Passing a foreign language Advanced Placement (AP) examination with a score of 3 or higher, or an International Baccalaureate (IB) examination with a score of 4 or more.
   B. Successful completion of a four-year high school course of study in a foreign language, attaining an overall grade point average of 3.0 or higher in that course of study, and demonstrating oral proficiency in the language comparable to that required to pass an AP or IB examination.
   C. Passing a district test with a score of proficient or higher (If no AP examination or off the shelf language tests exists and the school district can certify that the test meets the level of an AP exam) demonstrating proficiency in all of the modes of communication (reading, writing, and speaking) that characterize communication in the language.
   D. Passing the SAT II foreign language examination with a score of 600 or higher.

4) In addition to the requirements mentioned above, if the primary language of a pupil is other than English, he or she shall demonstrate English proficiency on the English Language Proficiency Assessments for California (ELPAC), or any successor English language proficiency assessment, in transition kindergarten, kindergarten, or any of grades one to twelve, inclusive.
Seal of Biliteracy Classes at Saddleback – Board Policy 6146.1 limits the classes that students are allowed to take at Saddleback College to the following: “Under the auspices of the program, a student may enroll in one Saddleback College course per semester. Courses under this program receive high school credit as well as college credit. College courses may not be taken if the course is offered at the student’s home campus. Graduation requirements, with the exception of electives, may not be taken under this program.” However, recognizing that there may be occasions where exceptions are made for students with unique circumstances, or where students are not taking the course for high school credit, guidance is being provided regarding which Saddleback Courses are considered equivalent to a four year course of study for purposes of receiving the Seal of Biliteracy. Currently, French, Chinese, and German courses at the level 3 or higher may be accepted as equivalent to a four year course of study under our current Administrative Regulation 5.26, criteria #3; completion of Spanish at level 2 or higher may be accepted as equivalent to a four year course of study.
College Eligibility & Planning Overview
Now you’re in high school, the journey begins – your first major step toward deciding what you want to do with your future. **Challenge yourself.** Freshman year is the time to focus on getting good grades. If you figure out how to get good grades now, it puts you on the right track for the rest of high school.

### Throughout the Year

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Your 4-year Plan</strong></td>
<td>Review your four-year plan with your Academic Advisor.</td>
</tr>
<tr>
<td><strong>Meet with your Academic Advisor and Counselor</strong></td>
<td>Get to know them and how they can help you succeed.</td>
</tr>
<tr>
<td><strong>Understand ‘A-G’ requirements</strong></td>
<td>Become familiar with graduation and college prep requirements. (i.e. UC/CSU)</td>
</tr>
<tr>
<td><strong>Set Goals</strong></td>
<td>What do you want for yourself in terms of academic and personal success?</td>
</tr>
<tr>
<td><strong>Monitor your grades regularly</strong></td>
<td>Use study groups and tutors or office hours to get help from teachers.</td>
</tr>
<tr>
<td><strong>Develop Good Academic Habits</strong></td>
<td>Practice effective time management and study skills. Use study groups/tutors as needed.</td>
</tr>
<tr>
<td><strong>Explore &amp; Participate</strong></td>
<td>Start thinking about your life after school, including the types of jobs that might interest you. Talk to other people about careers you might find interesting. Participate in academic enrichment programs that interest you.</td>
</tr>
<tr>
<td><strong>Read!</strong></td>
<td>Read as much as possible. Read anything you’re interested in—newspapers, magazine articles, novels, whatever you enjoy most. This will improve your reading skills, vocabulary, and comprehension, which will help you in school and on admissions tests.</td>
</tr>
</tbody>
</table>

### Fall Semester

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>College and Career Workshops</strong></td>
<td>Attend any workshops hosted by your school or Futureology.</td>
</tr>
<tr>
<td><strong>PSAT</strong></td>
<td>Take the preliminary SAT (PSAT) in October. Preparation isn’t necessary. The PSAT is just practice in a relatively relaxed way to become a skilled test taker and set a baseline for your SAT. This test will help you build up your skills to take the SAT in 11th grade. Your school will have information about this. Review your results in December and attend an Interpretation event.</td>
</tr>
<tr>
<td><strong>Extracurricular Activities</strong></td>
<td>Explore options such as clubs and community service. <em>Less is more – choose a few.</em> Don’t clutter your schedule—colleges would much rather see you passionate about a few worthwhile endeavors than marginally involved with a ton of clubs.</td>
</tr>
</tbody>
</table>

### Spring Semester

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Journal</strong></td>
<td>Record all your extracurricular activities or activity list.</td>
</tr>
<tr>
<td><strong>Explore and Identify Careers/Interest</strong></td>
<td>What kind of experience or education is required? Learn about various industries or check out College and Career Advantage for the Career Technical Education programs. Choose electives that will help you learn about your interests.</td>
</tr>
<tr>
<td><strong>Build relationships</strong></td>
<td>Get to know your peers, teachers, counselors, activity moderators and employers</td>
</tr>
<tr>
<td><strong>Volunteer</strong></td>
<td>Select a service area that aligns with your interests to volunteer or job shadow (if you have the time).</td>
</tr>
<tr>
<td><strong>Connect with Futureology</strong></td>
<td>Attend workshops and webinars offered by CUSD’s Free College and Career Counseling Services. Visit <a href="http://www.cusd-futureology.org">www.cusd-futureology.org</a></td>
</tr>
<tr>
<td><strong>Sophomore Year Planning</strong></td>
<td>Meet with your Academic Advisor to go over your sophomore classes.</td>
</tr>
<tr>
<td><strong>Save Money for college</strong></td>
<td>It’s never too early to put money aside for college. Every little bit helps! Visit <a href="http://www.collegesavings.org">www.collegesavings.org</a> about tax advantages and links to plans. Visit <a href="http://www.studentaid.gov/parent">www.studentaid.gov/parent</a> for info on borrowing, aid, saving, and tax benefits.</td>
</tr>
<tr>
<td><strong>Keep a file of important documents</strong></td>
<td>Awards, activities, test scores and <em>scrapbook</em></td>
</tr>
<tr>
<td><strong>Plan summer activities</strong></td>
<td>Consider summer school courses, enrichment courses, volunteering, working, visiting colleges, or travelling. Learn about a field of interest.</td>
</tr>
</tbody>
</table>
Concentrate on academic preparation this year and continue to develop basic skills and co-curricular interests. **Testing begins this year.** Time to start warming up your pencils. This year you will begin to venture into the testing arena. **Make the grade.** Colleges place heavy emphasis on your sophomore year grades—so make sure your GPA is above average.

### Throughout the Year

<table>
<thead>
<tr>
<th>Your 4-year Plan</th>
<th>Review your four-year plan with your Academic Advisor.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weighted and Unweighted GPA</td>
<td>Review your transcript and understand the difference between your weighted and unweighted GPA.</td>
</tr>
<tr>
<td>Goals</td>
<td>Focus on your goals for academic and personal success.</td>
</tr>
<tr>
<td>Grades</td>
<td>Monitor your grades regularly. Use study groups and tutors or office hours to get help from teachers.</td>
</tr>
<tr>
<td>Explore Careers</td>
<td>Visit Futureology to get started: <a href="http://www.cusd-futureology.org/career">http://www.cusd-futureology.org/career</a></td>
</tr>
<tr>
<td>Create Career Interest List</td>
<td>Begin to research careers that you are interested in.</td>
</tr>
</tbody>
</table>

### Fall Semester

<table>
<thead>
<tr>
<th>Meet with your Academic Advisor</th>
<th>Make sure you’re meeting ‘A-G’ eligibility requirements.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extracurricular Interests and Activities</td>
<td>Explore options such as clubs and community service. <strong>Less is more – choose a few.</strong> Instead of cramming your schedule with extracurriculars from basketball to basket weaving, focus on doing what you love. Don’t clutter your schedule—colleges would much rather see you passionate about a few worthwhile endeavors than marginally involved with a ton of clubs.</td>
</tr>
<tr>
<td>Attend College Rep Visits</td>
<td>Admission Reps from colleges will be on your campus. Hear what they have to say and ask them questions.</td>
</tr>
<tr>
<td>College and Career workshops</td>
<td>Attend any workshops hosted by your school or CUSD Futureology.</td>
</tr>
<tr>
<td>PSAT</td>
<td>Take the preliminary SAT (PSAT) in October. Preparation isn’t necessary. The PSAT is just practice in a relatively relaxed way to become a skilled test taker and set a baseline for your SAT. This test will help you build up your skills to take the SAT in 11th grade. National Merit Scholarships are not linked to the PSAT results until your junior year. Your school will have information about this. Colleges won’t see your scores so it cannot affect your record. Review your results in December and attend an Interpretation event.</td>
</tr>
</tbody>
</table>

### Spring Semester

<table>
<thead>
<tr>
<th>Register for appropriate AP tests/CLEP</th>
<th>In May, take AP® exams for the AP classes you’ve taken. Good performances on AP exams are one indicator for admissions officers of your potential for achieving in college. More than 1,400 colleges and universities accept high scores on AP exams for course credits, helping you save time and money. If you are in an Advanced Placement course (and doing well), then you should take the corresponding AP exam. Consider CLEP exams as well – get 2 shots at college credit.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengthen relationships</td>
<td>Peers, teachers, counselors, activity moderators and employers will be writing recommendations for you down the road!</td>
</tr>
<tr>
<td>Log your extracurriculars</td>
<td>Create an activity list. Start saving examples of academic work, writing samples or artistic projects if applicable.</td>
</tr>
</tbody>
</table>
## Spring Semester

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Take SAT Subject Tests</strong></td>
<td>Many selective colleges require SAT Subject Tests. These one-hour exams are best taken immediately after completing the related class in school when the material is fresh in your mind (and if you are in the corresponding AP course, it makes sense). You never know where you might decide to apply and it might come in handy to have already taken them.</td>
</tr>
<tr>
<td><strong>Career Exploration</strong></td>
<td>Learn about various industries or check out <a href="#">College and Career Advantage</a> for Career Technical Education programs or career related courses you can take junior year.</td>
</tr>
<tr>
<td><strong>Junior Year Planning</strong></td>
<td>Meet with your Academic Advisor to go over your junior year classes.</td>
</tr>
<tr>
<td><strong>Continue saving money for college.</strong></td>
<td>Visit <a href="http://www.collegesavings.org">www.collegesavings.org</a> about tax advantages and links to plans. Visit <a href="http://www.studentaid.gov/parent">www.studentaid.gov/parent</a> for info on borrowing, aid, saving, and tax benefits.</td>
</tr>
<tr>
<td><strong>Continue updating your file of important documents</strong></td>
<td>Awards, activities, test scores, and, <strong>of course a scrapbook</strong></td>
</tr>
<tr>
<td><strong>College Visits</strong></td>
<td>Visit college campuses and college fairs. Even check out virtual school tours.</td>
</tr>
<tr>
<td><strong>CUSD Futureology</strong></td>
<td>See how we can help you get where you want to go. Visit <a href="http://www.cusd-futureology.org">www.cusd-futureology.org</a></td>
</tr>
<tr>
<td><strong>Take a Practice ACT</strong></td>
<td>Review your results for strengths and weakness. Compare your score with your PSAT and determine the best test for you. Colleges accept both SAT and ACT so save time and money and pick the one you are better at (or prefer).</td>
</tr>
<tr>
<td><strong>Plan summer activities</strong></td>
<td>Consider summer school courses, enrichment courses, test prep courses, volunteering, working, visiting colleges, or travelling.</td>
</tr>
<tr>
<td></td>
<td><strong>NOTE:</strong> Start preparing for the SAT or ACT. Summer is the perfect time to prepare for the August or October SAT or July or September ACT. You have learned the vast majority of the material that will appear, and with no academics or extracurriculars busying up your summer schedule, you can take a low-key approach toward getting ready. Consider this if you are applying to competitive colleges.</td>
</tr>
<tr>
<td><strong>Register for the SAT or ACT</strong></td>
<td>Visit <a href="http://www.act.org">www.act.org</a> or <a href="http://www.collegeboard.org">www.collegeboard.org</a></td>
</tr>
</tbody>
</table>

## Student- Athletes

- Read the NCAA Guide for the College Bound Student Athlete. Familiarize yourself with eligibility information from the NCAA, NAIA, and NJCAA.
- Make initial contact with coaches at colleges you may want to attend.
- Develop an online profile and resume highlighting your athletic and academic achievements.
- Create a highlight video to share with college coaches.
- Consider attending a summer sports camp at a college of interest.
11th Grade Checklist

This is your most important year. **Hard work pays off.** The right combination of grades, recommendations, learning, activities, and test scores, can set you up as a great candidate for college.

### Summer Before 11th Grade

**Ready, set, prep.** Ideally July/September/October (ACT) or August/October (SAT) is a great time frame to test. By taking the SAT or ACT early, you give yourself far greater flexibility and control over the testing process. If you missed the chance to prep for the fall exam, then plan for the winter/spring (based on your schedule). The amount of time needed will depend on your starting scores and the average scores of your top-choice colleges. Not sure where you stand? Take a free practice test and find out. Colleges accept both ACT or SAT scores. You can take the SAT or ACT more than once but **prep for one, plan for two, and leave time for three** —most colleges will look at your highest score or superscore. Take a practice ACT in order to compare your score with your PSAT and determine the best test for you. Colleges accept both SAT and ACT so save time and money and pick the one you are better at (or prefer).

### Throughout the Year

<table>
<thead>
<tr>
<th>Your 4-year Plan</th>
<th>Review your four-year plan with your Academic Advisor. Make sure you’re meeting ‘A-G’ eligibility requirements (i.e. UC/CSU).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals</td>
<td>Focus on your goals for academic and personal success. Discuss your college and/or career post-secondary options with your parents and your CUSD futureology college and career counselors.</td>
</tr>
<tr>
<td>Grades/GPA</td>
<td><strong>Make the grade.</strong> Colleges place heavy emphasis on your junior year grades—so make sure your GPA is above average and trending upward this year. Monitor your grades regularly. Use study groups and tutors or office hours to get help from teachers. Take the most challenging academic program available <strong>that fits you best.</strong> Know what you can handle!</td>
</tr>
<tr>
<td>College Visits</td>
<td>Go to college campuses, virtual school tours, and attend college fairs including ours.</td>
</tr>
<tr>
<td>Portfolios</td>
<td>Develop art portfolios, music/drama audition ideas; keep good writing samples from your class work, if applicable.</td>
</tr>
<tr>
<td>Extracurricular Interests and Activities</td>
<td>Explore options such as clubs and community service. <strong>Less is more – choose a few.</strong> Colleges would much rather see you passionate about a few worthwhile endeavors than marginally involved with a ton of clubs. Demonstrate leadership and responsibility; keep a log of all activities and continue saving examples of work or projects if applicable.</td>
</tr>
<tr>
<td>College and Career workshops</td>
<td>Attend any workshops hosted by your school or CUSD futureology. Visit <a href="http://www.cusd-futureology.org">www.cusd-futureology.org</a> for upcoming events!</td>
</tr>
<tr>
<td>Register for SAT or ACT</td>
<td>Visit <a href="http://www.act.org">www.act.org</a> or <a href="http://www.collegeboard.org">www.collegeboard.org</a></td>
</tr>
</tbody>
</table>

### Fall Semester

<table>
<thead>
<tr>
<th>PSAT</th>
<th>Take the preliminary SAT (PSAT) in October. Preparation isn’t necessary. The PSAT is just still practice in a relatively relaxed way to become a skilled test taker and set a baseline for your SAT. Eligibility for National Merit Scholarships available. Your school will have information about this. Colleges won’t see your scores so it cannot affect your record.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet with your Academic Advisor</td>
<td>Make sure you’re meeting ‘A-G’ eligibility requirements.</td>
</tr>
<tr>
<td>College List</td>
<td>Begin building your preliminary college list. Start by thinking about the type of college learning environment you would do best in and what is college characteristics that are important to you.</td>
</tr>
<tr>
<td>Attend College Rep Visits</td>
<td>Admission Reps from colleges will be on your campus. Hear what they have to say and ask them questions.</td>
</tr>
<tr>
<td>College and Career workshops</td>
<td>Attend any workshops hosted by your school or CUSD Futureology.</td>
</tr>
</tbody>
</table>
### Spring Semester

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT or ACT</td>
<td>Register for and take the ACT or SAT exam if you have not already done so. <em>Second Chance.</em> You need to stay focused on your academic performance but if you missed the mark in the fall, taking the SAT or ACT for a second time is a good idea. Review your ACT or SAT results and decide whether or not to try for a better score. Take a practice ACT if you need to compare your score with your PSAT and determine the best test for you. Colleges accept both SAT and ACT so save time and money and pick the one you are better at (or prefer).</td>
</tr>
<tr>
<td>Register for appropriate AP tests/CLEP</td>
<td><em>In May, take AP® exams for the AP classes you’ve taken.</em> More than 1,400 colleges and universities accept high scores on AP exams for course credits, helping you save time and money. If you are in an Advanced Placement course (and doing well), then you should take the corresponding AP exam (and possibly SAT Subject exam). Consider CLEP exams as well – offered in 33 subjects - get 2 shots at college credit.</td>
</tr>
<tr>
<td>Log your extracurriculars</td>
<td>Create an activity list. Start saving examples of academic work, writing samples or artistic projects if applicable.</td>
</tr>
<tr>
<td>Career Exploration</td>
<td>Learn about various industries or check out <a href="https://www.collegeboard.org">College and Career Advantage</a> for Career Technical Education programs or career related courses you can take junior year. Attend any Speaker Series or check out <a href="https://www.collegeboard.org">College and Career Advantage</a> for Career Technical Education programs or career related courses you can take.</td>
</tr>
<tr>
<td>Continue saving money for college</td>
<td>Visit <a href="https://www.collegesavings.org">www.collegesavings.org</a> to learn about tax advantages and links to plans. Visit <a href="https://www.studentaid.gov/parent">www.studentaid.gov/parent</a> for info on borrowing, aid, saving, and tax benefits.</td>
</tr>
<tr>
<td>Continue updating your file of important documents</td>
<td>Awards, activities, test scores, and, <em>of course a scrapbook</em></td>
</tr>
<tr>
<td>College List</td>
<td>Continue to develop a preliminary list of colleges. Think about what you want in your prospective college. Does your initial list of colleges meet your needs and interests (academic program, location, cost, etc.)? Explore college websites and their requirements for admission. Narrow down your choices – focus on categorizing them by reach, target, and safety schools.</td>
</tr>
<tr>
<td>CUSD Futureology</td>
<td>See how we can help you get where you want to go. Visit <a href="https://www.cusd-futureology.org">www.cusd-futureology.org</a></td>
</tr>
<tr>
<td>Take SAT Subject Tests (if applicable)</td>
<td>Many selective colleges require SAT Subject Tests. These one-hour exams are best taken immediately after completing the related class in school when the material is fresh in your mind (and if you are in the corresponding AP course, it makes sense). You never know where you might decide to apply.</td>
</tr>
<tr>
<td>Senior Course Planning</td>
<td>Review course catalog and consider courses for senior year. Meet with your AA.</td>
</tr>
<tr>
<td>Letters of Recommendation</td>
<td>Seek out potential targets for recommendations from teachers and be intentional in getting to know teachers and counselors who may be writing your letters of rec</td>
</tr>
<tr>
<td>Scholarships</td>
<td>Start your active search for grants and scholarships.</td>
</tr>
<tr>
<td>Plan summer activities</td>
<td>Consider summer school courses, enrichment courses, volunteering, working, visiting colleges, or travelling.</td>
</tr>
<tr>
<td>Create (Activity) Resume in Naviance</td>
<td>In the “About Me” tab, build a resume that can include job information, volunteer and extracurricular activities, and aware information.</td>
</tr>
<tr>
<td>Register for the SAT or ACT</td>
<td>If applicable, visit <a href="https://www.act.org">www.act.org</a> or <a href="https://www.collegeboard.org">www.collegeboard.org</a>.</td>
</tr>
</tbody>
</table>

### Student- Athletes

Read the NCAA Guide for the College Bound Student Athlete. Register for eligibility from the NCAA or NAIA.

Use code “9999” to have your official SAT or ACT scores sent directly to the NCAA Eligibility Center.

Continue contact with coaches at colleges you may want to attend.

Develop an online profile including a video and resume highlighting your athletic and academic achievements.

Consider attending a summer sports camp at a college of interest.
Your journey is just beginning! Be thoughtful in choosing a college and career that’s the right fit for you. Investigate and take charge of opportunities.

