

# College and Career Readiness Guide

*Interactive  
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Click on topic.*



## 2017/2018

Every Student ♦ Every Possibility ♦ No Matter What



Diann Kitamura, *Superintendent*  
dkitamura@srcs.k12.ca.us

## MISSION STATEMENT

The mission of Santa Rosa City Schools, in partnership with parents, educators, staff, and the community is to provide active, involved learning for all students so they will achieve personal, academic, occupational success and become responsible citizens.

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## DEAR COMMUNITY MEMBERS,

Santa Rosa City Schools is proud to offer this latest edition of the College and Career Readiness Guide. This guide showcases many exemplary and award-winning schools and programs throughout our district. We continue to offer a wide variety of courses, preparing students for the critical thinking, creativity, collaboration and communication skills required for 21st century learning. We believe that providing students access to these courses will build the foundational skills necessary for a full range of post-secondary options.

Through the Santa Rosa City Schools strategic planning process and the Local Control Accountability Plan (LCAP), the district adopted goals to promote excellence, equity and engagement for all of our students. Through a district culture intentionally built on trust, respect, collaboration, and the best of intentions, we will:

- Provide a coherent, rigorous and relevant teaching and learning program to graduate students who are ready for college and career.
- Increase student wellness and family engagement through the full service community school model.
- Serve all students with a fair, just and equitable distribution of resources: personnel, financial and institutional.
- Create safe, inviting learning environments and provide relevant, current and fully supported technologies.

### Exciting opportunities highlighted in this publication:

- Santa Rosa City Schools opened new College and Career Centers at Elsie Allen, Maria Carrillo, Montgomery, Piner, and Santa Rosa High School during the 2015-2016 school year. Each of the centers is staffed with a College and Career Counselor who can assist our students with meeting their educational and career goals. A part-time College and Career Counselor is working with students and families at Ridgway High School.
- Our District is exploring Linked Learning opportunities. Linked Learning is an approach to education that offers high school students from grades 9 through 12 a rigorous academic curriculum integrated with a career focus and work-based learning opportunities in and out of the classroom.
- Our Career Technical Education programs make it possible for students to obtain relevant career training and hands-on experiences, while satisfying their high school graduation and college admission requirements.
- Our Specialized Programs are often referred to as Magnet Programs, and are designed to provide students a unique and targeted curriculum. Four high schools have Specialized Programs in place: the University Center at Elsie Allen High School, the International Baccalaureate Program at Montgomery High School, the Early College Magnet Program at Piner High School, and Santa Rosa High School's ArtQuest. All are exceptional programs that continue to serve students who want to accelerate and focus their learning experience in high school.

We encourage you to take full advantage of this guide and of all the excellent resources that Santa Rosa City Schools has to offer. This publication is also available on our district website at [www.srcs.k12.ca.us](http://www.srcs.k12.ca.us).

Our dedicated teachers and staff work to ensure that each class is high quality and linked to post-high school life options. We look forward to seeing you at graduation!

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**SRCS District Office Contact Information**

# SANTA ROSA CITY SCHOOLS



## ELSIE ALLEN HIGH SCHOOL

599 Bellevue Avenue, Santa Rosa, CA 95407  
Phone: 528-5020    Students: 1,114  
<http://elsieallen.srcs.k12.ca.us>



## MARIA CARRILLO HIGH SCHOOL

6975 Montecito Blvd., Santa Rosa, CA 95409  
Phone: 528-5790    Students: 1,424  
[www.mariacarrillohighschool.com](http://www.mariacarrillohighschool.com)

## Lawrence Cook Middle School

2480 Sebastopol Road, Santa Rosa, CA 95407  
Phone: 528-5156    Students: 574  
<https://lcms-santarosa-ca.schoolloop.com>

## Rincon Valley Middle School

4650 Badger Road, Santa Rosa, CA 95409  
Phone: 528-5255    Students: 808  
[www.rinconvalleymiddleschool.com](http://www.rinconvalleymiddleschool.com)



## PINER HIGH SCHOOL

1700 Fulton Road, Santa Rosa, CA 95403  
Phone: 528-5245    Students: 1,282  
[www.pinerhigh.com](http://www.pinerhigh.com)



## MONTGOMERY HIGH SCHOOL

1250 Hahman Drive, Santa Rosa, CA 95405  
Phone: 528-5191    Students: 1,733  
[www.montgomeryhighschool.com](http://www.montgomeryhighschool.com)

## Hilliard Comstock Middle School

2750 West Steele Lane, Santa Rosa, CA 95403  
Phone: 528-5266    Students: 389  
[www.comstockmiddleschool.weebly.com](http://www.comstockmiddleschool.weebly.com)

## Herbert Slater Middle School

3500 Sonoma Avenue, Santa Rosa, CA 95405  
Phone: 528-5241    Students: 824  
<https://hsms-santarosa-ca.schoolloop.com/>



## SANTA ROSA HIGH SCHOOL

1235 Mendocino Avenue, Santa Rosa, CA 95401  
Phone: 528-5291    Students: 2,032  
[www.santarosahighschool.net](http://www.santarosahighschool.net)

## Santa Rosa Middle School

500 E Street, Santa Rosa, CA 95404  
Phone: 528-5281    Students: 640  
[www.srms.srcs.k12.ca.us](http://www.srms.srcs.k12.ca.us)

For specific attendance area information please call 528-5381. For additional information about the schools in the District, please visit [www.srcs.k12.ca.us](http://www.srcs.k12.ca.us).

# GRADUATION POLICIES



## HIGH SCHOOL GRADUATION REQUIREMENTS

The Board of Education believes that the completion of an organized and sequential course of study is the foundation, that prepares students for post-secondary education and employment. In grades 9-12, 220 credits are required for graduation. Students who successfully complete a year-long course will receive 10 credits (5 credits for each semester). In addition to the required courses, students will complete other elective courses to reach the required 220 credits.

## CORE CURRICULUM REQUIREMENT

All students shall demonstrate proficiency in meeting state-adopted standards in the following courses:

- › 9th, 10th, 11th, and 12th grade English.
- › Two courses in mathematics, including first-year Algebra or equivalent.
- › United States History and World History.
- › Semester-long courses in American Government and Economics.
- › One visual or performing arts course, or a career technical education course requiring creative self-expression.
- › One world language course.\*
- › Biology and earth/physical science course, at least one of which is a laboratory science course.
- › Two-year long courses in Physical Education that includes a Physical Education course in the 9th grade.

- › Semester-long course in Health/Life Skills.\*
- › A high school may develop a required specialized course which a student must pass in order to graduate.

Full details of the district's graduation requirements are found in Board Policy 6146.1 or information may be obtained from a high school counselor.

\*These core courses have qualified exemptions; please refer to Board Policy 6146.1 and accompanying Administrative Regulations for specific details on the exemption requirements.

## Career Technical Education, Linked Learning, and Specialized Programs:

Santa Rosa City Schools provides a variety of coherent, rigorous and relevant teaching and learning programs to graduate students who are ready for college and career. The following is an overview of some of the secondary programs offered in the district to assist in preparing students for multiple post-secondary opportunities.

## Career Technical Education Programs

Career Technical Education (CTE) programs, consist of a multi-year sequence of CTE courses which are designed to offer students an opportunity to explore careers, participate in work-based learning experiences, acquire technical and employability skills, and be prepared for a full range of post-secondary opportunities. Several CTE courses are college-preparatory and/or are articulated with the local community college, where students can earn college units through the Credit by Exam process. In addition, some CTE Programs provide students the opportunity to earn industry recognized certifications.

To learn more about these programs, please see pages 36 through 48 in this publication.



**Linked Learning:**

Linked Learning is an approach which integrates academic core and Career Technical Education curriculum to provide students with contextualized learning experiences and foster the connection between strong academics and real-world applications. The four components of a Linked Learning program include: A challenging academic component that prepares students for success in post-secondary programs, a demanding career technical component which delivers concrete knowledge and skills through a sequence of three or more career technical courses, a work-based learning component which provides students opportunities to learn through real-world experiences, and support services to help students succeed in the program. Used in schools throughout California, this integrated approach to learning assists students with building a strong foundation for success in college and career - and life.

To learn more about Santa Rosa City Schools Linked Learning programs, please see pages 49 and 50 in this publication.

**Specialized Programs:**

Specialized Programs are often referred to as Magnet Programs, and are designed to provide students a unique and targeted curriculum. Four high schools have Specialized Programs in place: the University Center at Elsie Allen High School, the International Baccalaureate Program at Montgomery High School, the Early College Magnet Program at Piner High School, and Santa Rosa High School's ArtQuest. All are exceptional programs that serve students who want to accelerate and focus their learning experience in high school.

To learn more about Santa Rosa City Schools Specialized Programs, please see pages 28, 30, 32, 34 in this publication.

*\*\*\*The Santa Rosa City Schools non-discrimination policy covers admission and access to, and treatment and employment in, District programs and activities, including career technical education. The lack of English language skills will not be a barrier to admission and participation in the career technical education or any other District program.*



# DISTRICT GRADUATION REQUIREMENTS

The Santa Rosa City Schools’ Board of Education established comprehensive, rigorous graduation requirements for high schools to ensure that all graduates are prepared to meet new challenges of the 21st century with flexibility, creativity, and a solid foundation of critical thinking and reasoning skills along with the ability to collaborate.

Core Subject (A total of 220 credits is required for comprehensive high school diploma)	Four-Year University Entrance Requirments	Two-Year Community College Entrance Requirments
<b>English</b> 4 years	4 years of English	4 years of English
<b>Mathematics</b> 2 years including Algebra	3 years of college preparatory math including completion of Advanced Algebra or higher.	2 years of math including Algebra (3 courses recommended)
<b>Social Science</b> 3 years including World History, US History, American Government and Economics	World History (1 yr.) US History (1 yr.) American Government (1 semester) Economics (1 semester)	World History (1 yr.) US History (1 yr.) American Government (1 semester) Economics (1 semester)
<b>Science</b> 2 years including one laboratory course	1 year each of biological and physical sciences both must be laboratory science courses.	1 year each of biological and physical sciences with at least one course requiring a laboratory component.
<b>World Language</b> 1 year	2 years of the same language	1 Year
<b>Visual and Performing Arts</b> (or CTE Course) 1 year	1 year Visual or Performing Arts	1 year Visual or Performing Arts
<b>Physical Education</b> 2 years (9th grade PE required)	2 Years	2 Years
<b>Health / Life Skills*</b> 1 semester	1 Semester*	1 Semester*
<b>Electives</b> 65 credits Please note that completing additional core courses (math, science, world language, humanities) can count towards elective credit.	45-50 credits from college preparatory UC approved courses	65 credits from elective courses.
<b>Additional Requirements</b>	Students must take the PSAT, SAT and/or ACT college entrance exams or the English and math placement exams for entrance to the California Community Colleges.	Per the SRJC, it is recommended that students enroll in the Counseling 270 course and take the English and math placement exams for entrance to the California Community Colleges.
<b>Testing Requirements</b>	Smarter Balance Assessments; including physical fitness testing.	Smarter Balance Assessments; including physical fitness testing.

\* The Life Skills requirement may be waived.

Four Year High School Coursework Planning Grid

Student Name:

Post-Secondary Goal:

This planning grid is designed to assist students in keeping track of the coursework necessary to prepare them for their post-secondary goals; which includes college and career options. Students should complete this grid in cooperation with parent/guardians and school staff.

9th Grade					
Course	Course Credits		Meets “a – g” Requirements	Meets Four-Year University Entrance Requirements	Meets Two-Year Community College Entrance Requirements
	Fall	Spring			
Total Credits Earned:					

10th Grade					
Course	Course Credits		Meets “a – g” Requirements	Meets Four-Year University Entrance Requirements	Meets Two-Year Community College Entrance Requirements
	Fall	Spring			
Total Credits Earned:					

11th Grade					
Course	Course Credits		Meets “a – g” Requirements	Meets Four-Year University Entrance Requirements	Meets Two-Year Community College Entrance Requirements
	Fall	Spring			
Total Credits Earned:					

12th Grade					
Course	Course Credits		Meets “a – g” Requirements	Meets Four-Year University Entrance Requirements	Meets Two-Year Community College Entrance Requirements
	Fall	Spring			
Total Credits Earned:					

# INFORMATION REGARDING SCHOOL TRANSFERS

Transfer Category	<p><b>Open Enrollment</b> is offered from October 1st through mid November for the following school year. The only criteria is that you must live within the Santa Rosa City Schools District and request a transfer to any other school within the SRCS District. This placement is permanent through the highest grade at the chosen school. You must re-apply for open enrollment fall of 6th grade, and fall of 8th grade to continue on to middle or high school.</p> <p>Open Enrollment is only available online at <a href="http://www.srcs.k12.ca.us">www.srcs.k12.ca.us</a> from October 1 through mid November.</p>			<p><b>General Inter-District</b> transfers occur when a child attends school in a District other than their District of residence. Request forms can be obtained from the student's school of residence, the SAFE Office, or the Sonoma County Office of Education's website <a href="http://www.scoe.org">www.scoe.org</a>. For students wishing to exit Santa Rosa City Schools, the form is submitted to the SAFE Office.</p> <p>For students wishing to enter Santa Rosa City Schools, the form is submitted to your Resident District Office.</p> <p><b>Employment Inter-District</b> transfers are available for any student whose parent(s) work within the boundaries of Santa Rosa City Schools.</p> <p>For students wishing to <b>enter</b> SRCS, the form is submitted to the SAFE Office with proof of employment attached. For students wishing to <b>exit</b> SRCS, the form is submitted to your requesting District Office attaching proof of employment within the boundaries of that District.</p>		
	<b>Open Enrollment (Intra-District)</b>	<b>Inter-District</b>	<b>Employment</b>			
Application Period	October 1 through mid November each year for the following school year.	Anytime for current school year. Feb.1 for following school year.	Anytime for current school year. Feb.1 for following school year.			
Location	<a href="http://www.srcs.k12.ca.us">www.srcs.k12.ca.us</a>	<p><b>To Enter SRCS start with:</b> Your District of Residence</p> <p><b>To Exit SRCS start with:</b> SAFE 211 Ridgway Santa Rosa, CA 95401</p>	<p><b>To Enter SRCS start with:</b> SAFE 211 Ridgway Santa Rosa, CA 95401</p> <p><b>To Exit SRCS start with:</b> Your District of Residence</p>			
Reason for request	No Criteria	Specified on form	Employment within requested District			
Submission	Online	Mailed, faxed or submitted in person to SAFE (fax 528-5107)	N/A			
Renewal	No	Annually	Only if school site is changed			

For additional information on Intra-District transfer options, please visit the Santa Rosa City Schools website at <http://www.srcs.k12.ca.us/Schools/enrollment/Pages/default.aspx>

# ELSIE ALLEN HIGH SCHOOL

*Established 1994*

## TO ELSIE ALLEN HIGH SCHOOL STUDENTS AND FAMILIES:

Welcome to Elsie Allen High School! We invite you to read about the many college partnership opportunities we offer you and your student, such as the **University Center @ EAHS, Compact for Success, and AVID**.