### Fall Semester

<table>
<thead>
<tr>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review your transcript – Stay on top</td>
<td>Grades still matter so stay on top of all school assignments; taking challenging courses still looks great to an admissions office!</td>
</tr>
<tr>
<td>Register for and take or re-take the SAT or ACT</td>
<td><strong>Last chance for a 2nd chance if you are not happy.</strong> If you’re considering applying Early Decision/Action/REA and want to take the SAT or ACT again, you should do so in Aug - October (and for many ED/EA schools this is probably too late). Remember, many colleges will allow you take standardized tests up to, and including, December of your senior year without any negative impact on your college applications but this is for Regular Decision or Rolling Admissions!</td>
</tr>
<tr>
<td>Draft your college essay (Aug-Sept)</td>
<td>This is a great chance to express yourself. Read the questions, think of meaningful experiences you’ve had, and then let your unique voice and individuality come through. Revisit your initial draft every week. Add, take away, tweak, or rewrite until you’re satisfied. Have at least two people edit the essay—someone who knows you well and a professional editor. Attend Futureology’s workshops.</td>
</tr>
<tr>
<td>Meet with your Academic Advisor</td>
<td>Attend your Senior Counseling Meeting with your Academic Advisor. Make sure you’re meeting ‘A-G’ eligibility requirements (i.e. UC/CSU).</td>
</tr>
<tr>
<td>Goals</td>
<td>Continue to challenge yourself with goals for academic and personal success. Discuss post-secondary and career goals with counselors/parents.</td>
</tr>
<tr>
<td>Extracurricular Interests and Activities</td>
<td>Stick with what you enjoy and dive deep. Demonstrate your unique and specialized experience that demonstrate your commitment, maturity, character, excellence, and leadership.</td>
</tr>
<tr>
<td>College Fair &amp; Visits</td>
<td>Attend CUSD's college fair and HS college rep visits on campus. Visit college campuses. Even check out virtual tours.</td>
</tr>
<tr>
<td>College Applications</td>
<td>Establish your game plan and calendar for working/submitting applications (UC/CSU, Common or Coalition - most applications will be due in November! Remember to check each individual campus for other deadlines. Attend futureology’s college application workshops.</td>
</tr>
<tr>
<td>- Finalize the college list of 8-12 schools</td>
<td></td>
</tr>
<tr>
<td>- Request and confirm counselor and/or teacher letter of recommendation (LOR); Give them 3 weeks min. to write.</td>
<td></td>
</tr>
<tr>
<td>- Write your college essays. Just don’t forget to proofread.</td>
<td></td>
</tr>
<tr>
<td>- Students applying to a US military academy should follow through on necessary requirements</td>
<td></td>
</tr>
<tr>
<td>Send transcripts and test scores</td>
<td>Have your transcript(s) and official test scores sent to colleges that have requested them.</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>Complete and submit <strong>FAFSA</strong> online at <a href="http://www.fafsa.ed.gov">www.fafsa.ed.gov</a> as soon after <strong>October 1</strong>. Check College Board to see if your colleges require the <strong>CSS/Profile Form</strong> for financial aid and complete it. Research merit- and need-based scholarship opportunities. Start with your school’s website + visit <a href="http://www.studentaid.gov/scholarships">www.studentaid.gov/scholarships</a>.</td>
</tr>
<tr>
<td>Continue saving money for college</td>
<td>Visit <a href="http://www.collegesavings.org">www.collegesavings.org</a> to learn about tax advantages and links to plans. Visit <a href="http://www.studentaid.gov/parent">www.studentaid.gov/parent</a> for info on borrowing, aid, saving, and tax benefits.</td>
</tr>
<tr>
<td>Social Media profiles</td>
<td>Polish your social media (Twitter, Facebook, Instagram, LinkedIn, etc) and any other web material that a college could access – is it appropriate?</td>
</tr>
</tbody>
</table>
# 12th Grade Checklist

## Winter Semester

<table>
<thead>
<tr>
<th>Financial Aid</th>
<th>Contact Registrar for Cal Grants GPA Release Form due March. Submit FAFSA if not already done so. Review Financial Aid packages received and compare. Complete any additional financial aid paperwork. Check priority deadlines for CSS Profile.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-year Report</td>
<td>Check for Mid-year Report requirements for non-common app schools.</td>
</tr>
<tr>
<td>Start following the status of your apps (Feb)</td>
<td>Most schools have password-protected portals where you can check your submissions. Make sure all materials have been received and all packages are complete. While you’re following up, send sincere, handwritten thank you notes to the teachers who wrote your recommendations. Not only will they appreciate the gesture, but they deserve it!</td>
</tr>
<tr>
<td>College Decisions (Mar)</td>
<td>Decisions typically come out this month—some electronically and others by mail. Waiting can be tough, but be patient; it won’t be long now. If you’re feeling down about not getting in somewhere you wanted, remember that it’s just part of the process. This is why you select several school where you’d be happy to go</td>
</tr>
</tbody>
</table>

## Spring Semester

<table>
<thead>
<tr>
<th>Decision Time (April)</th>
<th>After you receive college and university acceptances/denials/waitlist, Decide and Notify! Contact the college you choose to attend by May 1. Notify other colleges you will not be attending. Final date to reply is the National Candidate Reply Date, May 1.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decisions typically come out this month—some electronically and others by mail. Waiting can be tough, but be patient; it won’t be long now. If you’re feeling down about not getting in somewhere you wanted, remember that it’s just part of the process. This is why you select several school where you’d be happy to go</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>What did you learn from interviews, current students, and college visits? Can you picture yourself at the campus coffee shop or dining hall? Are you ready to buy the sweatshirt?</td>
<td></td>
</tr>
<tr>
<td>Check for any other housing or scholarship deadlines. Send deposit to your selected college and make necessary house arrangements.</td>
<td></td>
</tr>
<tr>
<td>If you have been placed on a “waitlist” for a school(s) you would like to attend, accept the opportunity if you like, but be sure to accept and deposit at a college that accepted you too</td>
<td></td>
</tr>
<tr>
<td>It’s a done deal. Return your signed acceptance letter and any loan applications. Remember to thank your recommenders and anyone else who has helped you along the way. Good luck and enjoy the rest of your journey.</td>
<td></td>
</tr>
<tr>
<td>Fill out your HS Senior Survey</td>
<td></td>
</tr>
<tr>
<td>Student-Athletes</td>
<td>Check eligibility and request final amateurism certification beginning April 1. Applies only to prospective NCAA Division I and Division II athletes. Submit final transcript with proof of graduation to NCAA.</td>
</tr>
<tr>
<td>Final Transcripts</td>
<td>Request final transcript to be sent to the college or university you will attend.</td>
</tr>
<tr>
<td>Register for appropriate AP tests/CLEP</td>
<td>In May, take AP® exams for the AP classes you’ve taken to earn college credit. Consider CLEP exams as well.</td>
</tr>
<tr>
<td>College placement exams</td>
<td>Register for college placement exams (English, math, etc.) If the college you’re attending requires them.</td>
</tr>
<tr>
<td>Plan summer activities</td>
<td>Consider summer school courses, enrichment courses, volunteering, working, or travelling.</td>
</tr>
</tbody>
</table>
Want to go to college? General College Eligibility Guidelines

In the state of California, higher education opportunities can be realized by attending one of the 110 community colleges, 33 public universities (CSU and UC), 75 private/independent universities and many more technical, trade, and art schools.

- **To be eligible to attend a community college:** one must be 18 years of age or possess a high school diploma.
- **To be eligible to attend a California State University (CSU) or University of California (UC):** public systems require completion of the minimum a-g course sequence with grades of C or higher and submission of ACT or SAT college admission tests results.
- **To be eligible to attend a Private/Independent University:** requirements vary from institution to institution, but follow closely with the University of California a-g course sequence. To learn more about each individual institution, it is recommended that students log onto the prospective school websites to explore majors and schools in California and nationwide. The following link will lead you to each college and university in the California system [Collegeatlas.org](http://www.collegeatlas.org). Additionally you can use Naviance to research colleges, technical and trade schools that interest you or offer the program or training you are looking for.

**Tools to Help With the College Search Process**

- [Collegexpress.com](http://www.collegexpress.com)
- [Collegenavigator.gov](http://www.collegenavigator.gov)
- [Collegeraptor.com](http://www.collegeraptor.com)
- [College Board's Big Future](http://www.collegeboard.org/)
- [Niche.com](http://www.niche.com)
- [Parchment.com](http://www.parchment.com)
- [Petersons.com](http://www.petersons.com)
- [Unigo.com](http://www.unigo.com)

→ For additional resources and expert tips on the college search and selection process, visit:

[www.cusd-futureology.org/college/explore](http://www.cusd-futureology.org/college/explore)
Choosing the Right College

When thinking about where you will spend 4 years of your life, consider your preferences in each area below. Selecting the college that is right for you can be an overwhelming task unless you study the differences between colleges and establish your personal priorities in regards to your college experience.

Factors to Consider When Choosing a College

1. **Size** – Colleges range in size from very small (500 students) to very large (35,000+).
2. **Location** – Do you prefer to attend college close to home, or do you want to experience a new environment? Would you be able to adjust and function as well, or better, farther from home.
3. **Type** – Colleges are either privately or publicly funded. Private colleges may be religiously affiliated which may add certain expectations for students who attend that college.
4. **Cost** – Tuition, fees, room and board, and travel expenses...
5. **Tuition** at state-supported schools is substantially lower than that of private schools. Students who wish to attend out-of-state, public schools pay out-of-state tuition fees, which in most cases equate with tuition at a private institution. However, private institutions often provide significantly more financial aid.
6. **Financial Aid** - Along with federal and state aid, many colleges offer institutional aid to bridge the gap. Some private colleges even offer financial aid that places the cost in line with that of public colleges.
7. **Admission Requirements** – In addition to presenting acceptable scores on entrance exams, some colleges require a certain number of units in high school preparatory courses, as well as essays, recommendations, or interviews.
8. **Curriculum and Degrees Offered** – Consider the availability of adequate academic programs in the area you intend to study, as well as the requirements for achieving a degree in your major at that particular college.
9. **Honors** – Distinctive academic programs may be available to students who meet requirements.
10. **Facilities** – Are you interested in the quality of the facilities, including classrooms, laboratories, libraries, residence halls, etc?
11. **Extra-Curricular Activities** – The colleges you add to your list should offer a variety of activities which are of interest to you, e.g., student government, social organizations, athletic or intramural activities, etc.
12. **Family Tradition** – Your family may have strong ties to a particular college. Consider if this school should be on your list if it's specifications align with your needs/desires in the categories above.
When adding schools to your list, you will put each school into 1 of 3 categories based on acceptance rate Reach, Target or Safety.

Reach: 5% - 25% Acceptance Rate

Put a school in the reach category if:

1. You want to attend
2. You meet all the requirements for the required coursework
3. Your SAT I or ACT score is at or about the average that was accepted last year
4. Your unweighted GPA is at or about the average accepted last year
5. You have taken the average number of honors/AP/IB courses.
6. The major you want is available and you have checked the graduation requirements
7. You meet every requirement for admission and you submit a complete application before the deadline

Target: 26% - 60% Acceptance Rate

Put a school in the reach category if:

1. You want to attend
2. You have visited the college
3. You meet all the requirements for the recommended coursework
4. Your SAT I or ACT score is at or above the average that was accepted last year
5. Your unweighted GPA is above the average accepted last year
6. You have taken the average number of honors/AP/IB courses
7. The major you want is available and you have checked the graduation requirements
8. You meet every requirement for admission and you submit a complete application before the deadline

Safety: 61% Acceptance Rate or Higher

1. You want to attend
2. You have visited the college
3. You meet all the requirements for the recommended coursework
4. Your SAT I or ACT score is significantly above the average accepted last year
5. Your unweighted GPA is significantly above the average accepted last year
6. You have taken the average number of honors/AP courses
7. The major you want is available and you have checked the graduation requirements
8. You meet every requirement for admission and you submit a complete application before the deadline
Who Can Attend a California Community College?
A community college is a good choice for anyone who may want to attend a four-year school later but who is not yet academically, personally or economically ready to begin study at a university. To be eligible to attend a community college, one must be 18 years of age, or possess a high school diploma. In the California Community Colleges, you can work toward an associate (two-year) degree in hundreds of academic and technical fields (which will enable you to transfer to a college or university to complete a baccalaureate degree); or, you can complete a one - or two-year training or certificate program in a choice of occupational fields, various health professions, and/or high-technology job fields.

What if I want a Bachelors Degree?
All community colleges offer courses that meet the lower-division (first two years) of a four-year college or university. Counselors in transfer centers and counseling offices at the community colleges can help you plan your community college program to make sure that the courses you select are transferable. You should also check the requirements of the college or university to which you plan to transfer, especially in your major subject. Many community colleges offer written transfer guarantee programs to specific universities. Please see your Guidance Office or Academic Advisor for more information.

Career Vocational Programs at California Community Colleges
The California Community Colleges can help students get the training needed to qualify for a well-paying job with room for advancement. Career education vocational programs are offered in hundreds of areas that employers need. Areas of vocational (occupational) education include health occupations, electronics and computer sciences, business and finance, agriculture and industrial trades, and many others. Community colleges have up-to-date equipment and facilities and vocational instructors who are experts in their fields. Depending on the occupation you select, training may take from six months to two years. Associate degrees and certificates (shorter-term) programs are available in many fields.

Orange County Community Colleges

<table>
<thead>
<tr>
<th>College</th>
<th>Location</th>
<th>Phone Number</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coastline College</td>
<td>Fountain Valley</td>
<td>714 546-7600</td>
<td>coastline.edu</td>
</tr>
<tr>
<td>Cypress College</td>
<td>Cypress</td>
<td>714 484-4000</td>
<td>cypresscollege.edu</td>
</tr>
<tr>
<td>Fullerton College</td>
<td>Fullerton</td>
<td>714-992-7000</td>
<td>fullcoll.edu</td>
</tr>
<tr>
<td>Golden West College</td>
<td>Huntington Beach</td>
<td>714 892-7711</td>
<td>goldenwestcollege.edu</td>
</tr>
<tr>
<td>Irvine Valley College</td>
<td>Irvine</td>
<td>949 451-5100</td>
<td>ivc.edu</td>
</tr>
<tr>
<td>Orange Coast College</td>
<td>Costa Mesa</td>
<td>714 432-5072</td>
<td>orangecoastcollege.edu</td>
</tr>
<tr>
<td>Saddleback College</td>
<td>Mission Viejo</td>
<td>949 582-4500</td>
<td>saddleback.edu</td>
</tr>
<tr>
<td>Santa Ana College</td>
<td>Santa Ana</td>
<td>714 564-6000</td>
<td>sac.edu</td>
</tr>
<tr>
<td>Santiago Canyon College</td>
<td>Orange</td>
<td>714 628-4900</td>
<td>sccollege.edu</td>
</tr>
</tbody>
</table>
The Freshman Advantage Program is designed for new incoming freshman of any age that will be attending Saddleback College in the Fall Semester. This program offers new freshman the opportunity to apply early, complete the Matriculation Process early, receive an Early Freshman Advantage Registration time, and enroll in classes before the majority of continuing students.

**Mandatory Freshman Advantage Steps**

| STEP #1: cafeComplete Freshman Advantage Application |
| STEP #2: Download information Packet from Freshman Advantage Website |
| STEP #3: Complete New Student Orientation (online) |
| STEP #4: Attend Your Testing Appointment |
| STEP #5: Student Advisement and First Semester Plan (online) |
| Check Your Matriculation Status |
| Register for Classes |

**Freshman Advantage Fridays**

Participate in a face to face half-day orientation! You will tour the campus, learn of support programs and services that will help you as a new college student be successful and work with a counselor to complete an educational plan. Parents are encouraged to attend and can participate in a Financial Aid Information workshop. **You Must Complete Steps 1—5 of the “Mandatory Freshman Advantage Steps” in order to attend.**

**Saddleback College Senior Day**

Each year Saddleback College hosts a “Senior Day” where students can find out what Saddleback has to offer, meet faculty and staff, and tour the campus. Please see your guidance office for the date and time of Saddleback Senior Day 2019.
The Freshman Advantage Program is designed for new students who have never attended college and are planning to attend Irvine Valley College. There are approximately 15,000 students who attend our campus. Freshman Advantage students will receive the exclusive opportunity to apply early, receive an early Freshman Advantage registration time and enroll in fall and spring courses ahead of most currently enrolled IVC students AND other new students.

### IVC Mandatory Freshman Advantage Steps

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Apply for Admission</td>
</tr>
<tr>
<td>2</td>
<td>Apply for Financial Aid</td>
</tr>
<tr>
<td>3</td>
<td>Complete Online Orientation</td>
</tr>
<tr>
<td>4</td>
<td>Complete Assessment</td>
</tr>
<tr>
<td>5</td>
<td>Complete Advisement &amp; Develop an Initial Education Plan</td>
</tr>
</tbody>
</table>

### Irvine Valley College “Fast Fridays”

Fast Fridays (available during the Spring semester for Fall semester applicants) can help to expedite the Matriculation process. To participate in Fast Fridays, you must first complete an IVC admission application and Orientation.

Completion of the Matriculation process is required prior to registration. To assist you in completing your matriculation steps efficiently, Irvine Valley College is hosting Fast Fridays. In one Friday, you will receive the following services:

- Assessment
- Parent Orientation
- Campus Tour
- Lunch
- Student Life Presentation
- Group Advisement
- First Semester My Academic Plan (MAP)
To be eligible for admission to a four-year university, students must meet subject requirements. These requirements represent the minimum academic standards for eligibility. Meeting the minimum eligibility requirements does not guarantee admission. Admission to the campus and program of choice often requires students to meet more demanding standards including high entrance examination test scores. All courses taken to satisfy college admission requirements must be completed with a semester grade of C or higher.

**High School Subject Requirements**

The CSU requires a minimum 15-unit pattern of courses for admission as a first-time freshman. Each unit is equal to a year of study in a subject area. A grade of C or higher is required for each course you use to meet any subject requirement. The minimum GPA requirement for CSU is a 2.0 (C average).

**CSU Application Process**

1. Obtain an unofficial copy of your high school transcript from your parent portal account or the Guidance Office to be used to self-report your classes and grades on your CSU application.
2. Complete application and application fee online.
3. Contact College Board or ACT to have your SAT I or ACT test scores sent to all CSU campuses to which you've applied.
4. Contact College Board/AP Central to have our AP scores sent to all CSU campuses to which you've applied.
5. Send official transcripts ONLY when your are directed to do so. CSU will determine your grade point average based on the classes and grades you self report during the application process. The CSU campus which you commit to attend will prompt you to send an official transcript upon graduation from high school. **CSU does not require letters of recommendation or a college essay.**

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### California State University Subject Requirements

<table>
<thead>
<tr>
<th>Area</th>
<th>Subject</th>
<th>Years</th>
</tr>
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The California State University (CSU), which draws its students from the top third of California’s high school graduates, has long accommodated large numbers of incoming students who need remedial education in English and mathematics. While having well over half of incoming students requiring additional preparation is a common occurrence in all states, the CSU and public school leadership believe that an early intervention strategy will help increase the college readiness of high school students. The CSU has worked with the State Board of Education (SBE) and the California Department of Education (CDE) to develop the Early Assessment Program (EAP). EAP incorporates the CSU’s placement standards into existing high school standards tests in English and mathematics.

**The Benefits of EAP**

- Students get an early signal about their preparedness for college. Those who find that they are not proficient in mathematics or English have their entire senior year to hone those skills.
- California students and families can be sure that required high school standards and tests are meaningful, have consequences, and connect to readiness for college.
- California students and families can be confident that high school standards and college entrance standards are congruent.
- Students who choose to improve their skills in the senior year may be able to bypass any remedial courses.
- Citizens of California can know that the state’s resources are being used wisely.

**How is the EAP Used by Colleges?**

The California State University (CSU) will, and the California Community Colleges (CCC) may use CAASPP results to determine your readiness to take college level courses before you enroll in college. CAASPP Early Assessment Program (EAP) results are for placement purposes ONLY. The CSU or CCC does not use EAP results for admission purposes. Students who meet the admission requirements may apply to the CSU or CCC regardless of their EAP status.

**What is the Goal of EAP**

The goal of the EAP program is to have California high school graduates enter the CSU fully prepared to begin college-level study.

**How do I take the EAP?**

The EAP is now built in to the CAASPP assessment which all students take at the end of their 11th grade year. It is important that students who wish to participate in the EAP program choose to release their scores during the testing administration. For additional details or questions please see your guidance office.
CSU CAMPUSES THAT HAVE HIGHER Admission STANDARDS
Some campuses in the CSU system use higher standards than the minimum admission eligibility standards because of the number of qualified students who apply to those campuses during the initial application filing period. These campuses have instituted enrollment management standards or "impaction." Please refer to www.calstate.edu/sas/impaction-campus-info.shtml for more information about admission standards above the minimum (impaction).

· Chico
· Fresno
· Fullerton
· Humboldt
· Long Beach
· Los Angeles
· Monterey Bay
· Northridge
· Pomona
· Sacramento
· San Bernardino
· San Diego
· San Francisco
· San Jose
· San Luis Obispo
### SAT Eligibility Index Table of California High School Graduates or Residents of California

(A GPA of 3.00 and above qualifies for any score in SAT)

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**GPA below 2.0 does not qualify for admission**

*For admissions purposes, the CSU uses only the SAT scores for mathematics and critical reasoning.*
### SAT Eligibility Index Table of California High School Graduates or Residents of California

(A GPA of 3.00 and above qualifies for any score in SAT)

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GPA below 2.0 does not qualify for admission

* For admissions purposes, the CSU uses only the new SAT scores for mathematics and evidence based on reading and writing.
## ACT Eligibility Index Table of California High School Graduates or Residents of California

(A GPA of 3.00 and above qualifies for any score in ACT)

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<td>2.00</td>
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**GPA below 2.0 does not qualify for admission**
To satisfy this requirement, you must complete the 15 year long high school courses listed below. These courses are also known as the a-g subjects. The minimum GPA requirement for UC is a 3.0 (B average); however, the GPA for the majority of students accepted is 3.7 or higher. For more information regarding UC campuses, areas of study and the eligibility index visit www.universityofcalifornia.edu/apply.

**University of California Application Procedures**

- Obtain an unofficial copy of your high school transcript from the parent portal or the Guidance Office to be used to self-report your classes and grades on your UC application.
- Complete application, personal insight questions and application fee online.
- Contact College Board or ACT to have your SAT or ACT test scores sent to all UC campuses to which you’ve applied.
- Contact College Board/AP Central to have AP scores sent to all UC campuses to which you’ve applied.
- Send official transcripts ONLY when your are directed to do so. UC will determine your grade point average based on the classes and grades you self report during the application process. The UC campus which you commit to attend will prompt you to send an official transcript upon graduation from high school.

**UC does not require nor will they read letters of recommendation.**

**UC Minimum Subject Requirements**

<table>
<thead>
<tr>
<th>Area</th>
<th>Subject</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Social Science (Including 1 year of U.S. History)</td>
<td>2</td>
</tr>
<tr>
<td>b.</td>
<td>English (College prep; English comp and literature)</td>
<td>4</td>
</tr>
<tr>
<td>c.</td>
<td>Math (Including Algebra I, Geometry, Algebra II or higher math)</td>
<td>3</td>
</tr>
<tr>
<td>d.</td>
<td>Laboratory Science (Including 1 year life; 1 year physical)</td>
<td>2</td>
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<tr>
<td>e.</td>
<td>Language other than English (same language)</td>
<td>2</td>
</tr>
<tr>
<td>f.</td>
<td>Visual and performing Art (drama, dance or theatre, music or visual art)</td>
<td>1</td>
</tr>
<tr>
<td>g.</td>
<td>College Preparatory Elective (Additional year chosen from the UC A-G list)</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>Minimum 15 College Prep Courses</td>
<td></td>
</tr>
</tbody>
</table>
Beginning in the Fall 2017 application period UC has replaced the personal statement with the personal insight questions. The personal insight questions are intended to get to know applicants life experience, interests, ambition and inspirations. Think of the personal insight questions as your interview with the admissions office.

**UC: Personal Insight Questions**

**Personal Insight Questions Overview**

- You will have 8 questions to choose from. You must respond to only 4 of the 8 questions.
- Each response is limited to a maximum of 350 words.
- Which questions you choose to answer is entirely up to you: But you should select questions that are most relevant to your experience and that best reflect your individual circumstances.
- All questions are equal: All are given equal consideration in the application review process, which means there is no advantage or disadvantage to choosing certain questions over others.
- There is no right or wrong way to answer these questions: It’s about getting to know your personality, background, interests and achievements in your own unique voice.

**UC does not require nor will they read letters of recommendation.**

**Freshman Applicants - Personal Insight Questions**

1. Describe an example of your leadership experience in which you have positively influenced others, helped resolve disputes, or contributed to group efforts over time.
2. Every person has a creative side, and it can be expressed in many ways: problem solving, original and innovative thinking, and artistically, to name a few. Describe how you express your creative side.
3. What would you say is your greatest talent or skill? How have you developed and demonstrated that talent over time?
4. Describe how you have taken advantage of a significant educational opportunity or worked to overcome an educational barrier you have faced.
5. Describe the most significant challenge you have faced and the steps you have taken to overcome this challenge. How has this challenge affected your academic achievement?
6. Describe your favorite academic subject and explain how it has influenced you.
7. What have you done to make your school or your community a better place?
8. What is the one thing that you think sets you apart from other candidates applying to the University of California?
Beginning in the Fall 2017 application period UC has replaced the personal statement with the personal insight questions. The personal insight questions are intended to get to know applicants life experience, interests, ambition and inspirations. Think of the personal insight questions as your interview with the admissions office.

Personal Insight Questions - Transfer Applicants

Required Question: All transfer applications must answer this question

- Please describe how you have prepared for your intended major, including your readiness to succeed in your upper-division courses once you enroll at the university.

Additional personal insight questions: Answer 3 out of 7 additional questions

1. Describe an example of your leadership experience in which you have positively influenced others, helped resolve disputes, or contributed to group efforts over time.
2. Every person has a creative side, and it can be expressed in many ways: problem solving, original and innovative thinking, and artistically, to name a few. Describe how you express your creative side.
3. What would you say is your greatest talent or skill? How have you developed and demonstrated that talent over time?
4. Describe how you have taken advantage of a significant educational opportunity or worked to overcome an educational barrier you have faced.
5. Describe the most significant challenge you have faced and the steps you have taken to overcome this challenge. How has this challenge affected your academic achievement?
6. What have you done to make your school or your community a better place?
7. What is the one thing that you think sets you apart from other candidates applying to the University of California?
Additional Admission Requirements & Information

- To be considered for admission, students must complete 15 “a-g” courses with a grade of C or better — at least 11 of them prior to the senior year.
- Taking approved "a-g" courses isn't the only way to satisfy these requirements. Students also may meet them by completing college courses or earning certain scores on SAT, Advanced Placement or International Baccalaureate exams.
- Some courses in mathematics and language other than English completed in grades 7 and 8 may be counted toward the 11 courses. Middle school courses must be comparable in content to courses offered at the high school level. Typically, middle school coursework is validated by higher-level coursework completed in high school.
- For example, an intermediate algebra course completed in high school with a grade of C or higher will validate beginning algebra taken in seventh or eighth grade. Likewise, a Spanish 2 course completed with a grade of C or higher will validate Spanish 1 completed prior to high school.
- Academic courses completed in the summer after 11th grade also may be used to complete the 11 courses required for admission consideration.

The Examination Requirement

- The University of California uses admissions tests to not only assess academic achievement and readiness but to also determine qualifications beyond grades.
- All prospective freshmen must submit scores from either the ACT or SAT.

California Residents—Two Paths to UC

For the highest-achieving California applicants, UC has two programs. If you are in one of the following groups and you are not admitted to any of the UC campuses you apply to, you'll be offered a spot at another campus if there's space available.

Statewide Path
You must rank in the top 9 percent of California students according to the UC admissions index. To determine if a student is in the top 9% see the UC Admissions index instruction page.

Local Path
You must rank in the top 9 percent of your graduating class at a participating California high school. This is also known as Eligibility in the Local Context (ELC).
<table>
<thead>
<tr>
<th></th>
<th>Berkeley</th>
<th>Davis</th>
<th>Irvine</th>
<th>Los Angeles</th>
<th>Merced</th>
<th>Riverside</th>
<th>San Diego</th>
<th>Santa Barbara</th>
<th>Santa Cruz</th>
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<tr>
<td>Admit Rate</td>
<td>14.9%</td>
<td>441.20%</td>
<td>28.80%</td>
<td>14.10%</td>
<td>66.90%</td>
<td>50.6%</td>
<td>30.20%</td>
<td>32.30%</td>
<td>47.70%</td>
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<td>Admits</td>
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<td>32,179</td>
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<td>24,963</td>
<td>29,577</td>
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<td>92,305</td>
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<td>CA Residents (% of Admits)</td>
<td>65.80%</td>
<td>60.40%</td>
<td>65.50%</td>
<td>54.50%</td>
<td>95.20%</td>
<td>88.90%</td>
<td>59.10%</td>
<td>66.20%</td>
<td>69.50%</td>
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**GPA & Test Scores of Middle 25% - 75%**

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<td>3.97 - 4.25</td>
<td>4.00 - 4.26</td>
<td>4.16 - 4.31</td>
<td>3.46 - 3.96</td>
<td>3.66 - 4.09</td>
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<td>4.00 - 4.26</td>
<td>3.76 - 4.16</td>
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<td>31 - 35</td>
<td>19 - 27</td>
<td>22 - 30</td>
<td>28 - 34</td>
<td>28 - 34</td>
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<tr>
<td>SAT Reading &amp; Writing</td>
<td>660 - 750</td>
<td>600 - 700</td>
<td>600 - 710</td>
<td>670 - 750</td>
<td>510 - 630</td>
<td>570 - 670</td>
<td>640 - 730</td>
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<td>16 - 20</td>
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<td>14 - 17</td>
<td>16 - 18</td>
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UC: How Applications are Reviewed

- Academic grade point average in all completed "a-g" courses, including additional points for completed UC-certified honors courses.

- Scores on the following tests: ACT with Writing or the SAT Reasoning Test.

- Number of, content of and performance in academic courses beyond the minimum "a-g" requirements.

- Number of and performance in UC-approved honors, Advanced Placement, International Baccalaureate Higher Level and transferable College courses.

- Identification by UC as being ranked in the top 9 percent of your high school class at the end of your junior year (Eligible in the Local Context, or ELC).

- Quality of your senior-year program as measured by the type and number of academic courses in progress or planned.

- Quality of your academic performance relative to the educational opportunities available in your high school.

- Recent, marked improvement in academic performance as demonstrated by academic GPA and the quality of coursework completed or in progress.

- Special talents, achievements and awards in a particular field, such as visual and performing arts, communication or athletic endeavors; special skills, such as demonstrated written and oral proficiency in other languages; special interests, such as intensive study and exploration of other cultures; experiences that demonstrate unusual promise for leadership, such as significant community service or significant participation in student government; or other significant experiences or achievements that demonstrate the student's promise for contributing to the intellectual vitality of a campus.

- Completion of special projects undertaken in the context of your high school curriculum or in conjunction with special school events, projects or programs.

- Location of your secondary school and residence.

- Outstanding performance in one or more specific subject areas.

- Outstanding work in one or more special projects in any academic field of study.

- Academic accomplishments in light of your experience and circumstances, including but not limited to: disabilities, low family income, first generation to attend college, need to work, disadvantaged social or educational environment, difficult personal and family situations or circumstances, refugee status or veteran status.
1. **Convert your grades to grade points.**
Convert the grades earned in all "a-g" courses completed between summer after 9th grade through summer after 11th grade to grade points: A=4 points, B=3 points, C=2 points, D=1 points (Pluses and minuses don't count).

If you're a California resident and want to know which of your classes count as “a-g” courses, see your [high school’s “a-g” course list](#). If you're not a California resident, refer to the A-G course list site (a database of UC-certified course lists in California schools) and the 15 college-preparatory course categories can provide guidance on the types of courses that have been UC-approved.

2. **Give yourself an extra point for each semester of a UC honors-level course, with a maximum of 8 points between 10th and 11th grades.**
   - For 10th grade, you cannot use more than 4 honors point.
   - Grades of D or F in an honors course do not earn an extra point.
   - Classes taken during the summer after 9th grade count as 10th grade; classes in summer after 10th grade count as 10th grade; classes in summer after 11th grade count as 11th grade.
   - Honors courses are Advanced Placement courses, International Baccalaureate Higher Level and designated Standard Level courses, UC-transferable college courses and UC-certified honors courses that appear on your school's course list.

3. Add up all the points to find out your total grade points.

4. Divide your total grade points by the number of grades earned in courses taken between the summer after 9th grade though summer after 11th grade.

   This is your UC GPA (for example: 3.57). Do not round up or down.

---

**University of California - The Admissions Index**

The University of California uses a formula called “an admission index” to determine if a student is in the top 9% of California High School graduates. They convert your SAT/ACT scores to a UC score, which is then matched to your GPA. If that UC score is equal to or greater than the score required for your GPA, then the students is in the top 9%. [Calculate your UC Admissions Index](#).
Financial aid programs provide support for students to help meet the costs of obtaining a college education. The federal and state governments, the individual colleges and universities, and a variety of other public and private sources provide funding.

Financial aid is split up into two categories:

**Achievement-based**

Achievement aid is awarded to students who have a special characteristic, skill, talent, or ability. Typically achievement-based aid is in the form of scholarships.

**Need-based**

Need-based aid is provided to students who demonstrate financial need. Most financial aid, particularly public-funded aid, is awarded on the basis of financial need determined through the application process and in accordance with a prescribed federal formula.

Financial aid for college most often comes from multiple sources or a combination of those varying types of aid programs, typically referred to as a package.

| 4 Basic Types of Financial Aid Programs Available |
|---------------------------------|---------------------------------|
| **Grants**<br>Federal or state gift assistance with no obligation for work or repayment | **Loans**<br>Providing funds now, but with a future repayment obligation |
| **Scholarships**<br>Gift assistance with no obligation for work or repayment | **Work-Study**<br>Student is offered part-time work while attending the institution |
Federal Aid Programs for College

There are numerous Federal programs that help provide funding for students to attend school. These programs vary and include: Grants, Scholarships, Work-Study and loans.

- Pell Grant: Gift aid that is given based on financial need. How much aid you will be eligible to receive is based on your EFC (Expected Family Contribution), which is determined when you complete the FAFSA (Free Application for Federal Student Aid).
- Federal Work Study: Provides part-time employment for students who have financial need. Jobs are usually available both on or off campus. Work study is also determined by FAFSA.
- Perkins Loans: Fixed low interest loan through your college. You must demonstrate financial need.
- Stafford Loan: Currently a variable interest rate loan. You can receive this loan from a private lender or your college. They can be subsidized (no interest accrues while enrolled full-time in school) or unsubsidized (interest accrues while in school).

Paying for College—Cal Grants

A Cal Grant is money for college you don’t have to pay back. To qualify, you must meet the eligibility and financial requirements as well as any minimum GPA requirements. Cal Grants can be used at any University of California, California State University or California Community College, as well as qualifying independent and career colleges or technical schools in California.

There are three kinds of Cal Grants — A, B and C — but you don’t have to figure out which one to apply for. Your eligibility will be based on your FAFSA responses, your verified Cal Grant GPA, the type of California colleges you list on your FAFSA and whether you’re a recent high school graduate. To learn more about the qualifications, go to Calgrants.org.

Who is considered for Cal Grants?

- Current High school seniors and last year’s high school graduates.
- Students who meet the general Cal Grant eligibility requirements.

How to Apply

- Submit a high school GPA to the California Student Aid Commission by March
- Complete a Free Application for Federal Student Aid (FAFSA) or CA Dream Act Application (DAA) by March 2nd.
- Create an account at Webgrants for Students after you have applied.
To apply for federal student aid, you need to complete the FAFSA® (the Free Application for Federal Student Aid). Completing and submitting the FAFSA® is free and quick, and it gives you access to the largest source of financial aid to pay for college or career school. In addition, many states and colleges use your FAFSA data to determine your eligibility for state and school aid, and some private financial aid providers may use your FAFSA information to determine whether you qualify for their aid.

**FAFSA: Free Application for Federal Student Aid**

**Filling out the FAFSA**

**Where to fill out a FAFSA**
- Online at [fafsa.gov](https://fafsa.gov) is faster and easier than using paper.
- If you need a paper FAFSA, you can download a PDF or order a paper FAFSA application.

**What is an FSAID?**
You’ll need an FSA ID, a username and password combination that allows you to sign your FAFSA® electronically. Your FSA ID also can be used to sign loan contracts and to access certain information online. You can get your FSA ID as you fill out the FAFSA, but you also have the option to get it ahead of time.

**What you will need to fill out a FAFSA**
- Your Social Security number
- Your FSAID
- Your parents’ Social Security numbers if you are a dependent student
- Your driver’s license number if you have one
- Your Alien Registration number if you are not a U.S. citizen
- Federal tax information* or tax returns including IRS W-2 information, for you (and your spouse, if you are married), and for your parents if you are a dependent student
- Records of your untaxed income, such as child support received, interest income, and veterans non education benefits, for you, and for your parents if you are a dependent student
- Information on cash; savings and checking account balances; investments, including stocks and bonds and real estate but not including the home in which you live; and business and farm assets for you, and for your parents if you are a dependent student

*You must file a federal tax return or file a declaration of non-filing.
FAFSA Application Period

FAFSA Period Opens

Submit your FAFSA Beginning October 1

See Your Guidance Office for Help

FAFSA Submission Period Opens
There are three different that you can be considered for based on financial need, GPA and college of attendance choice. The application process is the same for all three, you do not need to choose or apply separately. General eligibility for all Cal Grants is:

- Be a California Resident or AB 540 eligible.
- Be a U.S. Citizen or eligible non-citizen or AB 540 eligible.
- Males must meet Selective Service requirements.
- Attend a Cal Grant eligible school.
- Not have earned a bachelor’s degree.
- Not be in grant repayment or in default on a student loan.
- Not be incarcerated.
- Enroll at least half-time to receive payment.
- Maintain satisfactory academic progress to receive payment.

Cal Grants A, B and C

**Cal Grants A**
- For low to middle income students.
- 3.00 high school GPA minimum.
- May be used for an academic program that is 2-4 years in length.
- Can only be used for tuition and fees.
- If awarded at a California Community College, will be held in reserve up to two years until student transfers to a 4-year school.

**Cal Grant B**
- For low income students.
- 2.00 high school GPA minimum.
- May be used for an academic program that is at least 1 year in length.
- Includes an additional annual Access Award amount (living expenses).
- Sophomore through Senior years the student will receive tuition and fees plus Access Award at tuition charging institution.

**Cal Grant C**
- Assists with the costs of a technical or career education.
- Provides up to $547 for books, tools and equipment—and up to $2,462 more for tuition and fees if you’ll be attending a school other than a California Community College (community colleges don’t charge tuition and your fees will be waived as a Cal Grant recipient).
- Is available for up to two years.
Myths About Financial Aid

Don’t fall for these myths about federal student aid and the application process!

“Federal student aid is just ‘free money’ like grants.”

**Reality:** Federal student aid includes three different kinds of financial help: grants, low-interest loans, and work-study funds (a part-time job on or near campus). To learn more about the different types of federal student aid, visit [StudentAid.gov/types](http://StudentAid.gov/types).

“My parents make too much money, so I won’t qualify for aid.”

**Reality:** There is no income cut-off to qualify for federal student aid. Many factors—such as the size of your family and your year in school—are taken into account. And remember: when you fill out the Free Application for Federal Student Aid (FAFSA®) form, you’re also automatically applying for funds from your state, and possibly from your school as well. In fact, some schools won’t even consider you for any of their scholarships (including academic scholarships) until you’ve submitted a FAFSA form. Don’t make assumptions about what you’ll get—fill out the FAFSA form and find out.

“Only students with good grades get financial aid.”

**Reality:** While a high grade point average will help a student get into a good school and may help with academic scholarships, most of the federal student aid programs do not take a student’s grades into consideration. Provided a student maintains satisfactory academic progress in his or her program of study, federal student aid will help a student with an average academic record complete his or her education.

“I don’t have good credit, so I can’t get a student loan.”

**Reality:** You don’t need to get a credit check for most federal student loans (except for Direct PLUS Loans). Also, you won’t need a cosigner to get a federal student loan in most cases.

“My ethnicity or age makes me ineligible for federal student aid.”

**Reality:** There are basic eligibility requirements (which you can find at [StudentAid.gov/eligibility](http://StudentAid.gov/eligibility)), but ethnicity and age are not considered.

“My parents aren’t U.S. citizens, so there’s no way I’ll get aid.”