First of all, our award winning **University Center @ EAHS** specialized program allows students to **attend college classes on Sonoma State University's campus** while still attending high school. **Students have priority college registration and tuition is FREE!** All Sonoma State University credits earned in these college classes are fully transferable to any CSU, UC, and private college in the nation! Graduates of the University Center are now attending and graduating from Harvard, Stanford, and MIT, to name a few. This school-within-a-school provides students a supportive and attentive learning environment with online learning and a coordinator that provides individual attention and counseling to each University Center student. The University Center @ EAHS is the recipient of the prestigious **California Golden Bell Award**.



Secondly, the **Compact for Success innovative program guarantees students admission to Sonoma State University** who attend Lawrence Cook Middle School and Elsie Allen High School, maintain a 3.00 GPA, and complete A-G college preparatory courses.

Our **AVID, Achievement Via Individual Determination, program prepares first generation college bound students for entrance into and graduation from 2 or 4 year colleges.**

Students choose from numerous Advanced Placement and Honors classes in all curricular areas, award-winning Visual and Performing Arts electives, and Career Technical Education courses in Agriculture, Public Safety, and Culinary Arts.

Since its inception in 2013, our **Elsie Allen High School Foundation has engaged the community to fund over \$250,000.00 in college scholarships** to help turn the dream of college into reality!

There is something for every student and family at Elsie Allen High School. See you soon!

**Mary Gail Stablein**  
*Principal*

**Andy Lieberman**  
*Vice Principal*

**Casey Thornhill**  
*Assistant Principal*

**Valerie Jordan**  
*Assistant Principal*

### ELSIE ALLEN HIGH SCHOOL COUNSELING STAFF

Welcome to Elsie Allen High School's Counselor's Corner! All students are assigned a counselor who helps plan his/her academic program and keeps track of all necessary graduation requirements. In addition, the new College & Career Counselor, who along with 10,000 Degrees, guides students in internships, financial aide, and the college application process.

Please call the Counseling Office or email your student's counselor to set up an appointment. We are available to speak with you or your student regarding a successful path to graduation.

Please contact our Main Office at 528-5020 for additional information or our Counseling Office at 528-5025 to register at our school.

**Erick Rodriguez**  
*A-Ga Counselor*

**Lori Chamberlin**  
*Ge-N Counselor*

**Tomas Sanchez**  
*O-Z Counselor*

**Salvador Barrera**  
*SOLL Counselor*

**Ismael Gutierrez**  
*College and Career Counselor*

# SCHOOL DESCRIPTION AND HIGHLIGHTS

## Staff

- Teacher honors include the California League of High Schools Educator of the Year, the ROP Teacher of the Year, the Champions for Children K-12 Educator Award, and the Sonoma State University's Circle of Excellence Award.
- Our award-winning Teacher-to-Teacher Coaching and Professional Development programs are recognized as models throughout Santa Rosa City Schools.

## Facilities

- The newly created College & Career Center is open and available to all students before, during, and after school and hosts the Leadership Speaker Series, which is hosted by the EAHS Foundation.
- A 2.7 million dollar grant was awarded to the Agriculture Department to completely modernize the facility to include new equipment in the agriculture mechanics shop, a brand new agriculture science lab and classrooms, and a new computer lab.
- A \$20,000.00 plasma cutter was funded by American Ag Credit and Community Boosters for metal fabrication.
- The \$3.5 million athletic stadium; Elmer Brown Field, has artificial turf and all-weather track.
- A state-of-the-art Performing Arts Center houses our ground-breaking music, theatre, and dance programs.
- Interactive SMART board technology, Chrome Book Carts, school-wide WiFi, and enhanced audio capabilities throughout the campus ensure student engagement.

## Curriculum and Programs

- Career Technical Education opportunities include Agriculture, Public Safety, and Culinary Arts.
- Unique to Elsie Allen High School and starting it's second year is the Collaborative Community Engagement Class. Students developed 7 essential virtues (family love, empathy, caring, trust, respect, honesty, accountability) which they believe are necessary for a proactive restorative community to function.
- The award-winning University Center at Elsie Allen High School guarantees admission to Sonoma State University and offers FREE college tuition.
- Compact for Success guarantees Sonoma State University admission.
- The AVID (Advancement Via Individual Determination) program prepares students for a college education with specialized study skills, assistance with the application process, and college tours.
- Standards-Based Grading is a holistic, student-centered approach to teaching and assessment, which reflects the latest in brain-based research.

## Achievements and Awards

- Original one-act plays developed through Elsie Allen's playwriting program were selected by the American High School Theatre Festival to be performed at the 2011 Edinburgh Fringe Festival in Scotland.
- Recent EAHS graduates attend prominent universities such as Harvard, Stanford, Dartmouth, McGill, Brown, and MIT.
- The University Center boasts the only Presidential Scholar ever to come from a Sonoma County public school; he earned perfect scores in four portions of the SAT.
- EAHS graduates have earned perfect scores in the Math Reasoning portion of the SAT and in the SAT's Math Level II test.
- Advanced Placement test scores rank above the national average.
- Student artwork has been accepted into the National Council on the Education for Ceramics Art Exhibit, and the Arts Program has won the Congressional Art Competition twice.
- The Drama Program has received a multitude of awards over the past several years for acting, directing, and overall performance, as well as the top award for playwriting at the annual Lenaea Festival.
- Lobo Rugby Club has competed successfully in regional, state, national and international rugby tournaments. Select rugby players receive financial aid to attend four-year colleges and to attend the UC Berkeley rugby camp.
- Our incomparable Drum Line performs regularly for visiting dignitaries at business and community events.
- The Madrigals and Vocal Ensemble vocal performance groups consistently earn unanimous "superior" awards and "excellent" standings at state and national competitions.
- Lobo Unity routinely donate thousands of community service hours, partnering with non-profits and culminating in the very successful Lobo CommUnity Fair.
- The Elsie Allen Migrant Education Debate Team won the 2011 California state championship, defeating seventeen regional champions.
- The Interact Club, sponsored by Santa Rosa Sunshine Rotary, has been voted best Interact Club in the North Coast five years in a row.
- Many students have participated in the SSU Summer Search Program, embarking on adventures in Asia, South America and North America.

# PINER HIGH SCHOOL

## TO PARENTS AND GUARDIANS OF PINER STUDENTS:

As we enter the 2016-2017 school year, Piner High School will be showcasing many innovative programs that are offered to support a variety of student interests, including the Health, Science, and Biotechnology Pathway, the Geospatial Technology Program, the Freshmen Transitions Program, and the Early College Magnet Program. With a strong Science, Technology, Engineering, and Math (STEM) focus on our campus, we believe in preparing all students for higher education and career advancement beyond high school.



Whatever area of study students may choose to pursue, our goal at Piner is to enhance academic interest and challenge all students to reach their full potential. We also believe that communication between the school and the home is an important factor in every student's success. And, the school strives to help students with behavioral, emotional, and mental health counseling when appropriate, with an added emphasis on interfacing with our most struggling students through additional academic supports. As you and your student review this booklet, please carefully consider the numerous courses and programs that engage your student and support academic achievement.

If you have questions regarding course offerings or your student's four-year plan, please don't hesitate to contact the well-qualified guidance counselors who are always willing to assist.

Again, the entire staff at Piner High School would like to welcome you to our school.

Sincerely,

**Tim Zalunardo**  
*Principal*

**Andrea Correia**  
*Vice Principal*

**John McGurke**  
*Assistant Principal*

**Ryan Thompson**  
*Assistant Principal*

### PINER HIGH SCHOOL COUNSELING STAFF

Welcome to Piner High School's Counseling Corner! We are available to speak with your student regarding academic, college, or personal issues in order to keep each student on a successful path to graduation. Piner has recently decreased our student to counselor ratios so your student gets more personalized attention. Also, Piner has recently opened our new College and Career Center which will allow a more dedicated focus on preparing students for opportunities after high school. An essential part of the new College and Career Center is that we have a dedicated counselor who will specifically help students and families make the most of its information and supports. Please contact our Main Office at 528-5245 for additional information or our Counseling Office at 528-5346 to register at our school.

**Casey Carl**  
*Counselor*

**Brian Cox**  
*Counselor*

**Karol Ramirez**  
*Counselor*

**Barry Sullivan**  
*College and  
Career Counselor*

**Socorro Rojas Cruz**  
*SOLL Counselor*

# SCHOOL DESCRIPTION AND HIGHLIGHTS

## Staff

- › Teachers bring an average of 14 years of teaching experience to their classes with an average of 10 years of service at Piner High School.
- › Teacher honors include Region One Educator of the Year by the California League of High Schools, California Educator of the Year, Chamber of Commerce High School Teacher of the Year, and Sonoma County CTE Teacher of the Year.

## Facilities

- › The new SPARQ Center is a state-of-the-art facility, which was completed in August 2013 and which houses a planetarium, an observatory, and an up-to-date computer laboratory. Since our grand opening in spring 2014, Piner students have been able to make presentations utilizing sophisticated scientific tools and have also been able to engage in 21st Century learning with a STEM (Science Technology Engineering and Math) focus.
- › Piner also boasts of a 400-seat Performing Arts Center, with many of its design features modeled after Carnegie Hall in New York.
- › All-weather track and sports field permits football and soccer games to be held rain or shine without damage to the field.
- › The Culinary Arts Training Center features two lecture classrooms, a demonstration lab, a professional grade kitchen and locker rooms.
- › Remodeled library allows students and teachers to conduct extensive research projects.
- › The PHS Organic Garden Committee maintains a sustainable campus garden with the help of the Culinary Arts and Special Education Departments.

## Curriculum and Programs

- › In August 2014, the Santa Rosa City Schools Board of Education approved a Memorandum of Understanding with Sonoma State University that allows Piner High School students who complete the STEM Certificate to receive priority admission for non-impacted STEM-related fields of study within the School of Science and Technology at SSU.
- › The Early College Magnet program allows students to take coursework towards a career certificate, associate's degree or university transfer program at Santa Rosa Junior College, while also completing their high school graduation requirements.
- › The Freshmen Transitions Program provides a firm foundation in skills needed for success in high school and beyond through a specialized course for ninth graders called Computers for College and Careers.
- › The Geospatial Technology program and the Health Science & Biotechnology program continue to provide students with community-based internships.

- › Additional Career Technical Education programs include: Business & Information Technology (with a focus on coding), Culinary Arts and Hospitality, and Engineering Design (with a focus on project make). Students who successfully complete the rigorous three-year programs benefit from industry certification and advanced standing in career certificate and/or associate degree programs at SRJC.
- › Advanced placement courses and additional honors classes are offered in every subject area.
- › Various clubs support our school and the local community. The Key Club, as an example, volunteers at the Rose Parade, Halloween for Tots, Spring Egg Hunt for Tots, and works with the Kiwanis Club to help with the foster family picnic.
- › The Associated Student Body has sponsored a Secret Santa program in which toys and classroom supplies are collected and delivered to students at Monroe Elementary School; followed by a special holiday assembly in their honor.

## Achievements and Awards

- › The Health Science & Biotechnology pathway received the Jack London Award from the Sonoma State University School of Education for recognition as an innovative high school program in 2015.
- › The Early College Magnet program received the Jack London Award from the Sonoma State University School of Education for recognition as an innovative high school program in 2011.
- › The Geospatial Technology program is a past recipient of the Golden Bell Award for excellence in the area of Career Technical Education from the California School Board Association.
- › The Geospatial Technology, Health Science & Biotechnology, and Make Class programs have students participate in county wide events each year.
- › The Boys' Varsity Cross Country Team has won the North Bay League Champions, and has also placed in the state-wide competition.
- › Girls' Teams for Fall Sports have been awarded the North Bay League Sportsmanship Award.
- › Wrestlers have ranked among the best in the North Bay League and have qualified for state competition.
- › An AP Art student received a design award from Schools Plus for artwork that now appears as the label for Dancing Bear Salsa.
- › Culinary Arts students have won first place in the Chefs of Tomorrow competition at John Ash, and they have also placed in the city-wide Iron Chef competitions.
- › Piner High School students were recognized as Commended Students on the PSAT by the National Merit Scholarship Corporation in 2015, showcasing Piner's focus on academic success.