**Reality:** Your parents’ citizenship status is NOT a factor, and the FAFSA form won’t even ask you about it. If your parents don’t have Social Security numbers, they must enter 000-00-0000 when the FAFSA form asks for their Social Security numbers.

“The FAFSA® form takes forever to fill out, and it’s really hard to do.”

**Reality:** If you’ve got 30 minutes to spare, you’re good. Because that’s about how long it takes to fill out the FAFSA form. It’s also not nearly as hard as you might think.

[Federal Student Aid](http://www.FederalStudentAid.gov) PROUD SPONSOR of the AMERICAN MIND®
"I support myself, so I don't have to include parent information on the FAFSA® form."

**Reality:** This is not necessarily true. Even if you support yourself and file taxes on your own, you may still be considered a dependent student for federal student aid purposes. If you are considered dependent, you must provide your parents' information on the FAFSA form. The form asks a series of questions to determine your dependency status. You can preview the questions at [StudentAid.gov/dependency](http://StudentAid.gov/dependency).

"I can't file my FAFSA® form in October because I haven't applied to any schools."

**Reality:** Actually, you CAN complete your FAFSA form before submitting any college or career school applications. You'll need to list at least one school on your FAFSA form, but go ahead and add every school you're considering, because some schools have early deadlines to apply for their limited funds. Then later, you can add or delete schools on your FAFSA form.

"I'll have to update my FAFSA® form after I file my taxes in the spring, won't I?"

**Reality:** No! Just enter the tax information the form asks for—or better yet, transfer it directly from the Internal Revenue Service if you're offered that option while applying—and you're good to go. No need to update later.

Remember: The FAFSA form asks for your and your parents' tax information from the tax year that was two years prior to the start of the school year for which you're applying for aid. For example, the 2018–19 FAFSA form asks for 2016 tax and income information, while the 2019–20 FAFSA form will ask for 2017 tax and income information.

"I didn't qualify for financial aid last year, so filling out the FAFSA® form again is just a waste of time."

**Reality:** It's super important to fill out a FAFSA form every year you're in college or career school. Why? Because things can change. For instance, your school or state might create a new grant or scholarship, or the factors used to calculate your aid could change from one year to the next. Either way, if you don't submit a new FAFSA form, you're out of luck.

**So what's next?**

Go to [fafsa.gov](http://fafsa.gov) and fill out the form. If you applied for admission to a college or career school and have been accepted—and you listed that school on your FAFSA form—the school will receive the information from your FAFSA form, calculate your aid, and send you an electronic or paper aid offer telling you how much aid you're eligible for at the school.

**Have questions? Contact or visit the following:**

- [StudentAid.gov](http://StudentAid.gov)
- A school's financial aid office
- studentaid@ed.gov
- 1-800-FED-AID (1-800-433-3243) toll free
- TTY for the deaf or hard of hearing: 1-800-730-8913

Find this fact sheet at [StudentAid.gov/resources#myths](http://StudentAid.gov/resources#myths) and share it with others! December 2017
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<thead>
<tr>
<th>Subject</th>
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<tr>
<td><strong>HISTORY/SOCIAL SCIENCE &quot;A&quot;</strong></td>
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<tr>
<td><strong>ENGLISH &quot;B&quot;</strong></td>
<td>4 YEARS</td>
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<tr>
<td><strong>MATHEMATICS &quot;C&quot;</strong></td>
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<td><strong>LABORATORY SCIENCE &quot;D&quot;</strong></td>
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<td><strong>LANGUAGE OTHER THAN ENGLISH &quot;E&quot;</strong></td>
<td>2 YEARS</td>
</tr>
<tr>
<td><strong>VISUAL &amp; PERFORMING ARTS &quot;F&quot;</strong></td>
<td>1 YEAR</td>
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<tr>
<td><strong>COLLEGE PREPARATORY ELECTIVE &quot;G&quot;</strong></td>
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**AN UNWAVERING COMMITMENT TO STUDENT SUCCESS**
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[UC Course List Search](#)
Capistrano Unified School District is committed to providing all students with opportunities and options.

Students may challenge their placement in any course if they do not meet the specified placement criteria by completing the Course Challenge Form below and arranging a meeting with their Academic Advisor or Assistant Principal.
<table>
<thead>
<tr>
<th>Course</th>
<th>ANHS</th>
<th>CVHS</th>
<th>DHHS</th>
<th>SJHHS</th>
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Advanced Composition/World Literature

UC/CSU: b
NCAA: Yes
Length: Semester - 5 Credits for Each Course
Placement Guidelines: Grade 12: Standard Met on SBA OR 22 on ACT English OR 500 on old SAT English/550 new SAT English OR 3 or higher on AP Lang test

These two semester long courses comprise a year-long course that will prepare students for college-level writing and reading. The course focuses on types of academic writing that include narrative, informative/explanatory, research, argumentative, and on-demand. Activities include those that will help students revise and edit their writing and teach them important research methods. Students will also read a variety of fiction, non-fiction, and poetry from important literary periods. Integral to the course is engaging in meaningful class discussion and collaborative work; reading at home to hone comprehension skills and foster independent learning; building strong content knowledge; using technology; and having an open-minded approach to understanding other perspectives and cultures. Passage of the EAP English test is required for placement in this course.

American Cultures

UC/CSU: b
NCAA: Yes
Length: Year - 10 Credits
Placement Guidelines: Grade 11; A or B in English II/Honors English II and World History, Honors World History, AP World History or AP European History OR C in Honors English II . Must be concurrently enrolled in American Cultures/History.

This year-long interdisciplinary humanities course combines the study of American history and literature with the development of advanced composition skills and presentations on historical events through the use of technology. It is team taught by instructors from history and literature/composition. Students can receive credit for U. S. History, Advanced Composition and American Literature for university placement. Students will study the development of American culture from 1600 to the present, with primary attention to the essential and enduring features of American thought, values, customs and practices.

AP English Literature and Composition

UC/CSU: b
NCAA: Yes
Length: Year - 10 Credits
Placement Guidelines: Grade 9: 3.5 GPA in English 8 ACC OR 4.0 GPA in English 8

Students in this college–level course read and carefully analyze both English and American literature written in a variety of time periods, from 16th Century through the contemporary period. This course will provide students with the intellectual challenges and workload consistent with a typical sophomore undergraduate English Literature class. At the culmination of the course, the students will take the AP English Literature and Composition Exam given in May. Based on their scores, they may be granted advanced placement, college credit, or both at colleges and universities throughout the United States.
AP/IB English Literature and Composition

UC/CSU: b
NCAA: Yes
Length: Year - 10 Credits
Placement Guidelines: Grade 12: IB/AP Language perquisite OR 3 or higher on AP Language Exam OR IB Diploma or IB Certificate Candidate

Students in this college–level course read and carefully analyze both English and American literature written in a variety of time periods, from 16th Century through the contemporary period. This course will provide students with the intellectual challenges and workload consistent with a typical sophomore undergraduate English Literature class. At the culmination of the course, the students will take the AP English Literature and Composition Exam given in May. Based on their scores, they may be granted advanced placement, college credit, or both at colleges and universities throughout the United States.

DIR English

UC/CSU: Does not meet UC/CSU a-g Requirements
NCAA: See your Academic Advisor or Guidance Office for Details
Length: Year - 10 Credits
Placement Guidelines: Grades 9-12: See your Academic Advisor or Guidance Office for Details

This course is available 9-12th grades and parallels the regular English curriculum (see English section of curriculum guide for course descriptions). Students pursue competency in literature and writing through individual and small group instruction that focuses on comprehension, independent reading skills, critical thinking, vocabulary and writing development.

ELD English I

UC/CSU: Does not meet UC/CSU a-g Requirements
NCAA: See your Academic Advisor or Guidance Office for Details
Length: Year - 10 Credits
Placement Guidelines: Grades 9-12: See your Academic Advisor or Guidance Office for Details

The ELD I course offers ELLs the opportunity to acquire the English language through the integration of listening, speaking, reading and writing activities by participating in thematically organized, practical, and interactive contexts. Classroom business and learning activities are conducted in English. In the ELD English I course, literature is used to develop emergent English literacy.
**ELD English II**

**UC/CSU:** b  **UC/CSU allow a maximum of 1 unit for ESL/ELD courses**

**NCAA:** Yes

**Length:** Year - 10 Credits

**Placement Guidelines:** Grades 9-12: Placement is based on *English Language Proficiency Level: Beginning (A) or Early-Intermediate (B) on CELDT and/or having successfully completed ELD

In the ELD II course, early-intermediate English language learners (ELLs) will continue to acquire basic interpersonal communicative skills and will begin to acquire cognitive-academic language proficiency in English. Students will continue to develop the four language skills of listening, speaking, reading, and writing by participating in thematically organized, practical, and interactive contexts. Classroom business and learning activities are conducted in English.

**ELD English III**

**UC/CSU:** b  **UC/CSU allow a maximum of 1 unit for ESL/ELD courses**

**NCAA:** Yes

**Length:** Year - 10 Credits

**Placement Guidelines:** Grades 9-12: Placement is based on English Language Proficiency Level: Early-Intermediate (B) or Intermediate (C) on CELDT and/or having successfully completed ELD II

This year long course is the third level of the English Language Development (ELD) - Language Arts Program. In this course, intermediate English language learners (ELLs) will continue to acquire cognitive-academic language proficiency in English. The students will continue to develop the four language skills of listening, speaking, reading, and writing by participating in more complex and demanding thematically organized, practical, and interactive contexts. Students are required to concurrently enroll in a mainstream English class.

**English I**

**UC/CSU:** b

**NCAA:** Yes

**Length:** Year - 10 Credits

**Placement Guidelines:** Grade 9: 3.5 GPA in English 8 ACC OR 4.0 GPA in English 8

English I is the first step into college and career readiness. In this course, students will read a wide variety of texts over several units to develop their skills in writing, vocabulary, reading, and collaboration. Students will learn effective techniques in communication, such as reading, writing, listening, and speaking, while delving into fiction, nonfiction, poetry, mythology, and drama. English I will prepare students with the necessary skills to achieve success during their high school career, inside and outside of the classroom.

**As a 9th grade course this course is not eligible to receive UC honors recognition. The course does have a weighted grade which will be included in overall GPA calculation.**
English II
UC/CSU: b
NCAA: Yes
Length: Year - 10 Credits
Placement Guidelines: Grade 10: College Prep

This course meets entrance requirements for the University of California and California State University systems and is aligned with Common Core Standards. The course offers a rigorous curriculum that includes a variety of complex, board-approved novels, thematically linked nonfiction, and poetry. Students will be challenged with sophisticated literature that will prepare them for college preparatory English and real world applications. Course work will include the development of evidence-based claims, textual analysis, composition, vocabulary, grammar, digital literacy, interpretation, reflection, and synthesis. Course work will promote communication, collaboration, critical thinking, and creativity.

English II Honors
UC/CSU: b
NCAA: Yes
Length: Year - 10 Credits
Placement Guidelines: Grade 10: A or B in English I Honors OR A in English I

English II Honors is designed for sophomores as a more rigorous alternative to English II College Prep. Students will build upon skills learned in English I/English I Honors in composition and reading. The course consists of extensive reading of a range of texts, including novels, short stories, plays, and poetry from a variety of historical eras and cultural backgrounds, including high level, complex nonfiction selections. The focus is on critical reading, analysis, and interpretation to produce thoughtful written responses to assigned readings. Written assignments, both formal and informal, are focused on detailed textual analysis, argument, and synthesis, and require students to express complex and interrelated ideas with clarity and a mature style. Writing assignments also include the stages of composition, including prewriting, drafting, editing, and revising. Students will also be able to use technology to support their learning. Collaboration on discussions and presentations are integrated throughout the course.

English III
UC/CSU: b
NCAA: Yes
Length: Year - 10 Credits
Placement Guidelines: Grade 11: College Prep

This course meets entrance requirements for the University of California and California State University systems and is aligned with Common Core Standards. The course offers a rigorous curriculum that includes a variety of complex, board-approved fiction, nonfiction, and poetry. Students will explore universal themes that are present in American literature and apply their newfound insights to the real world. Students will develop skills in grammar, vocabulary, composition, verbal communication, reading strategies, and digital literacy through collaboration, interpretation, reflection, and synthesis.
**Expository Reading and Writing**

UC/CSU: b  
NCAA: Yes  
Length: Year - 10 Credits  
Placement Guidelines: Grade 12: Seniors scoring Standard Not Met, Standard Nearly Met or Standard Met on Smarter Balanced Assessment

The goal of Expository Reading and Writing Course is to prepare college–bound seniors for the literacy demands of higher education. Through a sequence of fourteen rigorous instructional modules, students in a yearlong, rhetoric-based course develop advanced proficiencies in expository, analytical, and argumentative reading and writing. The cornerstone of the course—the assignment template—presents a process for helping students read, comprehend, and respond to nonfiction and literary texts. Modules also provide students in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors, and to apply those strategies in their own writing.

**IB /AP English Language and Composition**

UC/CSU: b  
NCAA: Yes  
Length: Year - 10 Credits  
Placement Guidelines: Grade 11: A, B, C in Honors English II OR A in English II

This course offers a rigorous preparation for college level writing and emulates a first-year college composition class by preparing students to “write effectively and confidently in their college courses across the curriculum and in their professional and personal lives” (College Board). Students will read and analyze a wide range of non-fiction texts—from newspaper editorials, to travel writing, to literary non-fiction, to biography, to sermons. Although most of the texts for the course are non-fiction, some works of fiction will be studied. In terms of reading, students will learn how to analyze and critique a wide range of non-fiction texts. Students will become familiar with the rhetorical strategies that make for effective, persuasive writing. Specific attention will be paid to the development and analysis of a written argument. Students will learn how to identify the elements of a strong argument and will grow to improve their own written arguments. Furthermore, in terms of writing, students will improve their mastery of standard written English and will grow in their ability to produce “analytic and argumentative compositions that introduce a complex idea and develop it” through the use of evidence. Students will continue to develop their ability to revise their own writing—improving upon its strengths and removing its weaknesses.
IB English III HL

UC/CSU: b
NCAA: Yes
Length: Year - 10 Credits
Placement Guidelines: Grade 11: IB Students Only

By studying World Literature throughout the ages, the IB English program nurtures an understanding of the universal connection among people. Students analyze a variety of literature from different cultures to recognize similar and different thoughts, actions, and emotions. As students analyze various themes, genres and styles, they develop critical thinking skills. By recognizing the author’s purpose and biases and their own perception, they expand the ability to critically evaluate evidence and respect diversity. As the students study literature, they expand their oral and written communication. Students read, discuss, and analyze quality literature; then write compositions of increasing length and complexity, or orally present their interpretations. By practicing different techniques, they present their ideas with insight, clarity, fluency, and unity.

IB English IV HL

UC/CSU: b
NCAA: Yes
Length: Year - 10 Credits
Placement Guidelines: Grade 12: IB Students Only

By studying World Literature throughout the ages, the IB English program nurtures an understanding of the universal connection among people. Students analyze a variety of literature from different cultures to recognize similar and different thoughts, actions, and emotions. As students analyze various themes, genres and styles, they develop critical thinking skills. By recognizing the author’s purpose and biases and their own perception, they expand the ability to critically evaluate evidence and respect diversity.
## Mathematics Course Offerings by School Site

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<th>Course</th>
<th>ANHS</th>
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- **ANHS**: American National High School
- **CVHS**: Capistrano Valley High School
- **DHHS**: Diego High School
- **SJHHS**: San Juan Hills High School
- **SCHS**: Santiago Canyon High School
- **THS**: Tustin High School
Algebra 1
UC/CSU: c
NCAA: Yes
Length: Year - 10 Credits
Placement Guidelines: Grade 9: Grade level course (no criteria needed)

This course focuses on deepening and extending understanding of linear and exponential relationships, contrasting linear and exponential relationships with each other and engaging in methods for analyzing, solving, and using quadratic functions, extending the laws of exponents to square and cube roots, and applying linear models to data that exhibit a linear trend.

Algebra 2
UC/CSU: c
NCAA: Yes
Length: Year - 10 Credits
Placement Guidelines: Grades 10-12: Pass Geometry

This course focuses on relating arithmetic of rational expressions to arithmetic of rational numbers, expanding understandings of functions and graphing to include trigonometric functions, synthesizing and generalizing functions and extending understanding of exponential functions to logarithmic functions, and relating data display and summary statistics to probability and exploring a variety of data collection methods.

AP Calculus AB
UC/CSU: c
NCAA: Yes
Length: Year - 10 Credits
Placement Guidelines: Grades 11-12: Earn a “B-” or higher both semesters in Honors Precalculus

This course focuses on solving problems involving functions and models, limits and derivatives, differentiation rules, applications of differentiation, integrals, applications of the integral, and differential equations (see Advanced Placement information).

Algebra 2 w/ Financial Applications
UC/CSU: c
NCAA: Yes
Length: Year - 10 Credits
Placement Guidelines: Grades 10-12: Pass Geometry

This course is aligned with the California Algebra II standards. Topics include banking, investing, credit, employment and income taxes, automobile ownership, independent living, and retirement planning and household budgeting. The course offers students multiple opportunities to use, construct, question, model and interpret financial situations through multiple representations, including symbolic algebraic, graphical, geometric and verbal.
**AP Calculus BC**

**UC/CSU:** c  
**NCAA:** Yes  
**Length:** Year - 10 Credits  
**Placement Guidelines:** Grade 11: Earn an “A-” or higher both semesters in Honors Precalculus; Grade 12: (1) Earn an “A-” or higher both semesters in Honors Precalculus OR (2) Earn a “B-” or higher both semesters in AP Calculus AB

This course focuses on solving problems involving limits and derivatives, differentiation rules, applications of differentiation, integrals, applications of the integral, techniques of integration, further applications of integration, differential equations, parametric equations, polar coordinates, and infinite sequences and series (see Advanced Placement information).

**AP Statistics**

**UC/CSU:** c  
**NCAA:** Yes  
**Length:** Year - 10 Credits  
**Placement Guidelines:** Grades 10-12: Earn a “B-” or higher both semesters in Algebra 2 or Honors Algebra 2/Trig

This course focuses on solving problems involving exploratory analysis, planning a study, probability, and statistical inferences (see Advanced Placement information).

**Beginning Personal Finance**

**UC/CSU:** Does not meet UC/CSU a-g Requirements  
**NCAA:** No  
**Length:** Year - 10 Credits  
**Placement Guidelines:** Grades 10-12: Pass Algebra 1

This course focuses on practical mathematics, earning money, purchasing, banking, credit, transportation expenses, taxes, living expenses and budgeting, investing, and college and career planning.
**Geometry**

UC/CSU: c  
NCAA: Yes  
**Length:** Year - 10 Credits

**Placement Guidelines:** Grade 9: (1) Earn a 4-quarter 3.00 GPA or higher in Algebra 1 and score 75% or higher on the Algebra 1 End-of-Course Final Exam OR (2) Earn a 4-quarter 2.75 GPA or higher in Algebra 1 and score 85% or higher on the Algebra 1 End-of-Course Final Exam

This course focuses on establishing criteria for congruence of triangles based on rigid motions, establishing criteria for similarity of triangles based on dilations and proportional reasoning, informally developing explanations of circumference, area, and volume formulas, applying the Pythagorean Theorem to the coordinate plane, proving basic geometric theorems, and extending work with probability.

**Honors Algebra 2/Trigonometry**

UC/CSU: c  
NCAA: Yes  
**Length:** Year - 10 Credits

**Placement Guidelines:** Grade 9: (1) Earn a 4-quarter 3.00 GPA or higher in Geometry and score 75% or higher on the Geometry End-of-Course Final Exam OR (2) Earn a 4-quarter 2.75 GPA or higher in Geometry and score 85% or higher on the Geometry End-of-Course Final Exam

This course focuses on the Algebra 2 concepts, plus additional topics such as analyzing and graphing polynomial functions, analyzing and graphing conic sections, expanding the understanding of systems of linear and nonlinear equations and inequalities with the application of linear programming, matrices and determinants, a study of series and sequences with mathematical induction, as well as graphing and applying advanced trigonometric functions.

**Honors Precalculus**

UC/CSU: c  
NCAA: Yes  
**Length:** Year - 10 Credits

**Placement Guidelines:** Grades 10-12: Earn a “B-” or higher both semesters in Honors Algebra 2/Trig

This course focuses on the Precalculus concepts, plus more advanced topics such as solving problems involving vectors, polar coordinates, sequences and series, DeMoivre’s Theorem, probability and statistics.
IB Math Studies SL
UC/CSU: c
NCAA: Yes
Length: Year - 10 Credits
Placement Guidelines: Grades: 11-12 *Please consult your guidance office for additional information

The International Baccalaureate Mathematics Program is designed to serve a diverse population of students with widely differing abilities, mathematical experience, and interests. In particular, Mathematical Studies SL provides an opportunity for students to develop the skills needed to apply mathematics to real life situations in an increasingly technological environment. The curriculum will include topics from Geometry, Algebra II, Trigonometry, Logic, the Mathematics of Finance, Probability and Statistics, Set Notation and Venn Diagrams, and a brief introduction to Calculus.

IB Mathematics HL
UC/CSU: c
NCAA: Yes
Length: Year - 10 Credits
Placement Guidelines: Grades: 11-12 *Please consult the guidance office for additional information

The International Baccalaureate Mathematics Program is designed to serve a diverse population of students with widely differing abilities, mathematical experience, and interests. In particular, Mathematics HL is a demanding course that requires students to study a broad range of mathematical topics. It serves students for whom advanced mathematics will be a major component of their university studies, either as a subject in its own right or within courses such as physics, engineering, or technology. The curriculum will include Differentiation and Integration of Polynomial, Exponential, Logarithmic, Trigonometric and Circular Functions; Matrix Algebra; Convergence of Sequences and Series; Kinematics; and Optimization.

IB Mathematics SL
UC/CSU: c
NCAA: Yes
Length: Year - 10 Credits
Placement Guidelines: Grades: 11-12 *Please consult the guidance office for additional information

The International Baccalaureate Mathematics Program is designed to serve a diverse population of students with widely differing abilities, mathematical experience, and interests. In particular, Mathematics SL provides a sound mathematical background for students whose college experience will include further studies in subject areas such as ecology, biology, economics, business administration, etc. For students pursuing IB Mathematics Higher Level (see below), this course constitutes the first year of their two-year sequence Higher Level sequence. Subjects will include: Exponential, Logarithmic, Trigonometric, and Circular Functions and their graphs; Vectors; Derivatives and Integrals of elementary functions; Probability and Statistics.
Math for the College Bound

UC/CSU: c  
NCAA: Yes  
Length: Year - 10 Credits  
Placement Guidelines: Grade 12: Pass Algebra 2 or Honors Algebra 2/Trig.

This course focuses on a combination of selected precalculus and statistics concepts, including solving problems involving polynomial, rational and trigonometric functions, linear systems and matrices, limits, exploring and comparing data, and probability distributions.

Math Lab/Competency

UC/CSU: No  
NCAA: No  
Length: Year - 10 Credits  
Placement Guidelines: See your Academic Advisor for more information.

This course focuses on the basic arithmetic operations, properties and graphing skills that are used in algebra. Students will develop a better understanding of integers, variables, ratios, proportions, and exponents in order to solve and analyze basic algebraic expressions, equations, and inequalities. Students will extend their understanding of algebra through problem-solving, properties of numbers and equality, and graphing algebraic relations to solve simple linear equations.

Precalculus

UC/CSU: c  
NCAA: Yes  
Length: Year - 10 Credits  
Placement Guidelines: Grades 10-12: Pass Algebra 2 or Honors Algebra 2/Trig

This course is focuses on solving linear and nonlinear systems of equations and inequalities, matrices and determinants, graphing quadratics and polynomials, and solving problems involving exponential and logarithmic functions, trigonometric functions, and sequences and series.

Topics in Calculus

UC/CSU: c  
NCAA: Yes  
Length: Year - 10 Credits  
Placement Guidelines: Grades 11-12: Pass Precalculus or Honors Precalculus

This course is focuses on functions and models, limits and derivatives, differentiation rules, applications of differentiation, integrals, applications of the integral, integration by parts, and differential equations.
## Science Course Offerings by School Site

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<tr>
<th>Course</th>
<th>ANHS</th>
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Anatomy & Physiology

UC/CSU: d
NCAA: Yes
Length: Year - 10 Credits
Placement Guidelines: Grades 10-12: A,B,C - Biology

This is a course designed to give students a more specific understanding of how the human body works. The major organ systems of the body, the structures and their functions are covered thoroughly, as well as those general and most common problems and disorders. This course is taught using higher problem solving and critical thinking skills, increased number of case studies, dissections, more organ systems and disorders. This course is designed to expose students who desire to further their education and are curious about and/or are contemplating a profession in the medical field. Students will be encouraged to engage in thoughtful debates and discussions about current medical practices and procedures on their own.

AP Biology

UC/CSU: d
NCAA: Yes
Length: Year - 10 Credits
Placement Guidelines: Grades 10-12*: A,B - Biology; Recommended -Completion or concurrent enrollment in Chemistry. 9th grade enrollment may be possible; contact Assistant Principal of Guidance

This inquiry and investigative laboratory-based course is an advanced course equivalent to the first year of college biology. Course content includes: biochemistry, cells and tissues, cell chemistry, plant and animal classification, animal physiology, reproduction and genetics, evolution, ecology, interactions. Students who complete this course are expected to take the AP Exam in Biology.

AP Chemistry

UC/CSU: d
NCAA: Yes
Length: Year - 10 Credits
Placement Guidelines: Grade 10: A - Biology; concurrent enrollment in Honors Algebra II or higher
Grades 11-12: A,B - Chemistry; Concurrent enrollment in Pre-calculus.

This inquiry and investigative laboratory-based course is an advanced course equivalent to first-year college chemistry. Emphasis is placed on in-depth study of the structure of matter, states of matter, reactions, descriptive chemistry, and chemical calculations. Students who complete this course are expected to take the AP Exam in Chemistry.
**AP Environmental Science**

**UC/CSU:** d  
**NCAA:** Yes  
**Length:** Year - 10 Credits  
**Placement Guidelines:** Grades 11-12: A,B - Biology; A,B,C - Chemistry

This lecture and laboratory-based course is equivalent to one semester of college environmental science. It emphasizes the interdependency and complexity of the natural world and the impact of human activity on the global ecosystem. Topics include energy, matter, Earth, atmosphere, biosphere, human population dynamics, renewable and nonrenewable resources, environmental quality, global changes and their consequences, and environment and society. Students who complete this course are expected to take the AP Exam in Environmental Science.

**AP Physics 1**

**UC/CSU:** d  
**NCAA:** Yes  
**Length:** Year - 10 Credits  
**Placement Guidelines:** Grades 11-12: Completion or concurrent enrollment in Pre-Calculus

The AP Physics 1 course focuses on the understanding concepts and equations that are stressed in the AP topic outline. The concepts that will be covered in the school year include vectors and their applications in all of the Physics topics covered, Kinematics, Circular Motion, Forces and Gravitation, Momentum and Inertia, Work and Energy, Rotation and Torque, Simple Harmonic Motion and Waves, Electricity and Circuits. Throughout the year we will focus on the practical applications of these topics. The AP course provides an opportunity for students to display their knowledge in an engineering setting with our quarter projects.

**AP Physics 2**

**UC/CSU:** d  
**NCAA:** Yes  
**Length:** Year - 10 Credits  
**Placement Guidelines:** Algebra II/Trigonometry and concurrent enrollment in Pre-Calculus

The AP Physics 2 course focuses on the understanding concepts and equations that are stressed in the AP topic outline. The concepts that will be covered in the school year include vectors and their applications in all of the Physics topics covered, Fluid Dynamics, Thermodynamics, Electrostatics, Electrical Circuits, Magnetism, Optics, and Modern Physics. Throughout the year we will focus on the practical applications of these topics. The AP course provides an opportunity for students to display their knowledge in an engineering setting with our quarter projects.
Science Course Descriptions

**AP Physics C**

UC/CSU: d  
NCAA: Yes  
Length: Year - 10 Credits  
Placement Guidelines: Grades 12: Completion or concurrent enrollment in Calculus

This laboratory course is equivalent to first-year college Physics. Principles of classical mechanics and electromagnetics are developed. Emphasis is on analysis of physical systems and solving equations. The sequence is more intense than the B course, as problem solving requires differential and integral calculus. Students who complete this course are expected to take the AP Exam in Physics C.

**Biology**

UC/CSU: d  
NCAA: Yes  
Length: Year - 10 Credits  
Placement Guidelines: Grade 9: A,B,C,D - Science 8

This investigative laboratory oriented course emphasizes the basic structural, physiological, ecological, evolutionary, and genetic principles as they pertain to living organisms. Critical thinking and problem solving are integral components of the curriculum. The course is also designed to help all students develop an appreciation of the natural world and an understanding of biology’s role in society.

**Biotechnology**

UC/CSU: d  
NCAA: Yes  
Length: Year - 10 Credits  
Placement Guidelines: DHHS Grades 11-12: A,B,C - Chemistry; Only SJHHS: A,B,C - Biology and Physical Science

Biotechnology is the study and manipulation of living organisms and their building blocks for commercial use. Biotech has applications in the areas of medicine, agriculture, and the environment. The course is designed to give students an introduction to the scientific concepts and laboratory research techniques currently used in the field of biotechnology. Through extensive reading, laboratory work, and workplace experiences, students will evaluate career opportunities in the field of biotechnology.
Science Course Descriptions

Chemistry
UC/CSU: d
NCAA: Yes
Length: Year - 10 Credits

This inquiry and laboratory-based course emphasizes chemical principles, which investigate the composition, behavior and organization of matter at an atomic and nuclear level. Emphasis is placed on developing and using models, planning and conducting investigations, analyzing and interpreting data, using mathematical and computational thinking, and constructing explanations; and to use these practices to demonstrate understanding of quantitative evaluation of the atom, elements, periodic table, chemical reactions, kinetics, thermodynamics, equilibrium, nuclear chemistry, and energy transfer. Students will be expected to engage in, design, and evaluate investigations in the laboratory setting.

Conceptual Physics
UC/CSU: d
NCAA: Yes
Length: Year - 10 Credits
Placement Guidelines: Grades 10-12: A,B,C,D - Biology; Recommended - C or better in Algebra I

Conceptual Physics is an introductory course in the foundations of Physics. Emphasis will be on the development of an intuitive understanding of physics principles and concepts. Students will also learn problem solving skills using basic algebra as it applies to the physics concepts. Laboratory work will help students develop reasoning power, focus on investigation skills, and apply physics principles to multiple circumstances and scenarios. This course emphasizes a study of motion with basics in Mechanics, Heat, Electricity and Magnetism, Sound and Light.

Earth Science
UC/CSU: d
NCAA: Yes
Length: Year - 10 Credits
Placement Guidelines: Grades 10-12: A,B,C,D - Biology

This course is based on the High School Earth Science Content Standards for California. Earth Science is designed to teach high school students to apply the laws, theories and principles of the physical science to the study of Earth Science. This course emphasizes astronomy, meteorology, oceanography, and geology. Organizational and critical thinking, problem solving, laboratory and investigation skills are introduced and utilized throughout this course.
Forensics
UC/CSU: d
NCAA: Yes
Length: Year - 10 Credits
Placement Guidelines: ANHS: Completion of Biology; A,B,C - Chemistry or Physics; DHHS Grade 12: A,B,C Chemistry

The course covers the collection and analysis of evidence found at a crime scene using a variety of chemical, physical and microscopic examination techniques. Topics include but are not limited to blood spatter analysis, fingerprints, glass and fiber, toxicology, firearms, entomology, question documents, hair, and serology.

Honors Anatomy & Physiology
UC/CSU: d
NCAA: Yes
Length: Year - 10 Credits
Placement Guidelines: Completion of Biology; A,B - Chemistry  Students who completed Anatomy & Physiology may not enroll in Honors Anatomy & Physiology

Honors Anatomy and Physiology explores the systems comprising the human body emphasizing the relationship between structure and function. Special emphasis is placed on the interdependence of body systems and the maintenance of normal parameters (homeostasis). As compared to the general Anatomy and Physiology course, the honors course covers human systems in greater detail at a faster pace. Students in the honors course are expected to engage in more self-guided learning related to research topics and problem solving. The honors course is designed to prepare students who are contemplating a profession in the medical field and will feature extensive lab practicum exams and dissection activities.

Honors Biology
UC/CSU: d
NCAA: Yes
Length: Year - 10 Credits
Placement Guidelines: Grade 9: A, B in Algebra I or higher and A in 8th grade Science  and  A, B in 8th grade English Accelerated or A in 8th grade English. Students who completed Biology may not enroll in Honors Biology.

Honors Biology is an advanced investigative laboratory course examining the structural and physiological characteristics of life from the molecular to the organismal level. Further emphasis will focus on analyzing and constructing patterns of biological interactions within ecosystems based upon selective pressures of speciation. Students will be using critical thinking skills to formulate arguments based on scientific data to explain natural phenomenon and design solutions to current global problems.

**As a 9th grade course this course is not eligible to receive UC honors recognition. The course does have a local weighted grade which will be included in overall GPA calculation.**
Honors Chemistry

UC/CSU: d
NCAA: Yes
Length: Year - 10 Credits
Placement Guidelines: Grade 10-12: A,B - Algebra I; A,B - Biology or A,B,C Honors Biology; Recommended - Concurrent enrollment or completion of Algebra II. Students who completed Chemistry may not enroll in Honors Chemistry.

Honors Chemistry is an elective, college preparatory class designed to meet the needs of students with a strong background in mathematics and science. This course offers students a chance to learn the fundamental principles of chemistry, to learn safe laboratory techniques, to learn proper handling techniques of various chemical substances, and to develop problem solving and critical thinking skills needed to succeed at the college level. Students participate in multiple inquiry based investigations that are aligned with the California NGSS standards. Students collaborate and communicate their findings and understanding in different formats such as lab reports, individual and/or group presentations and research papers. Students interested in pursuing careers in healthcare, engineering, pharmacology, research, veterinary medicine, science teaching, lab technology, or any related field are strongly encouraged to take this course.

Honors Physics

UC/CSU: d
NCAA: Yes
Length: Year - 10 Credits
Placement Guidelines: Grades 11-12: A,B,C - Chemistry; A,B,C - AlgII/Trig; Students who completed Physics may not enroll in Honors Physics.

Honors Physics is an introductory course for the college bound student who will utilize their present knowledge of Algebra/Trigonometry to describe physics concepts. This course will cover the topics of: Mechanics – both linear and rotational, Thermal Energy, Electricity and Magnetism, Simple Harmonic Motion, Waves, Sound, Light and Optics. In each of these areas, students will explore hands-on activities as well as learn problem solving skills that will enhance their current understanding of Algebra/Trigonometry, as well as graphing skills, and how they can be applied to describe and make predictions about the physical world. Students who complete this course will be prepared to take the SAT Subject Test in Physics.

IB Biology HL

UC/CSU: d
NCAA: Yes
Length: Year - 10 Credits
Placement Guidelines: SCHS & CVHS only Grade 12: completion of Honors Anatomy, AP Biology, IB/AP Environmental or AP Chemistry.

This inquiry and investigative laboratory-based course is an advanced course equivalent to the first year of college biology. Course content includes: biochemistry, cells and tissues, cell chemistry, plant and animal classification, animal physiology, reproduction and genetics, evolution, ecology, interactions. Students who complete this course are expected to take the AP Exam in Biology.
IB Chemistry SL

UC/CSU: d  
NCAA: Yes  
Length: Year - 10 Credits  
Placement Guidelines: SCHS only Grade 12: Completion of AP Chemistry

The IB curriculum model applies to all Diploma Group 4 subjects: biology, chemistry, environmental systems, physics and design technology. A core of material is studied by both higher and standard level students. Standard Level students will study options and complete and interdisciplinary project. The IB chemistry course is designed to develop an in-depth understanding of the major areas of chemistry. The SL curriculum requires a student to spend 40 hours of laboratory investigation time of which 15 hours is devoted to the interdisciplinary group project.

IB Physics HL

UC/CSU: d  
NCAA: Yes  
Length: Year - 10 Credits  
Placement Guidelines: CVHS & SCHS only Grades 11-12: Completion of Biology; A,B,C - Chemistry; Concurrent enrollment in Honors Pre-Calculus

IB Physics HL is the second of a two-year sequence designed to qualify students to take the International Baccalaureate exam in physics (Standard or Higher level). The second year builds on topics from year one including: gravitation and projectile motion, thermodynamics, wave phenomenon, electromagnetism, quantum physics, general relativity, and optics. Lab work continues to emphasize student experimental design. The standards students are expected to meet include demonstrating an understanding of physics concepts, methods, and techniques including both theoretical (problem solving) and practical (lab-based) work.

IB Physics SL

UC/CSU: d  
NCAA: Yes  
Length: Year - 10 Credits  
Placement Guidelines: Algebra II/Trigonometry and concurrent enrollment in Pre-Calculus or IB Math SL

Students wishing to pursue careers in medicine, engineering, mathematics and science should consider including this course as part of their preparation for those careers. This course fulfills the requirements for students wishing to take examinations in physics for possible college credit. At the end of this course, students will be prepared to take any of these non-calculus examinations: AP Physics 1, IB Physics SL, or the SAT II Physics. The course places an emphasis on experimentation and the use of complex mathematical models to analyze the results of experiments. Topics in this course are greater than required by any one of the examinations and include: Newtonian mechanics, energy, circular motion and gravitation, waves and optics, thermal physics, circuits, electricity and magnetism, atomic and nuclear physics. A key component of this course will be the preparation and presentation of an in depth investigation of the student’s choice in a course related topic.
Science Course Descriptions

**IB/AP Environmental Science**

**UC/CSU:** d  
**NCAA:** Yes  
**Length:** Year - 10 Credits  
**Placement Guidelines:** SCHS only Grades 11-12: A,B - Biology; A,B,C - Chemistry

This lecture and laboratory-based course is equivalent to one semester of college environmental science. It emphasizes the interdependency and complexity of the natural world and the impact of human activity on the global ecosystem. Topics include energy, matter, Earth, atmosphere, biosphere, human population dynamics, renewable and nonrenewable resources, environmental quality, global changes and their consequences, and environment and society. Students who complete this course are expected to take the AP Exam in Environmental Science.

**Marine Ecology**

**UC/CSU:** d  
**NCAA:** Yes  
**Length:** Year - 10 Credits  
**Placement Guidelines:** Grades 10-12: A,B,C - Biology and Physical Science; Recommended - Completion of Chemistry

Marine Ecology is a college-prep laboratory course that emphasizes the interrelationships between marine organisms and the physical environments in which they live. The comprehensive focus of this course covers both Physical and Biological Oceanography. Students will be engaged in multiple inquiry based collaborative laboratory investigations that will develop problem solving and critical thinking skills to formulate arguments based on scientific data to explain natural phenomenon and design solutions to current global problems.

**Physics**

**UC/CSU:** d  
**NCAA:** Yes  
**Length:** Year - 10 Credits  
**Placement Guidelines:** Grade 10-12: Completion or concurrent enrollment of Algebra II; Passed Biology; Recommended - Completion of Chemistry

Physics is an introductory course for the college-bound student who wishes to undertake a challenging science course. This course is designed to help all students develop a basic understanding of physics and is a great link to mathematics with its regular use of Algebra/Trigonometry skills. This course emphasizes a study of motion with basics in Mechanics, Thermal Energy, Electricity and Magnetism, Sound and Light. The ultimate goal of this course is to teach students how to think like a physicist by communicating clearly, sorting through ideas and relating them to concepts.
Science Research

UC/CSU: d
NCAA: Yes
Length: Year - 10 Credits
Placement Guidelines: DHHS only Grades 10-12: A,B,C - Biology; no math required

This year-long course provides students a hands-on, practical, and experiential education in the ecology of California. Areas of study will include California’s human history, physical geography, minerals, rocks, fossils, geologic phenomena and features, plant ecology, plant communities, mammals, reptiles, amphibians, insects and other arthropods, birds, and fish, as well as the variations of abiotic factors (climate, soil, water, sunlight, etc.) that affect them. Emphasis will be placed on the interrelationships between all of the above factors (ecology) as opposed to learning each as a separate entity.
## Social Science Course Offerings by School Site

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American Cultures

**UC/CSU:** a

**NCAA:** Yes

**Length:** Year - 10 Credits

**Placement Guidelines:** Grade 11: A or B in Grade 10 Social Science Course

This interdisciplinary humanities course combines the study of American history and literature with instruction in advanced composition skills: narration, exposition, and persuasion. Students study the development of the American culture from 1600 to the present through an analysis of the beliefs, values, and customs that have shaped America. It is team taught by instructors of history and literature/composition and fulfills two 11th grade requirements: U.S. History and English III. Students must be concurrently enrolled in American Culture/Composition.