# MARIA CARRILLO HIGH SCHOOL

## TO MARIA CARRILLO STUDENTS AND FAMILIES:

Since its founding in 1996, Maria Carrillo High School (MCHS) has in partnership with students, parents and community members, provided a challenging, caring and safe educational environment. We continue to prepare students to transition directly into higher education, the work force, or the military, and our comprehensive selection of educational courses and support programs is designed to meet the needs and interests of all students.



In addition to offering the full spectrum of Advanced Placement, honors and college preparatory-level courses, students can choose to enroll in a variety of enrichment courses; these include Film Studies, Journalism, Oral Interpretation, Psychology, Sports Medicine, Zoology, Anatomy and Physiology and many more. The school has a wide variety of extracurricular clubs and organizations for students, an active student government program, a full athletic program with 21 athletics teams, award-winning choir and band programs, and a thriving series of Career Technical Courses. MCHS students are encouraged to fully participate in high school by joining clubs, sports teams, and attending school-sponsored events.

MCHS has twice been honored as a California Distinguished High School and continues to strive for excellence in every area. In 2016 MCHS was recognized by News Week magazine as one of the top 500 high schools in the United States. We are proud of our past, current and future Pumas. As you look over this publication, consider the needs of your student and the potential MCHS has for his or her future.

We look forward to welcoming your student into the Puma family at orientation next fall.

Sincerely,

**Vicki Zands**  
*Principal*

**Katie Barr**  
*Vice Principal*

**Rick Aistrophe**  
*Assistant Principal*

**Albert Ettedgui**  
*Assistant Principal*

### MARIA CARRILLO SCHOOL COUNSELING STAFF

The experienced counseling staff at MCHS guides students through all the exciting challenges of high school. Counselors monitor the progress of all students, from the time they enter our school until the day they receive their diploma. They work closely with students, parents, and staff to ensure successful completion of high school graduation requirements, including readiness for the first stage of their adult life. Students and their families are encouraged to contact counselors by email or make an appointment for a meeting at any time. In addition, we are pleased to have the College & Career Center located in the MCHS library. The center will be staffed by a dedicated College and Career counselor.

Please contact our Main Office at 528-5790 for additional information or our Counseling Office at 528-5449 to register for our school.

**Nancy Allsup**  
*Counselor*

**Keith Donaldson**  
*Counselor*

**Amy Bartholow**  
*Counselor*

**Ashlee Proud-Moreno**  
*Counselor*

**Susan Winters**  
*College and Career Counselor*

**Renee Viveros**  
*SOLL Counselor*

# SCHOOL DESCRIPTION AND HIGHLIGHTS

## Staff

- MCHS continues to have a highly dedicated and capable staff.
- MCHS teachers continually participate in professional growth and collaboration to help foster student achievement.

## Facilities

- State-of-the-art Automotive Technology Facility with diagnostic computer lab.
- Professional level Culinary Arts Facility with Catering Program.
- Innovative and current technology including, LCD projectors, iPads, Apple TV's, and ELMO document cameras.

## Curriculum and Programs

- Advanced Placement courses: fourteen in seven subject areas, now including AP Music, plus honors classes in every discipline.
- An integrated English/Humanities course: prepares all students for a global perspective through the study of four major regions of the world.
- Multiple Career Technical Education programs: Automotive Technology, Culinary Arts and Hospitality, and Sports Medicine. MCHS also offers Performing and Technical Arts courses.
- Senior English Selectives: allows seniors to select an emphasis of study for their senior year.
- Advocacy class: meets four days a week, provides students with academic and personal support throughout their four years.
- Puma Resources Program: involves students as mentors, leaders, tutors and counselors for their peers.
- After school Tutoring: a special program designed to help struggling freshmen transition and succeed in high school.
- Variety of courses and clubs: many recognize student achievement including Academic Decathlon, Journalism, Speech and Debate, Poetry Out Loud, Odyssey of the Mind, and Junior Statesman of America
- Athletic Teams: 45% of the student body competes on an athletic team; the women's soccer team was nationally ranked #1 in 2012.



## Achievements and Awards

- MCHS was named as one of the top 500 high schools in the United States by US News & World Report for 2016.
- Honored as a California Distinguished High School for the second time in 2012.
- Academic Performance Index (API) score for 2012-2013 was 866--the highest of any comprehensive public high school in Sonoma County.
- Students attend the top universities and colleges in the nation.
- Both the Band and Choir Programs regularly win top awards at numerous festivals and competitions.
- MCHS Jazz Choir continues to be invited to perform in places such as Carnegie Hall, New York and Jeju, South Korea.
- Students continually win Press Democrat Youth Service Awards in a variety of areas.
- Culinary Arts students have won the Chefs of Tomorrow contest, sponsored by the Sonoma County Lodging Association, and participated in the Santa Rosa Parade Iron Chef, Harvest Fair and Skills USA competitions.
- Automotive Technology and Culinary Arts students consistently earn gold medals in the regional SkillsUSA competitions, allowing them to compete at the state level.
- Journalism, Leadership, and Speech and Debate students continue to earn top awards annually.
- The MCHS Science Department regularly has students compete and win at the Sonoma County Science Fair, the San Francisco Bay Area Science Fair, and the California State Science Fair.

# MONTGOMERY HIGH SCHOOL

## TO MONTGOMERY STUDENTS AND FAMILIES:

Welcome to our Viking Family! Montgomery High School serves our community by including students and parents in a personalized and rich educational journey through high school. We combine rigorous and supportive education with strong extra-curricular programs. Students may challenge themselves to the highest academic rigor in the world, available through our International Baccalaureate classes. Students who need academic support to achieve at the highest levels are offered help to do so. Our arts, business, video and animation, Environmental Engineering, and AVID courses provide high-interest and solid foundations for growth.



We provide a strong student club program, intramurals, and a rich athletic program. We believe that teens learn in many different ways and that these extra-curricular offerings enhance student life.

Our multi-faceted counseling program is integral to student wellness and support. We help students believe in themselves. The Montgomery staff commits to our students and we believe in the potential of each one.

The entire staff at Montgomery High School offers a warm welcome to all prospective students.

Sincerely,

**Randy Burbank**  
*Principal*

**Kimberly Clissold**  
*Vice Principal*

**Aaron Harkey**  
*Assistant Principal*

**Lidia Teruel-Albert**  
*Assistant Principal*

## MONTGOMERY HIGH SCHOOL COUNSELING STAFF

Welcome to Montgomery High School's Counselor's Corner! We are available to speak with your student regarding academic, college, or personal issues in order to keep each student on a successful path to graduation.

If you would like to meet with your counselor, please submit a request for an appointment through our office, 528-5366. Counselors can also be reached via email. Additional information is available on the Montgomery website, [www.montgomeryhighschool.com](http://www.montgomeryhighschool.com) under Counseling.

**Dorothy Burge**  
*Counselor*

**Sophear Hang**  
*Counselor*

**Julie Natalini**  
*Counselor*

**Melissa Knoll**  
*Counselor*

**Rick Palo**  
*College and Career Counselor*

**Dino Battaglini**  
*SOLL Counselor*

# SCHOOL DESCRIPTION AND HIGHLIGHTS

## Staff

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- Many teachers have earned or are working towards their Master's Degree and National Teacher Certification.
- Exemplary Crisis Action Team: a group of staff and students who are trained for fast response in emergencies. The team coordinates with the City of Santa Rosa's fire and police departments on emergency response.
- Thirty-five percent of our teachers are trained in rigorous International Baccalaureate (IB) curriculum.
- Six of our teachers are IB examiners where they assess works from around the world in their area of expertise. They also serve as trainers for IB staff around the world.

## Facilities

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- All-weather track, sports field, baseball/softball facilities, and tennis courts; stadium lighting and sound system for our night games.
- All classrooms have Web access and the campus has five computer labs as well as additional chromebook carts for classroom use.
- Student Services Center, with offices and meeting space for student support services.
- A College and Career Advising Center that is staffed by a counselor and supported with our community partner Social Advocates for Youth to create internship placements.

## Achievements and Awards

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- On average, 48% of graduates meet the UC and CSU entrance requirements.
- Approximately 55% of all juniors and seniors take at least one AP or IB level course.
- Students have received the California IB Schools Outstanding Student Award and the Outstanding CAS (community service) Award.
- The Film Showcase, IB Art Show, and Gumption Fest highlight student achievements in visual arts, video, and performing arts.
- The band and choral departments regularly host and participate in national and international competitions, earning the highest honors.
- The Jazz Band performed at Disneyland and participated in a movie soundtrack recording workshop at the Disney studios.



- The Choral Department annually hosts the Renaissance Madrigal Dinner.
- Press Democrat Youth Service awards have been won by students in a variety of areas.

## Curriculum and Programs

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- International Baccalaureate program offers courses in fourteen subject areas and additional honors classes in every subject.
- World language courses in French, Mandarin, Spanish and Latin.
- Students who are first-in-their-families to attend college are enrolled in the AVID (Advancement via Individual Determination) program, which is designed as a support for applying to, being accepted, and succeeding in college.
- School-wide "Write Stuff" literacy project to support rigorous writing for all students.
- A "linked learning" program that places English, science, and an environmental class together for support students in real-world, project-based learning in environment technology.
- Interact Club, Key Club, Green Team, and Vikings in Service Club, among a wide-ranging club program. Students form a diversity of clubs to take on issues of importance to teens, such as healthy eating, cyber-danger, and healthy relationships.

# SANTA ROSA HIGH SCHOOL

## TO PARENTS AND GUARDIANS OF SANTA ROSA HIGH SCHOOL STUDENTS:

Since 1874, SRHS has been dedicated to academic excellence and providing a complete educational experience for the community. We will be celebrating 143 years of education to our community this year. Sprawling over 44 acres with over 2,000 students in the center of charming “Old Santa Rosa,” SRHS looks more like an Ivy League university than a high school. Its architecture has long been a community landmark, symbolizing a sense of tradition to its students and alumni.



Santa Rosa High School has been selected as a California Distinguished School and given the Exemplary Career Technical Education Program Award for attaining high levels of performance and sustained growth, and for making a significant progress in closing the academic achievement gap. We also recently won the California Gold Ribbon Award, the top award given to schools in our state! Becoming a California Distinguished and Gold Ribbon School is a direct reflection of the dedication, hard work, and vision of our school’s education community. Only 5 schools in the state earned both honors and SRHS is among the top 3% of California schools.

We are proud to be accredited with the Western Association of Schools and Colleges. Our high standards, test scores, community, parent and faculty involvement are elements which contribute to our success. We look forward to continued success during this academic school year.

### SRHS Mission

The mission of Santa Rosa High School is to produce students who are educated, productive citizens of our society prepared to enter post-secondary education and employment opportunities. They will be critical thinkers and consumers aware of the social and political consequences of their choices.

<b>Brad Coscarelli</b> <i>Principal</i>	<b>Monica Baldenegro</b> <i>Vice Principal</i>	<b>Karolina Gage</b> <i>Assistant Principal</i>	<b>James Madden</b> <i>Assistant Principal</i>	<b>Forrest Harper</b> <i>Assistant Principal</i>
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### SANTA ROSA HIGH SCHOOL COUNSELING DEPARTMENT

Counselors meet with every student at least once a year to plan and enroll in courses for the following school year. They also meet with students, throughout the year for social, emotional, and academic reasons, college planning, career planning, and mental health referrals.

Each counselor works closely with their caseload of students to create, maintain, and meet a successful path to graduation. Counselors are available for student “drop in” before school, after school, and at break as well as scheduled student and/or parent meetings. The helpful and knowledgeable counseling office support staff can assist parents and students in the SRHS registration process as well as answer basic school questions, provide resource fliers, and refer parents to other available resources.

Please contact our Main Office at 528-5292 for additional information or our Counseling Office at 528-5302 to register for our school.

### Introducing SRHS Counselors:

(students are assigned to a counselor by the first letter of their last name.)

<b>A-Co</b> <b>Seth Geffner</b> <i>College and Career</i> <b>Jeri Jones</b>	<b>Cr-G</b> <b>Kristine Erken</b> <i>Mesa</i> <b>Loc Tran</b>	<b>H-Mi</b> <b>Amber Bowman</b> <i>SOLL</i> <b>Renee Viveros</b>	<b>Mo-R</b> <b>Blaire Murphy</b>	<b>S-Z</b> <b>Kris Bertsch-Rydell</b>
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# SCHOOL DESCRIPTION AND HIGHLIGHTS

## Facilities

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- Established in 1874, Santa Rosa High School is the 7th chartered high school in California.
- The facilities feature graceful, gothic-revival buildings set on 44 acres, immediately adjacent to the Santa Rosa Junior College.
- Agriculture students benefit from state-of-the-art facilities on campus and our 66 acre school farm.
- DeSoto Hall, electronic marquee, all-weather track and turf field, greenhouse, etc.