American Government

**UC/CSU:** a

**NCAA:** Yes

**Length:** Semester - 5 Credits

**Placement Guidelines:** Grade 12: Grade Level Course (no criteria needed)

This course focuses on the major events that have helped to shape the modern political world. This course is aligned with the California State Framework and will provide students with a concise, yet detailed understanding of the United States political structure, past and present.

AP Art History

**UC/CSU:** f

**NCAA:** Yes

**Length:** Year - 10 Credits

**Placement Guidelines:** Grade 10: A or B in English 1/Honors English 1 or Honors World History

Grades 11-12: A or B in Grade 10 or 11 Social Science Course or A, B or C in Grade 10 or 11 AP Social Science Course

This course is the equivalent to a two-semester college survey course exploring the nature of art, art making, and responses to art. By investigating specific course content of 250 works of art characterized by diverse artistic traditions from prehistory to the present, students develop in-depth, holistic understanding of the history of art from a global perspective. Students become active participants in the global art world, engaging with its forms and content. They experience, research, discuss, read, and write about art, artists, art making, responses to, and interpretations of art. This course is designed to prepare students for the AP examination.
Social Science Course Descriptions

**AP European History**
UC/CSU: a  
NCAA: Yes  
Length: Year - 10 Credits  
Placement Guidelines: Grade 10: Concurrent Enrollment in Honors English 2 or A or B in English 1

This course focuses on developing students' understanding of European history from approximately 1450 to the present. The course has students investigate the content of European history for significant events, individuals, developments, and processes in four historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides five themes (interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; and individual and society) that students explore throughout the course in order to make connections among historical developments in different times and places. This course is designed to prepare students for the AP examination.

**AP Government/Economics**
UC/CSU: a  
NCAA: Yes  
Length: Year - 10 Credits  
Placement Guidelines: Grade 12: A or B in Grade 11 Social Science Course or A,B or C in Grade 11 AP Social Science Course.

This course will give students an analytical perspective on government and politics in the United States. Students will study in depth the U.S. Constitution, various governmental institutions, the role played by interest groups and political parties, as well as an examination of the beliefs and values that make up American political culture. Students will analyze and explain typical political processes/beliefs and their consequences. This course is designed to prepare students for the AP examination.

**AP Economics/Government**
UC/CSU: g  
NCAA: Yes  
Length: Year - 10 Credits  
Placement Guidelines: Grade 12: A or B in Grade 11 Social Science Course or A,B or C in Grade 11 AP Social Science Course.

This course provides students with a thorough understanding of the principles of economics that apply to an economic system as a whole, emphasizing the study of national income and price determination. The course develops students' familiarity with economic performance measures, economic growth and international economics. This course is designed to prepare students for the AP examination.
**AP Psychology**

UC/CSU: g  
NCAA: Yes  
Length: Year - 10 Credits  
Placement Guidelines: 
Grade 11: A or B in Grade 10 Social Science Course or A, B or C in Grade 10 AP Social Science Course; Grade 12: A or B in Grade 11 Social Science Course or A, B or C in Grade 11 AP Social Science Course  

This course introduces students to the study of the mind and behavior. The course covers a wide range of topics. These include research methods, human development, sensation, perception, learning, cognition, motivation, emotion, personality, intelligence, mental disorders, biological psychology, social psychology and health psychology. AP Psychology is a weighted course designed to prepare students for the AP examination.

**AP US History**

UC/CSU: a  
NCAA: Yes  
Length: Year - 10 Credits  
Placement Guidelines: Grade 11: Concurrent Enrollment in AP Language or A or B in Grade 10 Social Science Course or A, B or C in Grade 10 AP Social Science Course  

This course is a full year survey in American history. The course timeline begins in the Pre Columbian era and concludes in the present day. The course will be taught chronologically with an emphasis placed on major themes as they unfold throughout the nation’s history. The course is designed for students who wish to take the AP exam in early May or those who wish to complete an advanced study of American history. The AP US History exam presumes at least one full academic year of college level preparation; the course will attempt to replicate that preparation. Course content is dictated by the College Board, the author of the AP exam, and will include all elements of the California state standards for 11th grade US History.

**AP World History**

UC/CSU: a  
NCAA: Yes  
Length: Year - 10 Credits  
Placement Guidelines: Grade 9: Concurrent Enrollment in Honors English 10; Grade 10: Concurrent Enrollment in Honors English 2 or A or B in English 1  

This course will focus on the evolution of global processes and contacts in different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in global frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes relevant factual knowledge,
leading interpretive issues, and skills in analyzing types of historical evidence. Periodization, explicitly discussed, forms an organizing principle to address change and continuity throughout the course. Specific themes provide further organization to the course, along with consistent attention to contracts among societies that form the core of world history as a field of study. This course is designed to prepare students for the AP examination.

Social Science Course Descriptions

**Economics**

**UC/CSU:** g  
**NCAA:** Yes  
**Length:** Year - 10 Credits  
**Placement Guidelines:** Grade 9: Concurrent Enrollment in Honors English 10; Grade 10: Concurrent Enrollment in Honors English 2 or A or Bin English 1

This required course provides a survey of economic concepts and skills that will give students a sound grasp of both the theoretical and practical approaches to economics including micro and macroeconomics. This course also emphasizes global interdependence, including a unit on world trade. A unit on finances, investment and banking is also included.

**Honors World History**

**UC/CSU:** a  
**NCAA:** Yes  
**Length:** Year - 10 Credits  
**Placement Guidelines:** Grade 9: Concurrent Enrollment in Honors English 1 or meets the criteria for Honors English 1 9th Grade Only (this class is designed to prepare students for the rigors of AP classes their Sophomore Year. Students registering for and completing this course will automatically be enrolled in AP Euro or AP World History in 10th Grade). This class will receive a weighted grade for CUSD Only

This course will provide students with a rigorous course focused on developing their understanding of the world's major historical events beginning with the rise of democracy and ending with modern revolutions. In line with California Common Core State Standards, the class takes a chronological approach to the curriculum where students will identify, analyze and evaluate major historical themes as well as the historical roots of current world issues. Areas to be studied include the Rise of Democracy, Age of Enlightenment, Revolutions, the Industrial Revolution, Imperialism, World War I, Totalitarianism, World War II, the Cold War, and the Modern World. Students will study major historical themes throughout the course including politics and the rise of democratic ideas in order to develop an understanding of the historical roots of current world issues, especially within the international community. Students will learn and extensively practice a variety of skills including, but not limited to: analyzing primary and secondary documents, crafting articulate, well-written DBQ responses, and completing inquiry-based projects. These practices will best prepare them for success in future courses taken within the International Baccalaureate and Advanced Placement Programs.
IB History of Americas III
UC/CSU: a
NCAA: Yes
Length: Year - 10 Credits
Placement Guidelines: Grade 11: Student must be enrolled in IB Program (only offered at CVHS and SCHS)

History is a subject through which students gain an understanding of the world today and of different perspectives and cultures. History is more than the study of the past. It is the process of recording, reconstructing and interpreting the past through the investigation of a variety of sources. It is a discipline that gives people an understanding of themselves and others in relation to the world, both past and present. This subject will develop students’ understanding of the historical process: why there are differing interpretations of the past, and the evidence and attitudes upon which they are based. They will see why every generation rewrites history in the light of new evidence and of subsequent events, and therefore why all historical judgments are provisional. By its very nature, History is an international subject, and the contrasting knowledge and perspectives brought by students from their own cultures are valued and utilized within the class. This international perspective provides a sound platform for the promotion of international understanding and, inherently, the intercultural awareness necessary to prepare students for global citizenship. Above all, it helps to foster respect and understanding of people and events in a variety of cultures throughout the world.

IB History of Americas IV
UC/CSU: a
NCAA: Yes
Length: Year - 10 Credits
Placement Guidelines: Grade 12: Student must be enrolled in IB Program (only offered at CVHS and SCHS). Limited Availability for non-IB students. Please see your Guidance AP.

During the second or senior year, the course involves the comparative study of U.S. and Latin American history with a focus on their common political, social and economic experiences from the 1890’s to the present. The unifying prescribed subject is the Cold War. The 20th Century topics that will be focused on are Wars and the Causes of Wars and the Cold War.

IB Psychology
UC/CSU: g
NCAA: Yes
Length: Year - 10 Credits
Placement Guidelines: Grade 12: Student must be enrolled in IB Program (only offered at CVHS and SCHS)
The purpose of this course is to provide a general overview of the diverse field of psychology. The goal is to help students develop a better understanding of themselves, others and the society in which they live. As the second half of a year-long course, psychology IB will focus specifically on the following subject matter within the field of psychology: social psychology, language and thinking, bio psychology, memory and intelligence and the scientific method and experimentation.

Social Science Course Descriptions

**Psychology**

**UC/CSU:** g  
**NCAA:** Yes  
**Length:** Year - 10 Credits  
**Placement Guidelines:** Grade 11 and 12 Level Course (no criteria needed); Semester course at Tesoro only

This is a one semester introductory course designed to survey the major principles of Psychology. Psychology is an academic and applied discipline that involves the scientific study of mental functions and behaviors. Psychologists attempt to understand the role of mental functions in individual and social behavior, while also exploring the physiological and biological processes that underlie cognitive functions and behaviors. Psychologists explore concepts such as perception, cognition, attention, emotion, motivation, brain functioning, personality, behavior, and interpersonal relationships.

**Sociology**

**UC/CSU:** g  
**NCAA:** Yes  
**Length:** Year - 5 Credits  
**Placement Guidelines:** Grade 11 and 12 Level Course (no criteria needed); Tesoro only

This course provides the student with a scientific understanding of human groups. Group interaction, conformity versus individualism, social change, social planning, minority groups, crime and poverty, suicide, and other current topics are covered in the context of human relationships and interactions.

**TWI World History/Honors**

**UC/CSU:** a  
**NCAA:** Yes  
**Length:** Year - 10 Credits  
**Placement Guidelines:** Grade 9 or 10; Program may vary by site—please contact your academic advisor

Explores the key events and global historical developments since 600 B.C.E to the world we live in today. World History allows students to engage interpret and analyze various aspects of human experience: economics, science, religion, philosophy, politics & law, military conflict, literature & the arts. This course prepares students for AP European History. *Students taking this course as 9th graders will receive honors credit.
US History
UC/CSU: a
NCAA: Yes
Length: Year - 10 Credits
Placement Guidelines: Grade 11: Grade Level Course (no criteria needed)

This course is designed to give students an in-depth look at the history of the United States during the 20th century. The course will begin with a brief review of the founding and early development of our country, through the Civil War and leading to industrialization. There will be a focus on examining primary source documents to better understand the key issues and themes that have shaped the United States during the 1900’s. Students will be challenged to interpret and analyze historical information through the eyes of those who lived it, in order to better understand the country and world we live in.

World History
UC/CSU: a
NCAA: Yes
Length: Year - 10 Credits
Placement Guidelines: Grade 9: DHHS (only HMO Candidates)

This course will focus on the study of major turning points that shaped the modern world, beginning with the rise of democracy and ending with modern revolutions. In line with California Common Core State Standards, the class takes a chronological approach to the curriculum where students will identify, analyze and evaluate major historical themes as well as the historical roots of current world issues. Areas to be studied include the Rise of Democracy, Age of Enlightenment, the Industrial Revolution, Imperialism, World War I, Totalitarianism, World War II, the Cold War, and the Modern World. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. They will also learn a variety of skills including, but not limited to: analyzing primary and secondary documents and crafting articulate, well-written DBQ responses.
## World Language Course Offerings by School Site

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**American Sign Language I**

UC/CSU: e  
NCAA: Yes  
Length: Year - 10 Credits  
Placement Guidelines: Grades: 9-12

This year-long course will provide students with communicative experiences in the target language necessary to gain and give information for personal and social purposes in various contextual settings. Students receive world language credit for the successful completion of the course.

**American Sign Language II**

UC/CSU: e  
NCAA: Yes  
Length: Year - 10 Credits  
Placement Guidelines: Grades: 10-12 Recommended - Successful completion with a C or above in Sign Language I

All sign classes are year long courses. Sign II deals with the “nuts and bolts” of ASL grammar and sentence structure. Students learn to apply all the different grammatical classifiers. They will learn how movement can modify a sign’s meaning, how to use their bodies, eyes and heads to create phrasing agreement & when and why facial grammar.

**American Sign Language III**

UC/CSU: e  
NCAA: Yes  
Length: Year - 10 Credits  
Placement Guidelines: Grades: 11-12 Recommended - Successful completion with a C or above in Sign Language I & 2

Sign three expands from 2 dimensional presentations previously learned in ASL II to 3 dimensional storytelling. Focus changes from just vocabulary and grammar to emphasis on sign space, and how it functions to help enhance communication. Students learn to utilize material in new and creative ways. They are introduced to translating written text into ASL and improve ability to make formal presentations, and begin to learn about interpreting by volunteering to interpret school functions (with help of course).

**American Sign Language IV**

UC/CSU: e
Sign IV is all about application. First, students learn how to interpret drama, including acting as interpreters for the fall school play. They learn about sign systems such as SIGNING EXACT ENGLISH (SEE) used in education. They teach in preschool. They learn about how to interpret written medical information into ASL. And finally, storytelling which is the most important part of the Deaf Community.

World Language Course Descriptions

**AP French IV**

UC/CSU: e  
NCAA: Yes  
Length: Year - 10 Credits  
Placement Guidelines: Grades 10-12

This course is conducted in French and continues to develop oral skills that improve the student’s fluency in French with an emphasis on practical vocabulary. Stress is given to a systematic review of those topics of French grammar designed to reinforce the student’s comprehension and ability to express himself/herself in French, both orally and in writing. The student will be expected to read and discuss literary selections from various French authors. Aspects of both contemporary and traditional French culture will be explored. After completing this course, students are expected to take the AP examination in the French language.

**AP German IV**

UC/CSU: e  
NCAA: Yes  
Length: Year - 10 Credits  
Placement Guidelines: Grades 10-12

This course is conducted exclusively in German and concentrates on preparing the student to become fluent in the language. The ability to understand, speak, read, and write German with increasing mastery is stressed. Students are expected to give formal reports and carry on informal discussions on daily subjects in the target language. Students will practice applying skills in expressing their thoughts and ideas about literary works by well-known German authors, based on readings from recent German newspapers and magazines. One unit of the course is devoted to reading scientific German. After completing this course, some students may elect to take the Advanced Placement examination in the German language. (See Advanced Placement information.)

**AP Spanish IV**

UC/CSU: e  
NCAA: Yes  
Length: Year - 10 Credits  
Placement Guidelines: Grades 10-12

Spanish only is spoken by teachers and students at this level. The course emphasizes speaking fluency and vocabulary extension. Grammar is used more as a source to pinpoint weaknesses and errors than as a consecutive study. Short stories, novels, news papers, poetry, and other sources, which reflect the greatnes of Spanish literature, are studied and read. Oral discussion in Spanish is conducted on an individual, small group, and large group basis. After completion of this course, some students may elect to take the Advanced Placement examination in the Spanish language. (See Advanced Placement information.)
World Language Course Descriptions

AP Spanish V
UC/CSU: e
NCAA: Yes
Length: Year - 10 Credits
Placement Guidelines: Grades 9-12

Conducted entirely in Spanish, this course is an equivalent of a one-year college introduction to Hispanic Literature, covering selected works from the literatures of Spain and Spanish America. The history and culture of Spain and Spanish America is emphasized through readings, extensive discussions, compositions, and review of grammatical principles. Students will be equipped and prepared to converse, read and write about various topics at a near fluency level. After completing this course, some students may elect to take the Advanced Placement examination in the Spanish language or literature.

French I
UC/CSU: e
NCAA: Yes
Length: Year - 10 Credits
Placement Guidelines: Grades 9-12

This year-long college prep elective provides the student with communicative experiences in the target language necessary to gain and give information for personal and social purposes in various contextual settings. The course offers students without any previous formal French experience the opportunity to study the basic principles for learning to speak, read, and write the French language.

French II
UC/CSU: e
NCAA: Yes
Length: Year - 10 Credits
Placement Guidelines: Grades 9-12

This year-long college prep elective offers students who have successfully completed French I or the equivalent the opportunity to continue the study of the basic principles of the French language. The language used is authentic and current, reflecting the language spoken and read in a Francophone society. Instruction is student-centered and communication-based.

French III
UC/CSU: e
NCAA: Yes
This course offers students who have successfully completed French II or the equivalent the opportunity to continue the study of the French language and culture. The student is provided with communicative experiences in the target language necessary to inform, inquire after, and give information in more complex situational contexts.

French IV
UC/CSU: e
NCAA: Yes
Length: Year - 10 Credits
Placement Guidelines: Grades 10-12

This course offers students who have successfully completed French III or the equivalent the opportunity to continue the study of the French language and culture. The student is provided with communicative experiences in the target language necessary to inform, inquire after and give information in more complex situational contexts.

German I
UC/CSU: e
NCAA: Yes
Length: Year - 10 Credits
Placement Guidelines: Grades 9-12

This course provides the student with communicative experiences in the target language necessary to gain and give information for personal and social purposes in various contextual setting. The course offers students without any previous formal German experience the opportunity to study the basic principles for learning to speak, read, and write the German language.

German II
UC/CSU: e
NCAA: Yes
Length: Year - 10 Credits
Placement Guidelines: Grades 9-12

This course offers students who have successfully completed German I or the equivalent for the opportunity to continue the study of the basic principles of the German language. The language used is authentic and current, reflecting the language spoken and read in a Germanic society. Instruction is student-centered and communication-based.

German III
UC/CSU: e
NCAA: Yes
Length: Year - 10 Credits
This course offers students who have successfully completed German II, or the equivalent, the opportunity to continue the study of the German language and culture. The student is provided with communicative experiences in the target language necessary to inform, inquire after, and give information in more complex situational contexts.

**German V**
UC/CSU: e
NCAA: Yes
Length: Year - 10 Credits
Placement Guidelines: Grades 11-12

German V Honors is a college-level German class offered to students who have already completed four years of German or the equivalent. The class is conducted almost entirely in German and the students are requested to use German as their main language of communication.

**IB French 4/5 SL**
UC/CSU: e
NCAA: Yes
Length: Year - 10 Credits
Placement Guidelines: Grades 11-12

This yearlong course is conducted entirely in French. The course aims to develop linguistic competence and intercultural understanding. Readings and discussions are based on the IB core themes of Communication and Media, World Issues, Social Relations as well as at least two of the following IB options: Customs and Traditions, Cultural Diversity, Leisure, Health and Science and Technology. Students who successfully complete this course will be prepared to take the IB French Standard Level exam.

**IB French HL**
UC/CSU: e
NCAA: Yes
Length: Year - 10 Credits
Placement Guidelines: Grades 12

This yearlong course is conducted entirely in French. The course aims to deepen linguistic competence and intercultural understanding. Readings and discussions are based on the IB core themes of Communication and Media, World Issues, Social Relations as well as at least two of the following IB options: Customs and Traditions, Cultural Diversity, Leisure, Health and Science and Technology. This course places additional emphasis on discussion of controversial and philosophical topics. Additionally, there is a literature component. Students who successfully complete this course will be prepared to take the IB French Higher Level exam.

**IB German 4/5 SL**
UC/CSU: e
NCAA: Yes
The goal of the International Baccalaureate Language B program is to teach an additional language over a two-year period to students with some previous experience of the language. The primary focus of the course is language acquisition and the development of listening, speaking, reading and writing skills. International Baccalaureate Language B program courses give students the opportunity to expand their competence in the target language and to explore the cultures where the language is used.

**IB German HL**
**UC/CSU:**
**NCAA:** Yes
**Length:** Year - 10 Credits
**Placement Guidelines:** Teacher Approval

This course is for the advanced German student and concentrates on giving instruction that would be equivalent to a one-year college course. Emphasis is placed on reading comprehension, vocabulary building, and advanced grammatical structures. German literature will be stressed and students will be expected to participate in discussions on various literary topics. Vocabulary building through exercises, reading selections and conversation will be a continuous activity. Students who complete this course are expected to take the HL IB Exam in the German language or literature.

**IB Spanish HL**
**UC/CSU:**
**NCAA:** Yes
**Length:** Year - 10 Credits
**Placement Guidelines:** Grades: 11-12

This yearlong course is conducted entirely in Spanish. The course aims to develop linguistic competence and intercultural understanding. Readings and discussions are based on the IB core themes of Communication and Media, World Issues, Social Relations as well as at least two of the following IB options: Customs and Traditions, Cultural Diversity, Leisure, Health and Science and Technology. Students who successfully complete this course will be prepared to take the IB Spanish Standard Level exam.