## Achievements and Awards

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- 801 API (STAR test)
- Recipient of the California Gold Ribbon Award
- Recipient of the California Distinguished School Award, the Exemplary Career Technical Education Distinguished School Award, the Jack London Award, and the Outstanding High School Program in the field of Manufacturing.
- Our students have won numerous awards at the Sonoma County Fair where they showcase projects in livestock, floriculture arrangements, landscaping/gardening, welding, and construction.



## Curriculum and Programs

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- Advanced Placement (AP) passing rates run in the 80-90 percentile.
- Career Technical Education programs in the following areas: Agriculture, Business & Information Technology, Construction Technology, Automotive Technology, and Manufacturing.
- ArtQuest, our arts magnet program, allows students to choose from a variety of artistic disciplines.
- Over 50% of the student population comes from outside its attendance district, in large part because Santa Rosa High School has a strong academic core curriculum, and is home to award-winning arts, Career Technical Education and Special Education programs.
- Santa Rosa High School's Agriculture Boosters market their own Chardonnay "Vintage Panther" made from grapes grown by our students on our school farm.
- Parents serve on the School Site Council, English Learners Advisory Committee, Student/Teacher/Parent organization, and Boosters' groups.
- The Santa Rosa High School Foundation has donated over 2 million dollars to school programs.
- Over 35 clubs designed to promote involvement. Students can choose from clubs like La Raza, Debate, Gay-Straight Alliance, and Inter-Key.
- Every Friday in the fall semester, students sing our fight song (written in 1925) in the main building before the start of each period. This promotes unity and pride in the school; students feel a sense of belonging.
- Numerous spirit events are conceived and led by our very active Student Government team.

# HERBERT SLATER MIDDLE SCHOOL

## TO SLATER STUDENTS AND FAMILIES:

Herbert Slater is a great place for kids. During these two years your child will develop skills, both academically and socially to be successful in the secondary school system. We are committed to providing a rich academic and extracurricular program that allows all students to find a connection to get them excited about school.

Herbert Slater Middle School's academic programs are rigorous and supportive. Students may challenge themselves to the highest academic rigor available through our advanced courses. Students who need academic support to achieve at the highest levels are offered classes to do so. Electives courses provide career and personal interest choices for students. Slater offers Spanish, Spanish for Spanish Speakers and Mandarin as an elective that allows students to complete a graduation requirement. We urge our students to take on the most challenging sequence of courses they can – success comes from challenging oneself and doing the work to meet one's goals.

The middle school years are ones of great growth: academic and social. We are committed to providing our students with the very best extracurricular programs to support their social development. Slater students are regularly involved in community service projects to support both our local and global communities. We offer many different clubs to give our students not only an opportunity for a fun social connection, but an opportunity to develop a sense of community responsibility.

Again, the entire staff of Herbert Slater Middle School offers a warm welcome to all prospective students.

Please contact our Main Office at 528-5241 for additional information or our Counseling Office at 528-5360 to register for our school.

Sincerely,

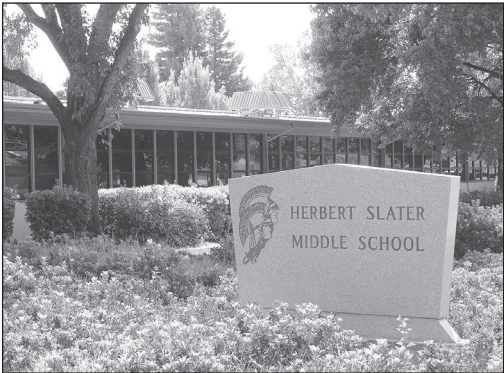
**Shellie Cunningham**  
*Principal*

**Mark Klick**  
*Assistant Principal*

**Shelly Schubert**  
*Counselor*

**Joe Walsh**  
*Counselor*

**Dino Battaglini**  
*SOLL Counselor*



# SCHOOL DESCRIPTION AND HIGHLIGHTS

## Staff

- Every staff member is fully credentialed and highly qualified in their content area.
- Teachers in all subject areas work to develop common assessments and curriculum.
- Teachers receive professional development training in curricular design, California State Standards (subject area), lesson design and technology use in the classroom.

## Facilities

- Fully equipped science labs for both 7th and 8th grade students.
- GAFE (Google Applications for Education) site and over 400 Chromebooks for student use.
- Slater has an outstanding fitness center which is part of our excellent Physical Education Program.
- Outstanding athletic facilities, including gym and dance studio.
- Newly remodeled cafeteria and snack bar.

## Achievements and Awards

- On average, 100% of Algebra students score proficient or advanced on California Standards Test.
- Past Odyssey of Mind Regional Champions.
- Past Academic Olympiad Champions.
- Geography Bee Regional Champions.

## Curriculum and Programs

- Strong academic program preparing students for success in high school, college and career readiness.
- Accelerated Reader Program with quarterly rewards for students exceeding their goals.
- Spartan Broadcasting System is a closed-circuit cable network used for weekly live video broadcasts produced by and starring students, soon to be upgraded to be shown live via Utube, using new technology.
- Outstanding Elective Programs: Art, Drama, Band, Chorus, Spanish, Mandarin, Foods, Multimedia Production, Maker Space and Industrial Technology Class (shop).
- Intramurals Programs: Typical activities include: Football, Basketball, Bowling, Badminton, and Soccer.
- Rallies



- Spartan Family Fun Night, a fun night for our entire community.
- Renaissance Program which recognizes students for academic achievement.
- Safe School Ambassadors Program to support our safe learning environment.
- BEST Program which recognizes positive behavior and citizenship.
- Campus clubs including: Book, Art, Community Service, Earth, Munch, Newspaper, Renaissance, Golf, Chess, History, and Theater/Drama Clubs.
- Strong Leadership Program promoting community service and school service.

## Parent Involvement

- Active Parent Teacher Organization supports and organizes volunteers for student, athletic and club events throughout the year.
- Annual Dinner and Silent Auction raises money to support students and learning.
- ELAC Parent Organization
- School Site Council
- We encourage our parents to be involved in school activities and have many parents volunteer throughout the year.

# HILLIARD COMSTOCK MIDDLE SCHOOL

## TO OUR FAMILIES AND FRIENDS IN THE NORTHWEST SANTA ROSA COMMUNITY:

Comstock is the right middle school environment for any student to succeed. It is small, personal and dedicated. The staff at Comstock takes pride in doing whatever it takes to help students develop their capabilities. Our motto is **“Believe and Achieve!”** We believe in our students and help them believe in themselves. Our school culture is reinforced with many tools to respond to various student needs to succeed both academically and personally. Our daily student advisory helps students build the tools to develop safety, responsibility and respect. Our Safe School Ambassador groups provides a peer group that models these exemplary behaviors, and our use of “Chill Skills” (a staff developed program) gives students a curriculum that enables them to learn to be together in community through personal awareness and social intelligence. Our student government, with student elected officers and a representative senate, gives students the chance for civic awareness and input on school events.



At Comstock, our mission is to inspire our students to be global thinkers who will thrive in the 21st Century. We are devoted to developing academic excellence, creating a nurturing environment and fostering an innovative approach to learning. We cultivate a desire to understand, a capacity for tolerance, and an ability to appreciate the ethnic and cultural diversity that make up humankind.

We are partnering with our feeder high school, Piner High School, to focus on the development of STEAM (Science, Technology, Engineering, The Arts and Math) education. We run a new “Maker’s Summer Camp “ where students use simple and complex equipment, materials and technologies to find solutions to real-world problems as well as communicating their ideas, processes and findings with one another through various media. This concept continues at our After School Program run by the Boys & Girls Club and with our Project Make Elective. Our Digital Storytelling class uses our Mac lab as the home base for interesting digital films and photographs using stop-action animation, persuasive presentations and more! Our staff is literate in Google Apps for Education; students are being taught these skills as well so that technology can be a partner in learning. We use 21st century skill sets as a framework for our work. These are: Collaboration, Communication, Creativity, Critical Thinking, Civic Literacy, Content and Compassion, our 7 “Cs”!

Our staff is made up of 100% highly qualified and fully credentialed professionals and over 50% of our teachers have Master’s Degrees. As a team, we focus on student achievement in a collaborative and supportive culture. For more information about our school, please go to our website: [www.comstockmiddleschool.weebly.com](http://www.comstockmiddleschool.weebly.com).

We have so much to offer and we are dedicated to providing the Northwest community of Santa Rosa a quality education!

Please contact our Main Office at 528-5266 for additional information or our Counseling Office at 528-5213 to register for our school.

Sincerely,

**Laura Hendrickson**  
*Principal*

**Justin Boothe**  
*Assistant Principal*

**Alexis Siniscalco**  
*Counselor*

**Socorro Rojas Cruz**  
*SOLL Counselor*

# SCHOOL DESCRIPTION AND HIGHLIGHTS

## Staff

- Highly dedicated professionals who care about students as individuals.
- Over 50% of teachers have Master's Degrees.
- Strong commitment to ongoing professional development designed to maximize student progress.

## Facilities

- Located in a lovely park-like setting.
- Beautiful new administration building and library center.
- State-of-the-art cardiovascular exercise room.
- Remodeled science labs with new textbooks and the latest technology and equipment.
- Three computer labs on site.

## Achievements and Awards

- 101 point increase on California State Assessments in the past 6 years.
- Winner of the Jack London Award and the Golden Bell Award for Project Make Elective & Summer Camp.
- Google Apps and Chromebook Pilot Site.
- 2013 Santa Rosa Chamber of Commerce Teacher of the Year: John Lundblad, Science.
- 8th Grade Students write full novels each November with National Writing Association.
- Renaissance Rewards program for academic achievement.



## Curriculum and Programs

- Strong focus on academics that addresses varying student needs.
- Accelerated Reader, Study Island for English, and ALEKS for math online programs that use technology to tailor materials to individual student needs. Students can log on at home or on any smart mobile device to practice skills.
- Systematic and timely interventions to assist students quickly whenever they encounter difficulties.
- Educational planning and career awareness components included in all electives.
- GATE program for gifted and talented students, including special trips and activities, plus advanced courses in both math and English.
- Daily student Advisory period to facilitate the transition of students from elementary into middle school, and from middle school to high school.
- Strong enrichment program, with classes in Digital Storytelling, Chorus, Performing Arts, Choir, Band, Teen Living (Cooking, Sewing, Child Care), Early College Magnet Prep (a special class that prepares students for college & career readiness and feeds into Piner High School's Early College Magnet collaborative with the SRJC).
- Comprehensive and free after-school program offering both academic support and recreational enrichment classes; provided every day until 6:00 p.m., and includes free transportation home.
- Active parent group.
- Active English Language Advisory Committee (ELAC) parent group for English learners.



# LAWRENCE COOK MIDDLE SCHOOL

## TO LAWRENCE COOK STUDENTS AND FAMILIES:

Lawrence Cook Middle School is honored to be the only middle school in Sonoma County to participate in the Compact for Success Program, which guarantees admission to Sonoma State University for students who attend Cook Middle School and Elsie Allen High School and meet college requirements. Not only does this program fit with our mission to empower and prepare students for their future, but yearly events are designed to pave their path as they get closer each year. Students are offered challenges through advanced classes, and students who need academic support to achieve at the highest levels are offered classes to do so.



Our academic program addresses the needs of English Language Learners in all classes. Our students participate in the Accelerated Reader program, the Reading Plus program, the ALEKS math tutorial program, and the Rosetta Stone program for English Language Learners. Two computer labs, three chromebook carts, and a mobile iPad lab support student use of technology. Cook's Electives program includes our award-winning band, chorus and performing arts, arts and crafts, and the AVID program (Advancement via Individual Determination).

Our leadership class organizes many events for students, including the Renaissance Program, which honors students with perfect attendance and GPA's of 3.0-4.0. We also sponsor several clubs, including the Builder's Club, which is a community service club sponsored by the Kiwanis, ***an award winning Science Club***, and our award winning Spirit Team.

The school-wide BEST Plus program promotes an environment in which all students are safe, respectful and responsible. We encourage positive behavior through routine awards given weekly, monthly, and for the semester. The school-wide BEST program promotes an environment in which all students are safe, respectful and responsible. We encourage positive behavior through routine awards given weekly, monthly, and for the semester. Our BEST program identifies, acknowledges and rewards behaviors daily, weekly and monthly that reflect our school's positive culture and climate. We honor restorative practices to create a safe community of learners and partner with community agencies that support our students' emotional growth and development.

Via Esperanza is our family resource center on campus. In partnership with CAP Sonoma, Via Esperanza provides services of early childhood education, parent education, finance education and much, much more. A family resource center is available on our campus and we welcome our community to take advantage of the resources available here.

Lawrence Cook Middle School's after school program, sponsored by the Boys and Girls Club, offers homework assistance, math tutorial, athletics, arts and crafts, and special speakers. We offer the opportunity to participate in athletic teams throughout the year and special events to highlight our talent.

Parents have opportunities to participate in the PTO, ELAC, SSC and to volunteer in many ways during the year. We welcome families to Cook's community and embrace the team effort with our dedicated staff to see our students achieve success.

Please contact our Main Office at 528-5156 for additional information or our Counseling Office at 528-5347 to register for our school.