**Mandarin AP Chinese V**
**UC/CSU:**
**NCAA:** Yes
**Length:** Year - 10 Credits
**Placement Guidelines:** Grades: 9-12

This course is conducted exclusively in Mandarin Chinese and concentrates on preparing the student to become fluent in the language. The ability to understand, speak, read, and write Mandarin Chinese with increasing mastery is stressed. Students are expected to give formal reports and carry on informal discussions on daily subjects in the target language. Students will practice applying skills in expressing their thoughts and ideas about literary works by well-known Mandarin Chinese authors, based on readings from recent Mandarin Chinese newspapers and magazines. One unit of the course is devoted to reading scientific Mandarin Chinese.
Mandarin I
UC/CSU: e
NCAA: Yes
Length: Year - 10 Credits
Placement Guidelines: Grades: 9-12

The main emphasis of the language is placed on: 1) the mastery of the sound system, which is basic to pronunciation; 2) simple conversation and practical expression; 3) basic grammatical concepts necessary in speaking; and 4) an introduction to short, simple reading selections. In addition, this unique course provides students the opportunity to acquire a background and knowledge of Chinese culture, customs and social protocol which can be beneficial in future educational and business endeavors.

Mandarin II
UC/CSU: e
NCAA: Yes
Length: Year - 10 Credits
Placement Guidelines: Grades: 9-12

This course offers students who have successfully completed Mandarin Chinese I or the equivalent, the opportunity to continue their study of the basic principles of Chinese language and culture. The instruction is student-centered and communication-based. Students will also acquire additional proficiency in reading and writing Chinese characters.

Mandarin III
UC/CSU: e
NCAA: Yes
Length: Year - 10 Credits
Placement Guidelines: Grades: 9-12

This course offers students, who have successfully completed Chinese II or the equivalent, the opportunity to continue the study of the Chinese language and culture. The student is provided with communicative experiences in the target language necessary to inform, inquire after, and give information in more complex situational contexts.

Mandarin IV
UC/CSU: e
NCAA: Yes
Length: Year - 10 Credits
This course picks up where Mandarin Chinese III leaves off. It offers students, who have successfully completed Chinese III or the equivalent, the opportunity to continue the study of the Chinese language and culture. The student is provided with communicative experiences in the target language necessary to inform, inquire after, and give information in more complex situational contexts.

**Spanish for Spanish Speakers I**

UC/CSU: e  
NCAA: Yes  
Length: Year - 10 Credits  
Placement Guidelines: Grades: 9-12  

This year-long college prep elective is designed to further develop and improve the overall Spanish linguistic skills students already possess. Students in this class will not only learn the standard forms of the language, but will also explore and expand their understanding of the Hispanic world and its presence in the United States through literature, history, geography, and cultural units. For this purpose pupils will participate in learning activities which emphasize meaningful communication, fluency, critical thinking skills, cultural awareness, and positive self-image. This course is designed to create bilingual, biliterate, and bicultural students.

**Spanish for Spanish Speakers II**

UC/CSU: e  
NCAA: Yes  
Length: Year - 10 Credits  
Placement Guidelines: Grades: 9-12  

This year-long college prep elective offers students who have successfully completed Spanish for Spanish Speakers I or the equivalent, the opportunity to further develop and improve the overall Spanish linguistic skills students already possess. Students in this class will not only learn the standard forms of the language, but will also explore and expand their understanding of the Hispanic world and its presence in the United States through literature, history, geography, and cultural units. For this purpose pupils will participate in learning activities which emphasize meaningful communication, fluency, critical thinking skills, cultural awareness, and positive self-image. This course is designed to create bilingual, biliterate and bicultural students who will be prepared to continue with their formal study of Spanish in the upper level courses.

**Spanish I**

UC/CSU: e  
NCAA: Yes  
Length: Year - 10 Credits  
Placement Guidelines: Grades: 9-12  

This course provides the student with communicative experiences in the target language necessary to gain and give information for personal and social purposes in various contextual settings. The course offers students without any previous formal Spanish experience the opportunity to study the basic principles for learning to speak, read, and write the Spanish language.
**World Language Course Descriptions**

**Spanish II**  
UC/CSU: e  
NCAA: Yes  
Length: Year - 10 Credits  
Placement Guidelines: Grades: 9-12

This course offers students who have successfully completed Spanish I or the equivalent the opportunity to continue the study of the basic principles of the Spanish language. The language used is authentic and current, reflecting the language spoken and read in a Spanish-speaking society. Instruction is student-centered and communication-based.

**Spanish III**  
UC/CSU: e  
NCAA: Yes  
Length: Year - 10 Credits  
Placement Guidelines: Grades: 10-12

This course offers students who have successfully completed Spanish II or the equivalent, the opportunity to continue the study of the Spanish language and culture. The student is provided with communicative experiences in the target language necessary to inform, inquire after, and give information in more complex situational contexts. A student must pass either 10 credits of fine arts or 10 credits of the same world language in order to graduate. All the following world language courses are approved for the University of California and are recommended for college preparatory students. situational contexts.

**Spanish IV**  
UC/CSU: e  
NCAA: Yes  
Length: Year - 10 Credits  
Placement Guidelines: Grades: 10-12

Spanish only is spoken by teachers and students. The course emphasizes speaking fluency and vocabulary extension. This course may be selected by students preparing for advanced language acquisition yet not seeking Advanced Placement credits.

**Spanish V**  
UC/CSU: e  
NCAA: Yes  
Length: Year - 10 Credits
Placement Guidelines: Grades: 10-12

Spanish only is spoken by teachers and students at this level. Students will focus on analysis of Spanish literature that covers a 700 year time period, from medieval times to the present. Short stories, novels, poetry and drama will be taught. Students need to be fluent in both reading and writing of Spanish. After completion of this course, students may elect to take the Advanced Placement examination in Spanish Literature. (See Advanced Placement information).
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**Please Note: CTE Electives can be found at this [link]**
**A Cappella Choir**

**UC/CSU:** f  
**NCAA:** Not Applicable  
**Length:** Semester - 5 Credits  
**Placement Guidelines:** Grades: 9-12

This course is the top large performing vocal ensemble at the school. The student gains greater proficiency in blend, balance, intonation, interpretation, and diction as related to a large ensemble experience. The student performs and stylistically analyzes music from all periods of vocal literature, specializing in the task of unaccompanied singing. This group performs for assemblies, concerts, and festivals. Attendance at extra rehearsals and all performances in required.

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**A Cappella B**

**UC/CSU:** f  
**NCAA:** Not Applicable  
**Length:** Year - 10 Credits  
**Placement Guidelines:** Grades: 9-12; Audition Only

A Cappella B provides the talented vocal student an experience in a large treble ensemble ensemble performing intricate, demanding advanced high school and collegiate literature. The class is open by audition only. The student gains greater proficiency in independent part singing, artistic interpretation, musical understanding, and solo performance. Advanced sight reading/musicianship skills and strong vocal ability must be demonstrated at your audition for this course. This ensemble performs compositions from all periods of vocal literature. This group performs at concerts, festivals, tours, and community performances.

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**Actors Repertory**

**UC/CSU:** f  
**NCAA:** Not Applicable  
**Length:** Year - 10 Credits  
**Placement Guidelines:** Grades: 10-12

This advanced course offers the student experience in performance situations. The student will study acting, directing, producing, and dramaturgy through multiple performance experiences. There is a prerequisite of one year of Advanced Drama for this course and/or Drama/Musical Comedy and admission into the class is by audition only.

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**Advanced Drama**
This course offers in-depth theater studies in the areas of theater history, theater and acting genres, and emotional work. Students are expected to have an extensive knowledge of the basics of theater (terms, stage areas, acting guideposts, etc.). Emphasis for this course is placed on intense emotional work, and comfort levels of performance in front of large audiences. Course can be taken more than once for credit.

**Advanced Drawing and Painting**

**UC/CSU:** f  
**NCAA:** Not Applicable  
**Length:** Year - 10 Credits  
**Placement Guidelines:** Grades: 10-12

This course helps students develop more technical competence, art historical awareness, and personal, creative expression in a variety of 2D visual art practices. It builds on concepts and skills covered in Drawing/Painting 1. A primary goal is creating artwork suitable for college admissions portfolios. Student work is exhibited in the Capo Art Gallery. Students also gain confidence in speaking and writing about their artwork and that of others. Many advanced students also participate in community art festivals, contests, and pre-college art programs. Art gallery field trips and guest speakers increase awareness of the role and impact of art outside the classroom. Course may be repeated for credit.

**AP Art History**

**UC/CSU:** f  
**NCAA:** Not Applicable  
**Length:** Year - 10 Credits  
**Placement Guidelines:** Grades: 10-12

This course conducts an inclusive survey of all periods of Western art from prehistory, through the art of antiquity, the medieval and Renaissance periods, to twentieth century art. In addition, the course exposes students to the non-Western art of pre-Columbian America, Asia, Africa and the Middle East. The course aims to encourage students to develop an 'eye' and a vocabulary to discuss and write about all periods and styles in art, as well as individual artists, their contributions, and schools of art. Color slides and reproductions are used to illustrate class lectures. Students who complete this course are expected to take the AP Exam in Art History.

**AP Studio Art: 2D Design**

**UC/CSU:** f  
**NCAA:** Not Applicable  
**Length:** Year - 10 Credits  
**Placement Guidelines:** Grades: 10-12; Instructor Approval

AP Studio Art 2D is an advanced placement course that is similar to AP Studio Art Drawing. It deals with two-dimensional applications such as graphic design, photography, weaving, and collage. As a contrary to AP Studio Art Drawing, focus is applied on the design itself instead of the composition of the artwork. The principle of designs (unity/variety, balance, emphasis, contrast, rhythm, repetition, proportion(scale, figure/ground relationships) can be articulated through the visual elements (line, shape, color, value, texture, space). Students
will be asked to create a portfolio that demonstrates their understanding of 2D design through any medium or process.

### AP Studio Art: 3D Design

**UC/CSU:** f  
**NCAA:** Not Applicable  
**Length:** Year - 10 Credits  
**Placement Guidelines:** Grades: 10-12; Instructor Approval

Students will pursue the investigation of the three-dimensional form. Art is an intellectual process and AP Studio Art 3D encourages creativity, skill development, visual thinking, and critical analysis. Learning to take informed risks and being inventive in art making is crucial to the development of an artist. Students will learn to express themselves in their own personal style through the exploration of a variety of materials, both in the classroom and at home. Ceramics, sculpture, and mixed media will be the foundation for most projects. However media that will be explored and can be used in sculptures may include, but are not limited to, plaster, wood, wire, plastics, papers, and found objects. Art making is an ongoing process in which you create, review, make modifications, and explore variations as you make critical decisions and develop your art forms. In class, we will use ongoing discussions and critiques with the teacher, students, and in small groups so students can analyze and discuss their own artworks as well as the works of others. Weekly homework assignments, sketchbooks, and work outside of the school day will take place throughout the year. The study of historical and contemporary artists is embedded throughout the course as it is essential in expanding students’ visual awareness and perception of what art is.

### Art of Graphic Design

**UC/CSU:** f  
**Articulation:** SB  
**Placement Guidelines:** Grades: 9-12

This course introduces students to the art of graphic design. Students learn about the history and development of this art form, explore cultural influences and examine its role in societies from different parts of the world. Study of the aesthetics of art and graphic design will allow students to develop perception and analysis skills that they can employ to critically examine their own work and the work of others. Students will demonstrate their knowledge of the elements of art and principles of design while developing and refining their creative skills utilizing a variety of media including digital.

### Architectural Design

**UC/CSU:** f  
**Articulation:** SB  
**Placement Guidelines:** Grades: 9-12
This course introduces students to the art of graphic design. Students learn about the history and development of graphic design. This course trains students in skills requiring drafting and computer-assisted drafting (CAD) skills, including architectural and electro/mechanical drawing.

Ceramics Advanced

UC/CSU: f  
NCAA: Not Applicable  
Length: Year - 10 Credits  
Placement Guidelines: Grades: 10-12

This advanced course provides the opportunity to further refine hand building and use of the potter’s wheel. Emphasis is placed on developing personal style in design and decoration. Course can be taken more than once for credit. This course will provide an opportunity to further refine previously learned techniques in clay forming and decoration. Primary emphasis will be refining selective skills and developing a personal style in ceramic design. This course also covers ceramic history, design elements and principles, art careers, tools, machinery, kilns, firing and art vocabulary.

Ceramics IA/IB

UC/CSU: f  
NCAA: Not Applicable  
Length: Year - 10 Credits  
Placement Guidelines: Grades: 9-12

This course introduces and develops techniques in clay forming and decoration by means of hand building and the use of the potter's wheel. Additional emphasis is on design decoration, art terms, ceramic history, and careers. Primary emphasis will be hand building skills with wheel forming techniques introduced toward the end of the course. This course also covers ceramic history, design elements and principles, art careers, tools, machinery, kilns, firing and art vocabulary.

Chamber Orchestra

UC/CSU: f  
NCAA: Not Applicable  
Length: Year - 10 Credits  
Placement Guidelines: Grades: 9-12; Audition Only

Chamber Orchestra is a course for the most advanced string student with extensive training & experience that studies class 5&6 (A,AA) music lit. Students will study advanced/university level theory & vocabulary used in
Students will discover the historical concepts for various styles & genres of string & full orchestra repertoire. Students will understand, synthesize & demonstrate music as a way to create & communicate the composers’ meaning & emotion through performance. They will identify & demonstrate listening skills, analyze group & individual performances using appropriate musical language & pedagogical skills related to their instrument. Guest clinicians & conductors will be invited into class to extend the students’ knowledge of instrument skills & music lit. Students will develop fundamental artistic & aesthetic understanding with written critiques of live music performances. Communication & interpretation skills will be used by students while producing & performing solo & ensemble works in collaboration with other arts disciplines. Rehearsals & performance outside class time are required.

**Commercial Music**

**UC/CSU:** f; Please check with your Guidance Office; some versions of the course are not approved  
**NCAA:** Not Applicable  
**Length:** Year - 10 Credits  
**Placement Guidelines:** Grades: 9-12

Commercial Music This class covers all concepts in commercial music from the performance side to the ‘behind the scenes’ side. Students learn the basics of music, how to develop chord progressions, and compose songs. Learn basic piano harmonization, guitar chords, vocal production and drum set technique. We’ll also learn about music technology.

**Concert Band**

**UC/CSU:** f  
**NCAA:** Not Applicable  
**Length:** Year - 10 Credits  
**Placement Guidelines:** Grades: 9-12

This course is for the student who has attained intermediate proficiency on his/her instrument. Music of increasing difficulty is presented with instruction designed to increase the range, flexibility, endurance, tone quality, and artistic interpretation of the student. The group performs at school and community events, including but not limited to, concerts, parades, field shows, assemblies, football games and festivals. It is strongly advised that band students enroll in “Marching Band” which provides P.E. credit. Attendance at extra rehearsals outside the regular class and all performances is required. Course can be taken more than once for credit.

**Concert Choir (Tapestry)**

**UC/CSU:** f  
**NCAA:** Not Applicable  
**Length:** Year - 10 Credits  
**Placement Guidelines:** Grades: 9-12

This course provides specialized development of the treble voice and performance opportunities in traditional treble voice literature. The student gains greater proficiency in independent part singing, artistic interpretation, musical understanding, and solo performance. This is a performing group and attendance at all concerts is
The student can be recommended for membership in a more advanced vocal ensemble upon demonstration of satisfactory proficiency. Course can be taken more than once for credit.

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**Digital Photography 1A/1B**

UC/CSU: f  
NCAA: Not Applicable  
Length: Year - 10 Credits  
Placement Guidelines: Grades: 9-12

This is a comprehensive program that introduces students with a basic understanding of digital photography as an art form. The photography course will cover technical and aesthetic aspects, including the operation of camera controls, functions, and settings. Computers using Adobe software will function as a darkroom to process corrections, manipulations and adjustments of the digital photographs.

**Drawing and Painting 1A/1B**

UC/CSU: f  
NCAA: Not Applicable  
Length: Year - 10 Credits  
Placement Guidelines: Grades: 9-12

This course introduces students to essential concepts and skills in two-dimensional visual art. It lays a foundation for careers in illustration, fine art, and many design fields. Popular and professional art materials are used in projects leading to mastery of perspective, shading, portraiture, caricature, graphic design principles, and observational, photo-based, and imaginative drawing and painting. Students create a portfolio of artwork suitable for art school admissions requirements. Student work is exhibited in the Capo Art Gallery. Effective use of art vocabulary and methods of aesthetic critique are taught through the study of class projects, masters from popular culture and art history, and art gallery field trips. Guest speakers from college art programs clarify how students can pursue related careers.

**Graphic Production Technologies**

UC/CSU: f  
Articulation: SB  
Length: Year - 10 Credits  
Placement Guidelines: Grades: 9-12; Prior Computer Experience--Contact Guidance Office

This course is designed to prepare the student for entry-level employment and advancement in the field of graphic design and the ability to communicate through the visual works they create. Instruction includes design and
execution of layouts, professional illustration, color theory, industry specific production, silk screening, digital imaging, and logo design. Also covered are design principles necessary for publication design, mass distribution and other forms of visual communications such as ads in magazines and newspapers, book and CD cover designs, clothing, poster, billboards, brochures, letterhead, and logo designs.

**IB Music HL**

UC/CSU: f  
NCAA: Not Applicable  
**Length:** Year - 10 Credits  
**Placement Guidelines:** Grades: 12

The IB Music HL is a two-year program resulting in an International Baccalaureate Certificate or Diploma. The course will emphasize performance and composition. Students will be required to keep a composition portfolio and perform a lecture-recital. Students will prepare for the IB Music HL exam. Upon completion of the course, the student will demonstrate an awareness and general knowledge of Western Music from the Middle Ages to the present. Demonstrate an understanding of the cultural and musical characteristics of music inherent in indigenous or non-Western cultures. Demonstrate knowledge of the rudiments of music, including scales, intervals, chords (to the 7th), tonality, modality, key signatures, meter, rhythm, and how each element is employed throughout the various eras and cultures studied. Demonstrate an understanding of the evolution and interpretation of notational systems from the Middle Ages to the present.

**IB Music SL**

UC/CSU: f  
NCAA: Not Applicable  
**Length:** Year - 10 Credits  
**Placement Guidelines:** Grades: 11-12

The IB Music - Group Performance course (SL) provides the student with opportunities and guidance in the development of musical knowledge, including understanding of diverse musical genres; in-depth study of the language and symbol-systems of music internationally; and the refinement and honing of ensemble performance skills. Through the analysis of selected diverse listening examples and printed scores, students will learn the language, the notation and the fundamental elements of music. Through further investigation, students will explore the usage of the elements of music in a variety of contexts – through music of various cultures, styles and genres.

**IB Visual Art SL**

UC/CSU: f  
NCAA: Not Applicable  
**Length:** Year - 10 Credits
Placement Guidelines: Grades: 10-12

The International Baccalaureate Visual Art course is for the serious art student ready to create a thematically-based exhibit of personally relevant and culturally conscious artworks. Exploration and research for each piece is conducted through a visual arts journal which is assessed along with the final artworks by the IBO. A comparison study of selected artists and artworks is required. Student work is exhibited in the Capo Art Gallery. This course is excellent preparation for college fine art programs. It is available to all students with one year of art experience and may be taken at the standard or higher level.

**Madrigals (Camarata)**

UC/CSU: f  
NCAA: Not Applicable  
Length: Year - 10 Credits  
Placement Guidelines: Grades: 9-12

This course provides the talented vocal student an experience in a small ensemble performing intricate, demanding literature. The student gains greater proficiency in independent part singing, artistic interpretation, musical understanding, and solo performance. This ensemble performs compositions from all periods of vocal literature, including those in the madrigal style. This group performs at assemblies, concerts and festivals. Attendance at extra rehearsals and all performances are required. Course can be taken more than once for credit.

**Mixed Chorus**

UC/CSU: f  
NCAA: Not Applicable  
Length: Year - 10 Credits  
Placement Guidelines: Grades: 9-12

This course is for the student with little or no prior musical experience who wants to learn to sing. The student learns the fundamentals of proper breath support, proper vocal production, musical notation, as well as the enjoyment of ensemble singing. As soon as the student demonstrates satisfactory proficiency in vocal development, membership in one of the more advanced vocal ensembles will be recommended. Course can be taken more than once for credit.