Sincerely,

**Matthew V. Pollack**  
*Principal*

**Hector Soto**  
*Assistant Principal*

**Jennifer Schoen**  
*Counselor*

**Sandra Hernandez**  
*Counselor*

**Salvador Barrera**  
*SOLL Counselor*

# SCHOOL DESCRIPTION AND HIGHLIGHTS

## Staff

- Fully credentialed and highly qualified teachers.
- Experienced, dedicated, and committed staff.

## Facilities

- Modern electives wing for arts and crafts.
- Newly remodeled computer labs.
- Library and state-of-the-art science classrooms with fully equipped science lab.
- Campus beautification projects with new marquee, landscaping, and planting flowers with volunteers, parents, staff, and students.
- Gymnasium and parking lot.

## Parent Involvement

- Active English Learners Advisory Committee.
- Monthly 2nd Cup of Coffee sharing treats with staff and parents.

## Achievements and Awards

- Award winning band, drill, and spirit team, which consistently wins a place at the Rose Parade and other parades in the area.
- Science Club recipient of the Jack London Award.
- CAMEOS program with UC Davis Marine Lab.



## Curriculum and Programs

- The Renaissance Program recognizes students with certificates, coupons, and awards for good grades and improvement.
- The AVID Program (Advancement Via Individual Determination) is offered to orient 8th graders for college preparatory classes in high school.
- A Washington, D. C. study trip for 8th grade students. Students visit historical sites that are part of the 8th grade history curriculum. Students have also visited New York City.
- School spirit programs planned by the 8th grade leadership class for all students during the lunch time involve themed activities like dress up days and competitions.
- Organized intramural sports activities for students during lunch; including basketball, flag football, and soccer.
- Winter and spring Performing Arts concert with visual arts displays.
- The Restorative Resource Program offers students social emotional skill development and community involvement.
- The California Youth Outreach Program offers students mentorship and social emotional skill development.
- The Migrant Education Program offers students mentors and advisors to promote school success.
- The Academic Talent Search Program through Sonoma State University offers academic workshops and mentoring.



# RINCON VALLEY MIDDLE SCHOOL

## TO RINCON VALLEY MIDDLE SCHOOL STUDENTS AND FAMILIES:

Welcome to Rincon Valley Middle School!

Our school is committed to educating the youth of our community. We offer rigorous academic courses to prepare students for the demands of a college preparatory high school. We understand that challenging academic courses in middle school equate to success in high school, college, and life. At RVMS we are interested in the “whole” child; and because of this we offer a wide range of extra-curricular and co-curricular activities.



If your child is interested in advanced classes, sports, clubs, technology, intramurals, community service and much more; then Rincon Valley Middle School has what you are looking for! Visit our website at [www.Rinconvalleymiddleschool.com](http://www.Rinconvalleymiddleschool.com) and see for yourself what a great middle school looks like.

Please contact our Main Office at 528-5255 for additional information or our Counseling Office at 528-5257 to register for our school.

Sincerely,

**Ed Navarro**  
*Principal*

**Amy Sather**  
*Assistant Principal*

**Brooklynn Clark**  
*Assistant Principal*

## RINCON VALLEY MIDDLE SCHOOL COUNSELING STAFF

**Dan Evans**  
*Counselor*

**Robin Wilkins**  
*Counselor*

**Renee Viveros**  
*SOLL Counselor*



# SCHOOL DESCRIPTION AND HIGHLIGHTS

## Staff

- Every staff member is fully credentialed, highly motivated, and dedicated to student growth and success.
- Teachers work in collaborative teams twice a month to coordinate assignments, create projects, differentiate projects, support students, plan interventions, and coordinate site-wide events.

## Facilities

- All core classrooms have computers, Elmo document cameras, LCD projectors, and internet access. We have multiple Chromebook carts available for student use. Many of our teachers are participating in Google Classroom.
- Our campus is well maintained, clean and in a quiet part of town. A great environment for learning.
- Full court gymnasium, basketball courts, tennis courts, softball fields, library, science classrooms, drama classroom with stage, and a café.

## Achievements and Awards

- Received California Distinguished Schools Award.
- Received Governor's Performance Award based on high academic performance index scores.
- On average, over 600 students are on the Principal's Honor Roll. That means 75% of our students have a 3.0 GPA or higher! Students at RVMS achieve at very high levels.

## Parent Involvement

- Parent participation and volunteerism is exceptional, with over 200 active parent volunteers each year.
- Teacher Websites let every parent know what their child's homework is every day!
- The bi-weekly Principal's Message (email) keeps parents up to date on every event and activity on campus. This email keeps parents in the loop and engaged in their child's education.



## Curriculum and Programs

- RVMS is one of 19 schools to participate in the 21st Century Learning institute at the Sonoma County Office of Education. We are committed to engaging students with technology in a meaningful way to help be prepared for the demands of high school and beyond.
- Parents can see weekly how their children are doing in class and monitor their success on the Home Access Center. Parents also have instant access to attendance, transcripts, and more.
- Students are rewarded for academic performance with student of the week awards, student of the quarter awards, Falcon cards, letters home, and our fantastic Renaissance program.
- Honor Society students travel to UC Davis, UC Berkeley, SSU and SRJC to get an early peek at college life.
- Exemplary extra-curricular programs such as Math Counts, Sport-A-Rama, school musicals, safe school ambassadors, lunch intramural programs, ongoing intramural competitions, ASB activities, and much more.
- After school Homework Club staffed by credentialed teachers and parent volunteers offer students extra help in all subjects.
- Excellent Art program in a variety of mediums.
- We have a Maker class where students get hands-on experiences engineering projects.
- All students in 8th grade are exposed to Shakespeare in preparation for high school.
- Algebra offered to qualified 7th and 8th grade students and the only middle school offering a Geometry class.
- 14 school clubs facilitated by teacher volunteers, such as: Honor Society Club, Math Counts Club, Art Club, Earth Club, Drama Club, Interact Club, Ocean Club, Chess Club, and more.
- Fun and well supervised on-campus dances offer students safe afternoon fun.
- Performing Arts produces two musicals a year.
- Solid two-year Spanish program.
- Students may take multiple electives.
- Culinary Explorations classes introduce students to a wide range of culinary experiences and prepare them for the Maria Carrillo High School culinary program.



# SANTA ROSA MIDDLE SCHOOL

## WELCOME SANTA ROSA MIDDLE SCHOOL STUDENTS AND FAMILIES:

It is with absolute enthusiasm and pride that we celebrate everything SRMS has to offer our students. We hope these highlights will ignite you with our energy, as you embrace middle school and everything that comes with that dynamic time in your lives.

Santa Rosa Middle School prides itself on our rigorous academic programs designed to prepare students for success in the 21st century.

Learning experiences are designed to provide students with opportunities to be creative, critical thinkers, who problem-solve collaboratively with their peers. Our interdisciplinary model also provides students opportunities to learn through the lens of different subjects. Also, our entire staff, counselors, teachers, and the administration all work together to meet the unique and individual needs of every student.

We pride ourselves in offering a broad range of elective course choices, which provide students with opportunities for enrichment and exploration, which is a very important part of the comprehensive middle school experience. Students who choose to take zero period P.E. have the opportunity to take two electives. Electives include: Art, Living Experience, Band/Orchestra, Leadership, Spanish, French, Make Gardens Grow, Drama, Computer, Digital Media, Maker Class and Conditioning.

Extra-Curricular activities are also a very important part of every student's middle school experience. Students, staff, and parents enjoy a variety of exceptional experiences together, including: field trips, Multi-Cultural Week, Renaissance program, Cougars in the Wild, Safe School Ambassadors, Garden Club, Brainiac Club, after school athletics, and more!

You can be sure that we are all dedicated to providing every student with an outstanding academic program in a safe, nurturing, and happy environment. Middle school is a very important time for transition. It is challenging, inspiring, and joyful. We all extend a sincere welcome to our new students and families.

Please contact our Main Office at 528-5281 for additional information or our Counseling Office at 528-5397 to register for our school.

Sincerely,

**Tomas Fierro**  
*Principal*

**Allegra Buschman**  
*Assistant Principal*

**Antonio Garcia**  
*Counselor*

**David McCamish**  
*Counselor*

**Renee Viveros**  
*SOLL Counselor*



# SCHOOL DESCRIPTION AND HIGHLIGHTS

## Staff

- Teachers trained in BEST practices.
- Several teachers recognized by California League of Middle Schools.
- Collaborative teacher planning time every Monday.

## Facilities

- Two Computer labs plus individual chromebooks.
- Fully equipped science labs for 7th and 8th graders.
- Outdoor science learning lab and garden area.
- Physical Fitness Lab.



## Curriculum and Programs

- Rigorous academic program that supports a wide range of student needs.
- Renaissance Academic Recognition Program, honoring students for academic performance.
- Comprehensive support program for English Language Learners.
- Broad range of elective course offerings, including two-year Spanish and French programs, band, orchestra, choir, art, drama, computers, exploring technology, video production, conditioning, maker class, digital media, and living experience.
- Support classes in reading and math.
- Safe and positive school climate with proactive Safe School Ambassador Program Conflict Managers.
- Multi-Cultural Week Activities and Celebration.
- GATE program.
- Several field trip opportunities.
- Intramural lunch sports program.
- Many student clubs, including “Cougars in the Wild” outdoor club, Guitar club, Garden club, Performing Arts club, Scrabble club, chess club.
- After-school sports program, including boys and girls basketball, volleyball, wrestling, cross country, track.
- Community service learning projects.
- State-of-the-art physical education program; integrating music, technology, and physical fitness activities.

## Parent Involvement

- Active parent club organizations, including PFSO (Parent, Faculty, Student Organization) and ELAC (English Learner Advisory Council).
- Extraordinary Community Involvement

# EARLY COLLEGE MAGNET PROGRAM

The Early College Magnet Program is a partnership between Piner High School (PHS) and the Santa Rosa Junior College (SRJC) which provides qualified incoming 9th graders the opportunity to complete college coursework while completing their high school graduation requirements. This exceptional educational opportunity provides students with accelerated learning while preserving their high school experience in sports, performing arts, student government, and other extra-curricular activities. Because students in the program do not have to pay for SRJC tuition books, or transportation, families save several thousand dollars in college costs.



## Program Highlights:

- In 9th and 10th grade, students enroll in specific classes at PHS and the SRJC geared toward college success.
- In 11th and 12th grade, students begin to complete courses at the SRJC (1-2 courses/semester) while continuing their coursework at PHS.
- FREE tuition and textbooks provided for up to 30 college units.
- FREE transportation to and from SRJC between 7:00am and 3:00pm (Monday–Friday).
- Students in the program enjoy all the privileges of SRJC students; including access to SRJC libraries, research facilities, labs, and academic tutoring.
- Students may choose to transfer up to one year of earned SRJC units directly to the University of California System, California State University System, or private institutions of higher learning; or continue their studies at SRJC in order to earn an associate degree, or an SRJC career certificate.

## Student Expectations:

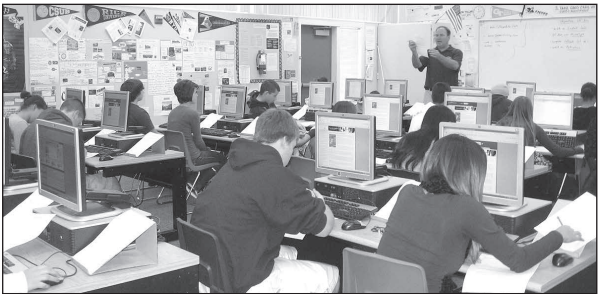
- Pursue post secondary education.
- Devote a minimum of two hours daily to homework.
- Participate in PHS-SRJC Early College Magnet activities and events – including California college campus tours in freshman and sophomore years.
- Attend SRJC support counseling classes.
- Maintain a 2.5 cumulative grade point average at PHS and SRJC.
- Complete all Santa Rosa City Schools high school graduation requirements.
- Abide by all SRCS & SRJC rules.

## Student Support Provided by Piner High School:

- An on-site program coordinator to counsel and guide students through the college experience.
- Rigorous college preparatory courses, including Honors and Advanced Placement classes.

## Student Support Provided by Santa Rosa Junior College:

- An SRJC counselor with knowledge of magnet program and college entrance expectations.
- Ongoing collaboration with PHS staff.



# Frequently Asked Questions

## **What are the benefits of the Early College Magnet Program?**

Piner High School students can earn up to thirty college units in a highly supportive environment. The college units will result in career certification that translates into high skill levels and wages in the job market, an Associate Degree, or completion of undergraduate courses that will transfer to four-year public and private universities leading to a Bachelor's Degree.

## **What does the Piner High School campus have to offer?**

Piner High School's recently renovated campus includes new or updated facilities in the following areas: Science and Technology Center, performing arts center, culinary arts training center, synthetic sports field and all-weather track, and five high-tech science labs. The challenging academic curriculum; which includes Honors and Advanced Placement courses in English, math, world language, science, social science and art, is delivered by highly skilled teachers who are appropriately trained and credentialed.

## **What does the SRJC campus have to offer?**

Santa Rosa Junior College offers a comprehensive educational program for students planning to continue their education at a four-year college or university. It grants Associate of Arts and science degrees in 100 different major areas. In addition, over 150 occupational certificates are offered through coursework designed to prepare students for successful careers in business and industry. Recognized for its rigorous academic programs, outstanding faculty, all-inclusive student services, and first-rate facilities; SRJC consistently ranks as one of the top community colleges nationwide. The Early College Magnet Program at Piner High School prepares students for college success, makes the pathway to college more accessible, and represents an ongoing partnership between SRJC and Santa Rosa City Schools.