**Multimedia Design**

UC/CSU: f  
NCAA: Not Applicable  
Length: Year - 10 Credits  
Placement Guidelines: Grades: 9-12

This course is designed for students who are interested in exploring the real-world applications of the arts, focusing on design and how it pertains to a variety of technologies, such as digital photography and the application of current industry software. Students will acquire knowledge and explore the elements of design with practical considerations of the correct and current technologies to complete successful design projects, beginning
with the original concept/storyboard, to designing and completing the final project according to a production
deadline.

Music Theory and Dictation, Advanced Placement (AP)

UC/CSU: f
NCAA: Not Applicable
Length: Year - 10 Credits
Placement Guidelines: Grades: 11-12

This course is an intensive study of the units of musical structure in the common practice period of Western music,
including aural recognition, writing, and analysis of melody, rhythm, cord structure and the simple units of musical
form. Also included are the accurate notation of melody and rhythm from dictation and the
development of sight-singing skills.

Stagecraft

UC/CSU: Does not meet UC/CSU Requirements
NCAA: Not Applicable
Length: Semester - 5 Credits
Placement Guidelines: Grades: 9-12

This course trains the student in all areas of theatre practice except acting. The student becomes proficient in
analyzing set design, color, lighting, costuming, and stage make-up. Practical experience is gained in the
construction of sets and stage materials. Course can be taken more than once for credit.

String Orchestra

UC/CSU: f
NCAA: Not Applicable
Length: Year - 10 Credits
Placement Guidelines: Grades: 9-12

This course is designed to give all string players (violin, viola, cello, bass) a well-rounded music education which
includes string pedagogy and string orchestra repertoire in the spring. This group performs at school and
community events, including, but not limited to, concerts, assemblies, and festivals. Orchestra winds and
percussion are selected by the director from one of the school bands for the spring Full Orchestra. Attendance at
extra rehearsals and all performances will be required. Course can be taken more than once for credit.

TV Broadcast Journalism 1A/1B
Students will study the effects of light, color and scene composition. A video project is the product of creativity, writing, rewriting, collaboration, the use of light, the use of space, camera shots and angles, color, audio and the completion of color and editing. Students will parse the video projects into its creative parts and learn how the video is created and produced. Students will study the impact of film and television on society from a social, economical and political viewpoint. Students will study the impact of ethics of video and film and the emotional side of experiencing media. Students will study how media is perceived as reality and its portrayal of social groups.

**Video Production 1A/1B**

UC/CSU: f  
NCAA: Not Applicable  
Length: Year - 10 Credits  
Placement Guidelines: Grades: 9-12

Students will study film, the history of film, genres, filming techniques, photography, scene and movement. Students will study the ideology of film and society while using an alternate form of communication. Students will learn the basic skills of the video camera and video editing software while applying the fundamentals of design, composition and thematic organization. Students will learn the specialized vocabulary of the film and television industry and use it to express themselves clearly and concisely in their critiques of each other’s work, television and film. Students will develop ideas individually and within a group, compose an outline/proposal, write a script or an outline, and create a storyboard and shot list. The completed project will be a video production based on their script. Most important is the student study in the art of filming video and the creative process that precedes any video or television project.

**Wind Ensemble**

UC/CSU: f  
NCAA: Not Applicable  
Length: Year - 10 Credits  
Placement Guidelines: Grades: 9-12; Concurrent Enrollment in Marching Band

This is the most advanced of the ensembles and is designed for the student who is a highly competent performer. The student is challenged by music of the highest caliber, requiring more sophisticated understanding of complex rhythms, all key signatures, musical terminology, ensemble skills, and extra effort on the part of the student. Wind Ensemble is a major performing ensemble, and participation in concerts, festivals and assemblies is required. Members are also to enroll in "Marching Band" as a separate period for physical education credit for the first semester only. Audition is required for enrollment in Wind Ensemble.
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<th>PE Course Offerings by School Site</th>
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</tbody>
</table>
**Aerobics/Nutrition**  
**UC/CSU:** Not Applicable  
**NCAA:** Not Applicable  
**Length:** Year - 10 Credits  
**Placement Guidelines:** Grades: 10-12

The emphasis of this course will be on the five health-related components of fitness (Cardiovascular Endurance, Muscular-Strength and Endurance, Flexibility and Body Composition.) Students may be introduced to different types of aerobic activities including: Circuit Training, Jump Roping, Kickboxing, Pilates, Step, Weight Lifting and Yoga. Students will calculate body mass index and set goals for improvement during the course of the Semester. Information about nutrition will also be included to help promote a healthy lifestyle. Course may be taken more than once for credit.

**Basketball**  
**UC/CSU:** Not Applicable  
**NCAA:** Not Applicable  
**Length:** Year - 10 Credits  
**Placement Guidelines:** Grades: 9-12

This course is an introduction and advance study of the rules, techniques, physical skills, and strategies of the game of basketball. Students will be introduced to the game from historical and technical perspectives; learning the origin and rules, then developing their individual skills through a series of demonstrations, drills, and individual performance tasks and reinforcing their skill through competitive games and tournament experiences. This course is intended to get students exercising and to understand the values of basketball and exercise in terms of overall health, fitness, and wellness. Excellence- in mind (knowledge), body (fitness), and spirit (kindness, service, gratitude) will be endorsed. The basketball course will emphasize technique according to skill level. Students will also be exposed to the 5 components of fitness (Cardiovascular Endurance, Muscular-Strength, Muscular Endurance, Flexibility, and Body Composition). This course meets the Physical Education requirement. Attendance required. Course can be taken multiple times.

**Badminton**  
**UC/CSU:** Not Applicable  
**NCAA:** Not Applicable  
**Length:** Year - 10 Credits  
**Placement Guidelines:** Grades: 10-12
This course is an introduction and advance study of the rules, techniques, physical skills, and strategies of the game of badminton. Students will be introduced to the game from historical and technical perspectives; learning the origin and rules, then developing their individual skills through a series of demonstrations, drills, and individual performance tasks and reinforcing their skill through competitive games and tournament experiences. This course is intended to get students exercising and to understand the values of badminton and exercise in terms of overall health, fitness, and wellness. Excellence-in mind (knowledge), body (fitness), and spirit (kindness, service, gratitude) will be endorsed. Badminton course will emphasize technique according to skill level.

Health
UC/CSU: Not Applicable
NCAA: Not Applicable
Length: Semester - 5 Credits
Placement Guidelines: Grades: 9

A one-semester health course is required for all students. Topics covered in this course include goal setting, emotional and social health, physical health, substance abuse, disease prevention and global issues.

Physical Education - 9th Grade
UC/CSU: Not Applicable
NCAA: Not Applicable
Length: Year - 10 Credits
Placement Guidelines: Grades: 9

The required physical education course for ninth grade students includes state mandated activities of 3-4 week intervals. The program will be comprised of the following activities: aquatics, team sports, individual sports, rhythms, and fitness. In addition, all 9th grade students will be required to complete the California Physical Fitness testing.

Physical Education Activity Class
UC/CSU: Not Applicable
NCAA: Not Applicable
Length: Year - 10 Credits
Placement Guidelines: Grades: 9-12

The required physical education courses are offered during the regular school day. A variety of activities, selected according to the developmental levels of students, comprise the program. Activity credits are from six weeks to one semester in length and may include aerobics-nutrition, basketball, dance, flag football, jogging, soccer, softball, strength and exercise, swimming, tennis, and volleyball. All students are expected to take a variety
of physical education activity classes. Improvement in skill, attitude, and quality use of leisure time are emphasized.

**Power Walking**
**UC/CSU:** Not Applicable  
**NCAA:** Not Applicable  
**Length:** Year - 10 Credits  
**Placement Guidelines:** Grades: 10-12

This course is designed to promote aerobic and cardiovascular fitness through power walking. Students will learn about the muscular system, weight management, nutrition, stress reduction, and other benefits of lifetime fitness activities. Students will participate daily in walking activities that occur both on and off campus (off-campus parent permission form required).

**Stand Up Paddle**
**UC/CSU:** Not Applicable  
**NCAA:** Not Applicable  
**Length:** Semester - 5 Credits  
**Placement Guidelines:** Grades: 10-12; DHHS only

A one-semester course that serves as an introduction to Stand Up Paddle Boarding. Students will learn the necessary skills and knowledge so that they can successfully enjoy this sport in a calm, flat water setting.

**Strength/Exercise**
**UC/CSU:** Not Applicable  
**NCAA:** Not Applicable  
**Length:** Semester – 5 Credits  
**Placement Guidelines:** Grades: 10-12

A one semester course that focuses on all aspects of strength, conditioning, and exercise in order to stay physically fit and in shape. Students will be introduced to the use of weights, proper stretching, various exercises for all muscle groups, and general conditioning strategies.

**Surfing**
**UC/CSU:** Not Applicable  
**NCAA:** Not Applicable  
**Length:** Semester – 5 Credits  
**Placement Guidelines:** Grades: 9-12; SCHS only

This is a one semester course that serves as an introduction to surfing. Students will learn the necessary skills and knowledge so that they can successfully enjoy this sport at our local beaches.

**Tennis**
**UC/CSU:** Not Applicable  
**NCAA:** Not Applicable
This course is a basic tennis class opened to all students. Students will learn basic tennis skills including forehand, backhand and serving, along with terminology and history of the sport. Students will learn the rules and strategies to be incorporated in tennis games/matches throughout the semester. Students will also be exposed to the 5 components of fitness (Cardiovascular Endurance, Muscular-Strength, Muscular Endurance, Flexibility, and Body Composition). This course meets the Physical Education requirement.

**Yoga**

**UC/CSU:** Not Applicable  
**NCAA:** Not Applicable  
**Length:** Year - 10 Credits  
**Placement Guidelines:** Grades: 10-12

Yoga students will be introduced to basic postures, breathing techniques, and relaxation methods of the yoga practice. Students will develop an understanding of yoga etiquette and terminology; achieve and maintain a health-enhancing level of physical fitness; develop skills, knowledge, and interest to independently maintain a regular yoga practice; gain an understanding of individual differences and acquire a non-competitive, positive self image in regards to their own body and yoga practice.
**Auxiliary Group/Color Guard**

**UC/CSU:** Not Applicable  
**NCAA:** Not Applicable  
**Length:** Semester - 5 Credits/Semester  
**Placement Guidelines:** Grades: 9-12

The Auxiliary Group brings music to life through performance in a competitive format. Commonly referred to as the Color Guard, the auxiliary group presents a visual art form which incorporates spinning flags, rifles, sabres, and other various pieces of equipment, while performing to varied range music. Dance is also featured and integrated into the spinning. Students participate and compete in state, regional, and international events, through the Southern California School and Band Association (SCSBOA), Winter Guard Association on Southern California (WGASC); Winter Guard International (WGI); and Bands of America (BOA). Each semester a new artistic program is conceived and developed, allowing students the opportunity to enter a world of performance and entertainment; a place where pageantry involves an array of equipment, movement, and skill. The auxiliary group is truly the “Sport of the Arts.” Physical fitness skills are emphasized, and this course receives P. E. credit. Course may be taken more than once for credit.

**Dance**

**UC/CSU:** f  
**NCAA:** Not Applicable  
**Length:** Semester - 5 Credits/Semester  
**Placement Guidelines:** Grades: 9-12

This class is a basic dance class for all interested students and includes dance history, contemporary, jazz, ballet, hip hop, other related styles (character, Broadway, and modern), along with basic dance techniques, terminology, and basic choreography concepts. This course follows the state framework and is broken into five components: Artistic Perception, Creative Expression, Historical and Cultural Context, Aesthetic Valuing, and Connections/Applications. Students will have the opportunity to perform in both a Fall and Spring dance recital. Students will also be exposed to the 5 components of fitness (Cardiovascular Endurance, Muscular-Strength, Muscular Endurance, Flexibility, and Body Composition). Once the PE requirement has been met, additional semesters of this class may be used to satisfy the VPA requirement for university admissions.

**Marching Band**

**UC/CSU:** Does not meet UC/CSU Requirements
Students perform at all home football games, select away games, and parades, as well as pep rallies, boys' and girls' basketball games, and other community events. The musical athleticism of marching band students is equal to those achieved by varsity athletes. They perform, compete, and are adjudicated in state, regional, and national events through the Southern California School and Band Association (SCSBOA), the Western Band Association (WBA), and Bands of America (BOA). Marching Band rehearses after school and on weekends, learning the value of excellence, while developing life skills including organization, discipline, teamwork, and leadership. Through Marching Band students create friendships, talents, and standards of excellence, while fostering an environment in which they can grow, laugh, learn, and meet challenges as a group. Physical fitness skills are emphasized, and this course receives P. E. credit. Course may be taken more than once for credit.

**Pep Squad**

*UC/CSU:* Not Applicable  
*NCAA:* Not Applicable  
**Length:** Semester - 5 Credits/Semester  
**Placement Guidelines:** Grades: 9-12; Tryout Required

Pep Squad members will be trained in crowd control, composition and execution of a variety of cheers and routines, preparation and presentation of pep assemblies and maintaining and stimulating spirit and sportsmanship. Physical fitness skills are required.

**Physical Education/Interscholastic Athletics**

*UC/CSU:* Not Applicable  
*NCAA:* Not Applicable  
**Length:** Varies for each sport - 5 Credits/Semester  
**Placement Guidelines:** Grades 9 - 12: *Most sports require tryouts. Please see your athletic office for additional information.*

Interscholastic Athletics is offered for those students who wish to engage in inter-school competition under the auspices and rules of the California Interscholastic Federation (C.I.F.). Participating in the athletic program is a privilege and athletes will be held to a strict code of conduct. In order to participate and compete, a student must be currently enrolled in five or more classes and maintain a 2.0 G.P.A. Participating in the athletic program is a privilege and athletes will be held to a strict code of conduct. Athletes must have maintained a 2.0 GPA in classes taken the previous semester. A physical examination and insurance coverage are required by all students participate.
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<th>Elective Course Offerings by School Site</th>
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**Please Note: CTE Electives can be found at this [link]**
**AP Computer Science**

**UC/CSU:** g  
**NCAA:** No  
**Length:** Year - 10 Credits  
**Placement Guidelines:** Grades 11-12

This course is intended as an introductory course for students who contemplate majoring in computer science at the university level or other disciplines that require significant involvement with computing. This course emphasizes programming methodology and procedural abstraction, and includes the study of algorithms, data structures, and data abstraction. Students will learn to code fluently in a well-structured fashion utilizing a subset of the JAVA language. The course includes an introduction to classes and object oriented programming, as well as well-known algorithms and data structures.

**AP Computer Science Principles**

**UC/CSU:** g  
**NCAA:** No  
**Length:** Year - 10 Credits  
**Placement Guidelines:** Grades 10-12

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving.

**AP Research**

**UC/CSU:** g  
**Length:** Semester - 5 Credits  
**NCAA:** no
Advanced Placement (AP) Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue or idea of individual interest. Students design, plan and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing and synthesizing information. Students reflect on their skill development, document their processes and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000 – 5,000 words (accompanied by a performance, exhibit or product where applicable) and a presentation with an oral defense.1


**AP Seminar**

UC/CSU: g
Length: Semester - 5 Credits
NCAA: no
Placement Guidelines: Grade 10-12

Advanced Placement (AP) Seminar is the first course in the AP Capstone Program. The Capstone Program is designed to provide students the necessary skills needed to excel in college. Students will become experts in conducting independent research, participating in collaborative teamwork and in developing and using sound communication skills.

Students who complete AP Seminar, AP Research and four additional AP courses with a score of three or higher will be awarded a Capstone Diploma which is recognized by numerous California universities as a program that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. It cultivates curious, independent, and collaborative scholars and prepares them to make logical, evidence-based decisions. Students who earn scores of three or higher in AP Seminar and AP Research but not on all four additional AP courses are awarded an AP Seminar and Research Certificate.

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary and philosophical texts; listening to and viewing speeches, broadcasts and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.1


**AVID I, II, III, Senior Seminar**
AVID is a nationally recognized program designed to help bright, motivated students in their completion of college-prep coursework while in high school, to prepare these students to apply for 4 year colleges or universities directly from high school. AVID is a four-year elective class for students with academic potential. Upon entering AVID after acceptance, students enroll in the “a-g” sequence, college preparatory classes that fulfill the requirements for entry into the University of California, California State University systems and private colleges. Tutors from area colleges and universities as well as peer tutors, work with the high school students, assisting them in all academic areas to make progress commensurate with college expectations. Seminars are also offered in note-taking, study skills, test taking, time management, college entrance exam preparation, effective textbook reading, and library research skills. Students receive extensive help in preparing college applications and financial aid forms. Student progress is monitored via regular teacher and parent communication.

**College and Career Planning (CCP)**

**UC/CSU:** Does not meet UC/CSU a-g Requirements  
**Length:** Semester - 5 Credits  
**NCAA:** no  
**Placement Guidelines:** Grades 9-12

The primary purpose of this course is to prepare students for academic and professional success by developing applied technology skills (Excel, PowerPoint, Windows, Word, and Internet research skills), improving academic skills (oral presentations, PC-based note-taking and research skills, goal setting and planning skills, and keyboarding skills), completing personal traits assessments (personality, interests, multiple intelligences, values and skills surveys), exploring college alternatives (UC, CSU, community colleges, private universities, and trade/tech schools), and completing a computerized career survey to help match personal and academic goals with career paths. Students will also develop a 4-year plan to guide them through the coursework needed to meet their future academic and professional pursuits.

**Computer Applications**

**UC/CSU:** Does not meet UC/CSU a-g Requirements  
**Length:** Year - 10 Credits  
**NCAA:** no  
**Placement Guidelines:** Grades 9-12

Students will learn journalism through the process of producing and publishing a student newspaper. Students will Computer Apps 1A / 1B is an introductory computer programming class where students learn 3D animation, game creation, and writing apps for their phones. The class is meant to connect students with foundational skills that are needed in a computer engineering career. The curriculum was developed so that students are introduced to basic coding skills at an entry level. As they develop their knowledge, they engage in more advanced-level and high interest programming tasks.
**IB Theory of Knowledge**

UC/CSU: g  
Length: Year - 10 Credits  
NCAA: no  
Placement Guidelines: Grades 11-12

The Theory of Knowledge course is the central interdisciplinary core around which the subject areas of the International Baccalaureate revolve. By exploring the knowledge systems of mathematics, natural sciences, human sciences, history, the arts, and ethics through the filters of emotion, reason, language, and depth, students and teachers become aware of the complexity of knowledge and to acknowledge the need to act responsibly in a global society. This, in turn, reinforces the Creativity, Action, and Service (CAS) components of the IB Diploma Program.

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**Model United Nations**

UC/CSU: Does not meet UC/CSU a-g Requirements  
Length: Year - 10 Credits  
NCAA: no  
Placement Guidelines: Grades 9-12

This one year course enables the student to explore and gain an understanding of the Model United Nations and cultures of the World. Students research and present information on various countries. They also attend conferences throughout the year where they participate in live, “hands on” simulations, where they essentially are an ambassador to one of the 191 member states. In these conferences they work with other nations (Students from other high schools) to solve world challenges, such as Nuclear Proliferation, Land Mines, HIV/AIDS, Israel-Palestine, and Human Refugees. This class is recommended for anyone who excels in Social Science—and is a good interpersonal communicator. MUN is fun and challenging.

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**Newspaper**

UC/CSU: Does not meet UC/CSU a-g Requirements  
Length: Year - 10 Credits  
NCAA: no  
Placement Guidelines: Grades 9-12

Students will learn journalism through the process of producing and publishing a student newspaper. Students will write a variety of articles including news articles, features, editorials, reviews, and sports stories. They will learn the fundamentals of editing, photography, and layout. Students interested in being admitted to the course must contact the advisor and fill out an application. May be taken for elective credit. Does not meet UC/CSU admission requirement for English.

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**Student Government**

UC/CSU: Does not meet UC/CSU a-g Requirements
Elected student body officers are enrolled in Student Government for which elective credit is given. The purpose of this course is twofold: (1) to teach the rudiments of parliamentary procedure, group action and interaction, committee organization, and leadership skills; and (2) to carry out the executive duties of the elected Associated Student Body officers. This course may be taken more than once for credit.

**Student Leadership**

**UC/CSU:** g  
**Length:** Year - 10 Credits  
**NCAA:** no  
**Placement Guidelines:** Grades 10-12; Prerequisite: Completion of Student Government

Student Leadership is a project-based course aimed at increasing student leadership abilities. Through the planning and execution of numerous events for the school, students will discover how to best effect change in their communities. Students will read extensively about the nature of the many different leadership styles. Additionally, students will frequently write critically, reflectively, persuasively, and speak about the real-world issues that arise from the planning of events. The prerequisite for this course is the successful completion of Student Government.