## **Do I have to enroll in SRJC college courses Monday through Friday?**

No, we have created a flexible schedule, which will allow you to take SRJC classes during the school day in your junior and senior years at Piner. You may also take SRJC classes on evenings or weekends. This flexibility will allow you to take the classes you need at times that conveniently fit your schedule.

## **What makes this program special?**

No other high school in Sonoma County provides students with a free, integrated community college experience while students remain in the high school setting. The program received the prestigious Jack London Award from Sonoma State University in 2010, which is given for outstanding program or curriculum innovation in Sonoma County public schools.

## **How do I apply for the Early College Magnet Program?**

Early College Magnet Program applications are available at Piner High School, the Santa Rosa City Schools District Office, and on the Piner High School web site:  
[http://www.pinerhigh.com/early\\_college\\_magnet.htm](http://www.pinerhigh.com/early_college_magnet.htm).

## **Who do I contact for additional information about the program?**

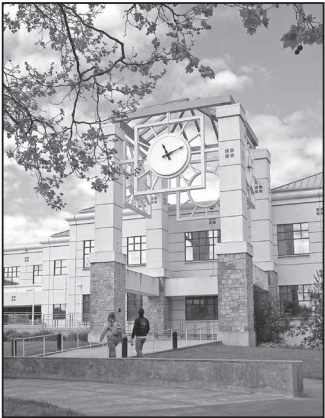
Please contact the Early College Magnet Program Director, Karen Coster at 707-528-5230 or [kcoster@srcs.k12.ca.us](mailto:kcoster@srcs.k12.ca.us) for additional information. The program also has a Facebook page where you can find up-to-date information on program activities and events.

# UNIVERSITY CENTER

The University Center is a unique partnership between Elsie Allen High School (EAHS) and Sonoma State University (SSU) which provides students with concurrent enrollment in classes at SSU while they earn their high school diploma. This specialized program is designed to expose students to a rigorous curriculum and excellent faculty at both the high school and the university which will lead them into advanced fields of study and careers. The University Center is an exemplary program, and is a past recipient of the prestigious California School Boards Association Golden Bell Award.

Students in the University Center program accelerate the completion of core requirements in their freshman and sophomore years by taking up to eight college preparatory courses each year. This will permit time in their junior and senior years to take courses at SSU and receive transferable college units which fulfill general education requirements.

Students enrolled in the program will be supported through the college preparatory process with a series of seminars that provide participants with the skills they will need to be successful at the university level. Topics include time management and study skills, stress management, essay writing, researching colleges and majors, college entrance exam preparation, and writing successful college and scholarship applications



**Program Highlights:**

- › Students will not be charged regular tuition for SSU, but will enroll in courses for a minimal fee. This is annual savings of up to \$10,000!
- › Transportation to and from Sonoma State is provided.
- › Guaranteed admission to SSU with priority registration.
- › Access to SSU's library facilities, financial aid services and tutoring - free of charge.
- › Personalized guidance from the program coordinator and high school counselors.

**Entrance Requirements:**

- › Academic achievement
- › Motivation to succeed at the college level
- › Positive teacher recommendations
- › Written questionnaire responses
- › Interview

**Sample Sonoma State Courses:**

- › Descriptive Astronomy
- › Introduction to Cultural Anthropology
- › Introduction to Philosophy
- › Global Environmental Issues
- › Introduction to Psychology
- › Computer Science

## Sample Schedule

9th Grade Seminar	10th Grade Seminar	11th Grade Seminar	12th Grade Seminar
Honors English	Honors English	AP Language/Comp.	AP Literature
Ac/Hon Geometry	Ac/Hon Algebra 3-4	Ac/Hon Trig/Pre-Calculus	AP Calculus or AP Statistics
Ac/Hon Biology	Ac/Hon Chemistry	AP Biology or Human Anatomy & Physiology	Ac/Hon Physics
Ac/Hon World History	Ac/Hon/AP US History	Ac/AP Government/Economics	Elective or additional College Course
Ac Spanish	Ac Spanish	AP SpanishLanguage / Ac Spanish	AP Spanish Literature or Ac Spanish
Fine Arts or Elective	Fine Arts or Elective	SSU GE Course	SSU GE Course
Physical Education	Physical Education	SSU GE Course	SSU GE Course

# Frequently Asked Questions

**Since all high schools offer a University Pathway and AP classes, why did Elsie Allen High School establish the University Center?**

EAHS established the University Center to offer motivated students throughout Sonoma County the potential to earn up to a year of transferable college credit through SSU at minimal cost, additional preparation for a successful university experience via increased guidance, and the opportunity to take more courses to further their enrichment experiences.

**Are there any prerequisites for the University Center Program?**

Students are expected to complete the majority of college entrance requirements prior to beginning coursework at SSU including advanced math, advanced laboratory science, and a second year of world language. This means that students who complete algebra before high school, take geometry in their freshman year and advanced algebra in their sophomore year, will be eligible to start courses at SSU in their junior year. Students who wait to take algebra in their freshman year will be eligible to start classes at SSU in their senior year after completion of advanced algebra in their junior year.

Students must also take at least two honors/AP classes each semester, including honors/AP English courses, to ensure preparation of critical thinking and writing skills

before college courses are taken. Students must have a minimum GPA of 3.0, and no grade lower than a C- in order to attend SSU.

**What is the application process for admission to the University Center and how many students will be admitted?**

General admission criteria includes potential, talent, motivation, creativity, and academic achievement as determined by the student's transcripts, recommendations from teachers, counselors, and/or administrators, student essays, and a student interview.

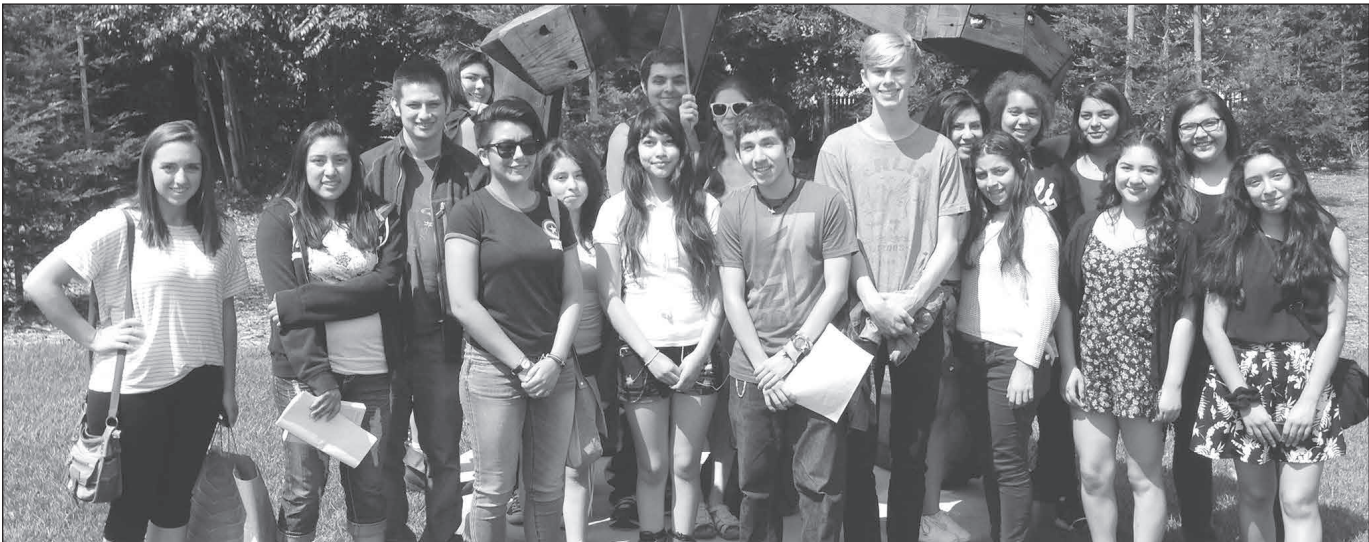
Elsie Allen will accept up to 60 incoming ninth graders into the program each school year. Having smaller cohorts allows students to build community and receive individualized support from teachers.

Applications are available at Elsie Allen High School and on the school web site:

<http://elsieallen.srcs.k12.ca.us/universitycenter>.

**Who do I contact for additional information about the program?**

Please contact the University Center Program Director, Jenny Fleischer at 707-975-1659 or [jfleischer@srcs.k12.ca.us](mailto:jfleischer@srcs.k12.ca.us) for additional information.



# INTERNATIONAL BACCALAUREATE PROGRAM

The International Baccalaureate (IB) program at Montgomery High School (MHS) offers a comprehensive curriculum with an international focus that aims to prepare students for college and career success. An IB classroom is for motivated students who enjoy learning that moves beyond “traditional” classroom dynamics. In 1995, MHS underwent a two-year authorization process and was the first school in Sonoma County to be approved by the International Baccalaureate Organization in Geneva, Switzerland. Montgomery students and staff are part of an international community of 4300 schools in countries throughout the world. Annually, more than 350 11th and 12th grade students participate in the IB program at MHS either as IB Diploma students or by taking individual IB courses.



The IB curriculum emphasizes international perspectives of learning and teaching; while also insisting that students fully explore their home culture and language. In addition to English, History, Science and Math, students develop their own program of study from a choice of 4 languages (Spanish, French, Latin or Mandarin) and a range of IB electives including Film, Anthropology, Visual Arts, Music, Dance and Theater. The IB curriculum in grades 11-12 consists of Higher Level (2 year) and Standard Level (1-2 year) courses. Pre-IB (Honors) courses in grades 9 and 10 prepare students to meet the IB standards. In addition to meeting state and national education standards, IB students are assessed according to international benchmarks.

## Program Highlights:

- To receive the full IB Diploma requires Certificates in three Higher and three Standard Level courses, completion of a Theory of Knowledge course, 150 hours of extra-curricular community service, and completion of a 3500 word extended essay.
- The Creativity, Action, and Service (CAS) requirement allows students to pursue athletic, artistic, community service or other extra-curricular interests.
- Students can achieve even more recognition with the option of the Bilingual IB Diploma (for example, in English/Spanish or English/French).
- Students who choose to complete one or more IB courses can earn individual IB certificates.

## Advantages of the IB Program:

- A strong academic preparation in the humanities, mathematics, and sciences for serious students. Students learn how to learn; they have the confidence to approach new or unfamiliar subjects or material.
- A desirable factor in admissions to colleges and universities in the United States and worldwide.
- Advanced placement, course credit and scholarships at many colleges.
- Special recognition at many colleges, including the University of California, for successful diploma candidates (1-2 years of credit).
- An emphasis on global points of view to solve human problems.

- A sense of accomplishment for both students and staff in meeting the challenge of an international standard of excellence.

## Student views of the IB Program!!

[https://www.youtube.com/watch?v=RnA\\_sszsBnQ](https://www.youtube.com/watch?v=RnA_sszsBnQ)

[https://www.youtube.com/watch?v=24\\_bANveqCE](https://www.youtube.com/watch?v=24_bANveqCE)



# Frequently Asked Questions

## Why should a student participate in the IB Program?

*"The IB Diploma Program greatly eased my transition to college. It has given me the skills and confidence to tackle whatever problems I encounter, and I know it has prepared me well for whatever I choose to do in the future."*

-- 2013 MHS graduate and Stanford student

IB is ideal preparation for the demands of college and careers. Students become confident and independent learners who are globally minded, balanced, good communicators and thinkers. Several U.S. studies of IB students show that they are more likely to graduate from college on time, and have higher grades in college than non-IB students.

## What is the difference between IB and AP courses, and which is best?

IB courses have a global focus with established international standards; AP courses have a national standard. IB is designed to be a comprehensive program which emphasizes inquiry skills, international awareness and community service. It culminates with the award of an IB Diploma at graduation. The IB Program has a wider selection of course offerings, and much of the course work is interdisciplinary. For example, students in Chemistry, Biology and Physics collaborate on lab investigations. AP courses are established independently and do not have separate diploma recognition at graduation. Both programs are recognized as advanced preparation for college. Both require students to take a comprehensive test at the end of each course that allows students to receive college credit or advanced standing if they achieve an acceptable score. AP test scores are based on one exam and include more multiple-choice questions; a major component of an IB test score is internally assessed student work.

## Can I take a few IB courses and not be a full Diploma student at MHS?

Yes, all Montgomery students can take individual IB courses to pursue individual interests, get prepared for college, and to earn college credits or advanced standing. Some students choose a combination of IB courses, academics and electives such as student government, fine arts or career technical

courses. Students opting to take one or more IB courses will not be eligible for an IB diploma at graduation but they can earn individual IB certificates.

## Do I have to be a high academic achiever to be accepted into the program?

IB is aimed towards motivated students who are intellectually curious. Access and support for all students is part of the IB philosophy. Students are accepted into the program based on a combination of academic achievement, teacher recommendation, and commitment to the IB program. While not required, participants are encouraged to take honors preparatory courses in their freshman and sophomore years. IB is not designed to be a program only for straight "A" students.

## Do I have to give up other activities and interests to be an IB Diploma student?

No. IB students are very involved in extra-curricular activities. IB students play varsity and club sports, serve in leadership roles in organizations and campus clubs, participate in music and drama and do community service. An important goal of IB is to assist students to balance their time so they can succeed academically and be involved in their community.

## How do I apply for the International Baccalaureate Program?

Applications are available at Montgomery High School and on the school web site: [www.montgomeryhighschool.com](http://www.montgomeryhighschool.com).

## Who do I contact for additional information about the program?

Please contact either of the International Baccalaureate Program Coordinators: Tracy Maniscalco, [tmaniscalco@srcs.k12.ca.us](mailto:tmaniscalco@srcs.k12.ca.us) or Jim Rudesill [jrudesill@srcs.k12.ca.us](mailto:jrudesill@srcs.k12.ca.us) for additional information. To learn more about the IB Organization please visit [www.ibo.org](http://www.ibo.org) or the California Association of IB World Schools website at [www.c-ibo.org](http://www.c-ibo.org).

# ARTQUEST

Now in its 23rd year, **ArtQuest** (AQ) is an award-winning magnet program at Santa Rosa High School (SRHS) designed for students who are highly interested in the Visual and Performing Arts. Students from all over Sonoma County and beyond, come together at AQ as a community of young artists to exhibit, perform, and begin to build creative lives in a variety of ways. AQ remains committed to its original vision and mission to provide an above and beyond learning experience in the Arts for students for whom creativity and artistic expression is paramount.

At AQ, the Arts *are* academic. Students learn and use discipline-specific vocabulary, increase their ability to focus for extended times, develop an understanding of the importance of compelling concepts and skillful techniques, implement meaningful critique about their own and other artists' work, and develop refined judgment skills, all as part of their ongoing growth as thoughtful creative problem-solvers. The AQ curriculum is organized around the California Visual and Performing Arts Content Standards and Framework and incorporates all five components of Arts Education: Artistic Perception, Creative Expression, Historical and Cultural Context, Aesthetic Valuing, and Connections, Relationships, and Applications. AQ develops and uses an annual interdisciplinary theme that emphasizes collaboration, interdisciplinary connections and projects between the arts specialties and core-related courses. Indeed, the practices embedded in "Common Core" are not a new concept to AQ. The program is also involved in numerous community partnerships and relationships with artists, arts organizations and businesses. ArtQuest is a past recipient of several awards including the California School Board Association Golden Bell, the Jack London Award for Innovative Education, the Met Life Foundation Award for Excellence in Community Engagement with the Santa Rosa Symphony, the Arts in Education award of the Sonoma County Arts Council and the Community Childcare Council's Champion for Children in the Creative Arts award.



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## Program Highlights:

- At AQ, the passion, commitment and discipline of the Arts is connected to the energy of academic study, inspired by guest artists, enlarged by meaningful off-site visits, exhibitions and performances, enriched by its proximity to Santa Rosa Junior College, CMedia Labs media center, the Downtown Arts District, the Art & History Museums of Sonoma County and other nearby cultural organizations, and nurtured by generous parent, community and business support.
- AQ students focus on an "Arts Specialty" discipline, which in the Visual Arts include Digital Arts, Photography, Video Arts and Visual Fine Arts, and in the Performing Arts include Dance, Theatre Arts, Instrumental Music and Vocal Music.
- AQ Showcases are held every Fall and Spring and prospective students, families and the community are warmly invited to attend. These free events provide a great opportunity to learn more about the program, meet the teachers, and see and hear samples of student work from all eight Art Specialty areas and the core-related classes. Numerous other performances throughout the year are also open to the public.
- The AQ Shadowing Program provides an avenue for potential students to "shadow" ArtQuest and is held from mid-October through mid-November, on Tuesdays, Wednesdays and Thursdays. Shadowing is by advance appointment only and arranged through the AQ Office at 707-535-4842 or [artquest@srcs.k12.ca.us](mailto:artquest@srcs.k12.ca.us).
- AQ Entry Packets are available in mid-October for the following fall entry and may be picked up in the AQ Office, the SRHS Main Office or Counseling Office. The Entry Packet contains details about the program's curriculum and instruction, the audition and portfolio process and requirements, contact information for the AQ faculty, intra and inter-district transfers and the Entry Packet deadlines, which typically fall in mid November (priority deadline) and early January (regular deadline).
- AQ actively encourages an arts-rich community of learners and 'critical friends' that support learning about the Arts and other areas of education and life. Students are often in touch with one another and with faculty for many years after high school and are able to apply their knowledge and experiences at AQ to many other facets of social and professional connections, education and careers.

# Frequently Asked Questions

## **How many students are in the AQ program?**

There are about 575 – 600 students usually enrolled in the eight various AQ specialties, which is about 30% of the total SRHS student body of about 2,000.

## **How is AQ structured for students?**

Arts Specialty classes meet two periods a day in most arts disciplines and levels. In Instrumental and/or Vocal Music, students choose either one or two sections from a large offering of one-period classes. Students are encouraged to enroll in specially designated AQ Core classes, which are usually offered in English, Honors English and World History. Each year the AQ staff develops an overarching theme as a focus for essential questions and as a vehicle for connections and collaborations between different arts areas and core-related subjects. The development of a strongly connected community of learners in the Arts is an essential component of AQ, providing opportunities for participants to grow as thinkers, critical friends and creative peers.

## **Do students have time for Honors or Advanced Placement (AP) classes?**

Yes, many AQ students enroll in Honors and Advanced Placement (AP) classes and AQ also offers freshman and sophomore AQ-designated Honors English classes. AQ students frequently take additional classes at junior colleges and online as well. Most AQ students not only fulfill the AQ program requirements but also prepare for admission to public or private colleges and universities after high school graduation. AP Studio Art is encouraged for students from the three qualifying visual arts specialties (Digital Arts, Photography and Visual Fine Arts) and is the only fully portfolio-assessed AP exam of the National College Board. AQ students submitting this portfolio consistently achieve an extremely high passage rate of about 97%, over 33 percentage points higher than State or National averages.

## **What is the entry process for admission to AQ and how many students will be admitted?**

Students must submit an AQ Entry Packet to the AQ program in a specific discipline and level. The program's Entry Packet is available in mid-October for entry in the following fall and includes detailed information about the process and requirements; which include personal essay responses, a letter of recommendation, a teacher reference, attendance and grade records, a program commitment and other agreements, as well as a discipline-specific portfolio or audition. Entry decisions are not based on a single criterion but include a holistic assessment of the entrant's potential to succeed in and benefit from the specialized program. Students submitting an AQ Entry Packet must include a 1st, 2nd and 3rd choice of Arts Specialty, in order for AQ to facilitate entry into the Specialized Arts program for as many students as resources permit. Please note, that there is also a formal "migration" process between Arts Specialties if desired later, if space permits and if potentially beneficial to students. Entry decisions typically begin early January for the following fall. Application Packets may be picked up in the AQ Office, the SRHS Main Office or Counseling Office or downloaded from the ArtQuest web site: [www.artquestonline.org](http://www.artquestonline.org).

## **How are ArtQuest parents involved?**

"Friends of ArtQuest" is a parent and community non-profit organization that provides substantial support for the program. This group serves as an organizing body for ways to become involved with AQ; including assistance on field trips, productions, exhibitions and showcases, helping with carpool connections, producing fundraising events such as the AQ Art Ball, and providing extensive support in a myriad of other ways. AQ faculty members often remark that AQ parents are often very supportive and dedicated to their students' education, and to the AQ program and to Arts Education in general.

## **Who do I contact for additional information about the program?**

Please contact the AQ Office at 707-535-4842 or email [artquest@srcs.k12.ca.us](mailto:artquest@srcs.k12.ca.us) for more details, general program information, shadowing appointments and so on. To contact the AQ Director, Jan Sofie, email [jsofie@srcs.k12.ca.us](mailto:jsofie@srcs.k12.ca.us) or call 707-528-5070 extension 6765. To learn more AQ, visit the website at [www.artquestonline.org](http://www.artquestonline.org).

# CTE PROGRAMS

## AGRICULTURE & NATURAL RESOURCES

Sonoma County's agriculture has long been recognized as one of its leading industry sectors, boasting a total production value of \$756 million in 2015. Almost 59 percent of total production is attributed to wine grapes, while other prominent crops in the county include milk, poultry, cattle, nursery products, and vegetables. (Sonoma County Economic Development Board, 2016). Therefore, students taking courses in agriculture will gain knowledge and experience in an industry that is prevalent in the county.



Both **Elsie Allen High School (EAHS)** and **Santa Rosa High School (SRHS)** have strong **Agriculture Programs**. Students at EAHS gain hands-on experience growing various plants in the school greenhouse or raised garden beds—most of which are sold and the proceeds are made available to students in the form of scholarships or program funding. EAHS also has a modernized mechanics facility and a new school farm on campus. SRHS has a working 60 acre school farm which is utilized by the students for multiple learning activities throughout the year. Students gain experience in vineyard and hops management and support the development of a pumpkin patch and vegetable garden. SRHS also has a modernized veterinary science laboratory and recently expanded their program to include a focus in food science and the Sonoma agriculture specialties.

### Supervised Agricultural Experience

Students enrolled in an agriculture course have the opportunity to extend their learning beyond the classroom setting through a Supervised Agricultural Experience (SAE). With assistance from their agricultural teachers, students develop an SAE project based on one or more SAE categories: Entrepreneurship, Placement, Research and Experimentation and Exploratory. Examples of SAE's include raising an animal for the fair, growing a garden, or agriculture-related work experience. Students in the



Agriculture program can also enroll in an Applied Ag Lab course. This course is offered during the seventh period and involves SAE projects and experiences. Students must be concurrently enrolled in another agriculture course and have their SAE project approved by the agriculture advisors in order to enroll in Applied Ag Lab.

### FFA

Another component of the Agriculture programs at EAHS and SRHS is FFA. FFA is a dynamic student-led leadership development organization for students enrolled in an agricultural program. For more information about FFA, see the Student Leadership Organizations for Career Technical Education Programs section in this publication.

Both Agriculture programs incorporate classroom and laboratory instruction, supervised agricultural experience projects, and leadership and interpersonal skill development, which prepare students for entry into a career, continued training, and advanced educational opportunities.

Sample Course Sequences for Agriculture:	
<b>Science Requirement 9th</b> .....	Earth Science in Agriculture P
<b>Science Requirement 10th</b> ...	Integrated Agricultural Biology P
<b>Skill Building</b> .....	Ag Mechanics 1
<b>Advanced</b> .....	Ag Mechanics 2
<b>Advanced</b> .....	* Applied Ag Lab
*Must be concurrently enrolled in another Agriculture course.	
<b>Science Requirement 9th</b> .....	Earth Science in Agriculture P
<b>Science Requirement 10th</b> ...	Integrated Agricultural Biology P
<b>Skill Building</b> .....	Animal Anatomy & Physiology P
<b>Advanced</b> .....	Veterinary Science P
<b>Advanced</b> .....	Agriculture Leadership
For a complete list of courses offered at each site, please refer to pages 67-107 in this publication or talk to a site counselor. Please note that all course offerings are subject to availability based on enrollment and staffing.	

# CTE PROGRAMS

## BUSINESS AND FINANCE



Projections from the State of California's Employment Development Department show that the Professional and Business Services industries will grow more than any other industries in the county between 2008 and 2018, with approximately 16,700 new jobs over ten years. This includes administrative and support services, management of companies and enterprises, and scientific/technical services. Additionally, Sonoma County has a large number of small businesses in demand of innovative development and solutions.

Both **Santa Rosa High School (SRHS)** and **Montgomery High School (MHS)** have a **Business Program**. All students taking courses in a Business program start with an introductory computer course that provides a foundational understanding of several standard software applications and computer operating systems. After the completion of the introductory course, the program at MHS provides students with a fundamental understanding of the principles and practices of business on a local and global scale. Program courses are highly interactive and teach students about personal and business financial proficiency, business planning, management, and marketing. The Business COOP course provides students with work-ready skills while they are simultaneously employed in a business-related position. The curriculum focuses on work ethics, employment law, customer service, and

interpersonal communication skills. After completing the introductory computer course, students at SRHS focus on web page design, which covers HTML code and Microsoft FrontPage™ or comparable software. Students use technology including digital still and video cameras, color printers, and a multi-feed scanner to produce the school's website.

These programs prepare students for additional technical training, post-secondary education, and provide students with the foundational skills necessary for any career.



Sample Course Sequence for Business and Finance:			
<b>Introductory</b>	.....	Computers Foundations	
<b>Skill Building</b>	.....	Business Management P	
<b>Advanced</b>	.....	Entrepreneurship P	
<hr/>			
<b>Introductory</b>	.....	Computer Foundations	
<b>Advanced</b>	.....	Web Page Design P	
<hr/>			
For a complete list of courses offered at each site, please refer to pages 67-107 in this publication or talk to a site counselor. Please note that all course offerings are subject to availability based on enrollment and staffing.			

# CTE PROGRAMS

## BUILDING AND CONSTRUCTION TRADES



According to the U.S. Bureau of Labor Statistics, construction is among the top ten of the nation’s industries. Nationally, more than one million construction jobs will be created over the next decade, with job categories ranging from laborers to engineers to contractors.

Sample Course Sequence for Construction Technology:	
Introductory .....	Cabinetry and Wood Products 1
Skill Building .....	Cabinetry and Wood Products 2
Advanced .....	Cabinetry and Furniture Making
Sample Course Sequence for Green Construction Technology:	
Skill Building .....	Introduction to Green Construction
Advanced .....	Advanced Green Construction P
For a complete list of courses offered at each site, please refer to pages 67-107 in this publication or talk to a site counselor. Please note that all course offerings are subject to availability based on enrollment and staffing.	

The **Construction Technology Program at Santa Rosa High School** (SRHS) is designed for students interested in a career related to residential and commercial construction. This program provides students with an overview in the safe and proper operation of tools and power equipment, reading construction plans and specifications, wood working, drafting, and the application of math skills. Students in the advanced course will learn how to design, manufacture, and market a product.

The **Green Construction Technology Program at Montgomery High School** (MHS) serves students interested in construction with an emphasis on sustainable or “green” building design. Students in the program will learn about green building materials, resource conservation, and designing residential homes and buildings that are environmentally responsible and energy-efficient.

Students will also gain hands-on experience in green construction concepts as they apply to framing, insulation, windows, appliances, water usage, lighting, and electrical systems.

Students in the program at MHS and SRHS have the opportunity to earn industry certifications from the National Center for Construction Education and Research. Additionally, students will acquire valuable workplace skills needed to enter into the construction industry or pursue advanced training and education.



# CTE PROGRAMS

## ENERGY, ENVIRONMENT, AND UTILITIES



The Environmental Resources program prepares students for employment, post-secondary education, and/or training in a variety of environmental industries.

Students in the **Environmental Resources Program** at **Montgomery High School (MHS)** will build awareness of the practices of good stewardship of the earth, and learn about careers that produce goods or provide services that benefit the environment or conserve natural resources. Furthermore, Students will be inspired both in and outside the traditional classroom to become stewards of their environment, leaders in their communities, and innovators in the field of green technology.

**Sample Course Sequence for Environmental Resources:**

<b>Introductory</b> .....	Sustainable Practices
<b>Advanced</b> .....	Biological Links to the Energy and Environment P

For a complete list of courses offered at each site, please refer to pages 67-108 in this publication or talk to a site counselor. Please note that all course offerings are subject to availability based on enrollment and staffing.

The program at MHS currently consists of two courses, Sustainable Practices and Biological Links to the Energy and the Environment. In Sustainable Practices, students will analyze their relationship to ecosystems, the environment and health of the planet, and learn about various aspects of sustainability. The Biological Links to Energy and the Environment course integrates biology and the basics of energy. Students in the course will gain an understanding of concepts related to biological systems and environmental change, energy flow in the environment, and policy and ethics related to renewable energy.

The teachers for these Career Technical Education courses collaborate with science and English on interdisciplinary projects throughout the year, utilizing the Linked Learning approach. The Linked Learning approach offers a rigorous academic curriculum integrated with a career focus and work-based learning opportunities in and out of the classroom. To learn about the Linked Learning approach, please see page 49 in this publication.



# CTE PROGRAMS

## ENGINEERING AND ARCHITECTURE



The Engineering and Architecture industry sector employs individuals that work on the design, preparation, and fabrication of infrastructures and buildings. Students considering a career in this field should enjoy working with their hands, like to know how and why things work, be proficient in math, and have good verbal and written communication skills.

The **Geospatial Technology Program** at **Piner High School** (PHS) serves students interested in the Geosciences by focusing on applied science and math via the study of GIS (Geospatial Information Systems), GPS (Global Positioning System), Surveying, 3-D and Astronomical imaging technologies. The integration of Science, Technology, Engineering and Math, (STEM) results in student application of these disciplines in authentic, community-based projects and experiences. Students generate and collect real-time data and

information that is reduced, analyzed, and graphically represented using GIS modeling and mapping software. Students will benefit from both indoor and outdoor laboratory work using state-of-the-art equipment, technology and software programs. Courses in the Geospatial Technology program are designed to coincide with certificate programs in Civil & Survey Technology and GIS Certificate and Degree programs at Santa Rosa Junior College (SRJC). Successful completion of high school course work will give students an advantage in college level work. Students may also choose to participate in the Credit by Exam program where they can earn transferrable, UC accepted college units (3) at no cost by passing the SRJC departmental exam.



Students in the **Engineering Design Program** at **Piner High School** (PHS) engage in project-based learning with an engineering focus. The Project Make and the Project Make-Applied Physics courses encourage innovation and creativity while utilizing a design process to create a product. Students in the program learn about new fabrication technologies and utilize cutting-edge equipment and software tools, to turn their ideas into real objects.

Both programs utilize the SPARQ (Science, Position, Astronomy, Research, Query) Center at PHS which includes a computer lab, Visualization Theater, and an Astronomical Observatory. State Superintendent of Schools Tom Torlakson visited the SPARQ Center and spoke to students in the STEM related programs at PHS. In response to what he experienced, he stated, “It is a model program. The people of California invested in this and our investment is paying off.”

### Sample Course Sequence for Geospatial Technology:

<b>Introductory</b> .....	GIS I: Maps and Spatial Information P
<b>Skill Building</b> .....	GIS II: Principles of GIS P
<b>Advanced</b> .....	GIS III: Applications in GIS P

### Sample Course Sequence for Engineering Design:

<b>Introductory</b> .....	Project Make
<b>Advanced</b> .....	Project Make-Applied Physics

For a complete list of courses offered at each site, please refer to pages 67-107 in this publication or talk to a site counselor. Please note that all course offerings are subject to availability based on enrollment and staffing.

CTE PROGRAMS

HEALTH SCIENCE AND MEDICAL TECHNOLOGY



The Health Science and Medical Technology industry continues to be one of the fastest-growing sectors in California. An aging society and rapidly advancing technologies used throughout the medical profession create a great demand for trained employees in a variety of health care venues.

The **Sports Medicine Program at Maria Carrillo High School** (MCHS) focuses on the mechanics and functions of the human body. Students in the program receive in-depth classroom instruction in medical terminology, the mechanism of injury, and the appropriate prognosis and treatment of sprains, strains, dislocations and other sports-related injuries. Advanced students have the opportunity to apply the skills and concepts they learn in the program through an athletic training assignment with

the MCHS athletic teams. CPR and First Aid certification is available to students who wish to be certified.

The **Health Science & Biotechnology Program at Piner High School** (PHS) provides students the opportunity to investigate job opportunities in health care service areas: dental, nursing, preventive, diagnostic, therapeutic, support, biotechnology, medical office and health care information. The program courses provide rigorous academic work, laboratory experience, and industry visits. A well-developed internship program allows students to extend their learning beyond the classroom through job shadows and abbreviated internships with local industry partners.

PHS has an active Health Occupation Students of America (HOSA) chapter.

Their chapter volunteers at health-related events throughout the community; such as the health screening events,



serving as moderators at the Latino Health conference, and helping the PHS boosters with fundraising events. Students in this program also participate in many HOSA chapter activities; such as the PHS Health Fair, designing and delivering health related lessons to elementary schools, competing in regional skills contests, and attending the state HOSA conference in Sacramento Anaheim. For more information about HOSA, see the Student Leadership Organizations for Career Technical Education Programs section in this publication.



Sample Course Sequence for Health Science & Biotechnology:	
Introductory .....	Health Science & Biotechnology 1 P
Skill Building .....	Health Science & Biotechnology 2 P
Advanced .....	Health Science & Biotechnology 3 P
Sample Course Sequence for Sports Medicine:	
Introductory .....	Sports Medicine P
Advanced .....	Athletic Training
For a complete list of courses offered at each site, please refer to pages 67-107 in this publication or talk to a site counselor. Please note that all course offerings are subject to availability based on enrollment and staffing.	

# CTE PROGRAMS

## HOSPITALITY, TOURISM, AND RECREATION



The growth of the **Hospitality, Tourism, and Recreation** industry in Sonoma County has created a demand for employees with skills in culinary arts, restaurant management, and hospitality. The fresh organic produce and world famous wines have made Sonoma County an environment rich with resources for students interested in the culinary and hospitality field.

The **Culinary Arts and Hospitality Program** at **Maria Carrillo High School** (MCHS) and **Piner High School** (PHS) offer a full complement of courses from introductory and intermediate culinary classes to an advanced applications course where students learn about the hospitality industry, event planning, and catering. Both programs coordinate with the culinary elective classes at their corresponding middle schools, where students are introduced to basic kitchen and food preparation skills while using recipes that reflect a variety of cultures and cooking styles.

### Sample Course Sequence for Culinary Arts:

<b>Introductory</b> .....	Culinary Arts 1
<b>Skill Building</b> .....	Culinary Arts 2
<b>Advanced</b> .....	Culinary Arts and Hospitality Management P

For a complete list of courses offered at each site, please refer to pages 67-107 in this publication or talk to a site counselor. Please note that all course offerings are subject to availability based on enrollment and staffing.

**Elsie Allen High School** (EAHS) recently developed a **Farm to Table course** connected to their Agriculture program, which provides students the opportunity to make connections between local food systems and the culinary industry through project-based learning experiences in food production, processing, marketing, distribution, and consumption.

Students participating in these programs will be provided a strong foundation in skills necessary for successful culinary and hospitality operations. The areas covered include: food preparation techniques and procedures, safety and sanitation, nutrition, food evaluation, catering, event planning, and customer service. Career opportunities, employability skills, and leadership development are also part of the curriculum. Students will receive training to earn ServSafe certification; which is recognized as essential throughout the restaurant industry, and will provide students a hiring advantage in the marketplace upon successful completion. Students will also have the opportunity to become a Certified Tourism Ambassador in Sonoma County.



The MCHS and PHS programs successfully participate in the “Chefs of Tomorrow” competition, which is sponsored by the Sonoma County Lodging Association. Through this event, students partnered with local executive chefs to prepare and serve international appetizers featuring local ingredients. Additionally, students from MCHS, PHS, and EAHS participate in various culinary SkillsUSA competitions. For more information about SkillsUSA, see the Student Leadership Organizations for Career Technical Education Programs section in this publication.

# CTE PROGRAMS

## INFORMATION AND COMMUNICATION TECHNOLOGIES



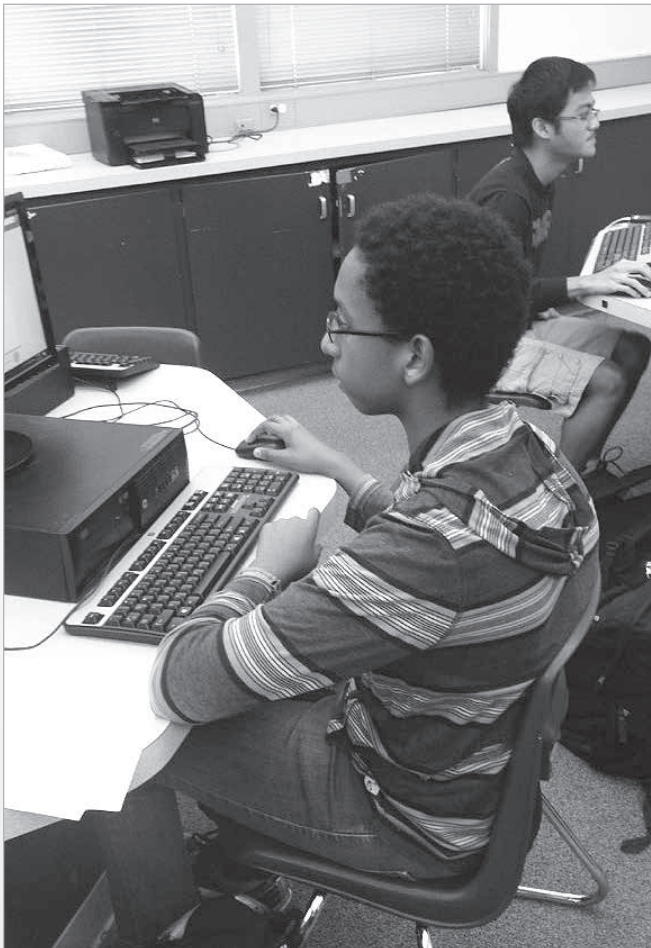
With the increase of technology and the growing complexity of businesses, there is a greater need for employees who can understand, manage, and support all the rapidly emerging, evolving, and converging computer, software, networking, programming, and information systems.

The **Information Technology Program at Piner High School** (PHS) prepare students for careers related to computer science that involve the design, development, implementation, maintenance, and management of systems that rely on software programs to satisfy the operational needs of modern business organizations.

The Computers for College and Careers course is designed to provide students with a strong foundation in computer and application skills—all while exploring career and college options. This course will also assist students

in transitioning from middle school to high school by providing them study skills, time management skills, and computer technology skills needed for academic success. The Introduction to Computer Programming course will provide students with an overview of computer programming, coding, and internet security.

The program at PHS is designed to prepare students for additional technical training, post-secondary education, and entry to a variety of careers related to the information technology industry.



Sample Course Sequences for Information Technology:	
<b>Introductory</b> .....	Computers for College and Careers
<b>Advanced</b> .....	Introduction to Computer Programming
For a complete list of courses offered at each site, please refer to pages 67-107 in this publication or talk to a site counselor. Please note that all course offerings are subject to availability based on enrollment and staffing.	

# CTE PROGRAMS

## MANUFACTURING AND PRODUCT DEVELOPMENT



The Manufacturing and Product Development industry sector is an important part of California's economy, and includes a wide-range of career opportunities.

The **Manufacturing Program** at **Santa Rosa High School** (SRHS) provides students with an understanding of manufacturing processes and systems common to careers in machine tool and materials forming industries. Students use state-of-the-art lab facilities and equipment to design, fabricate, and repair products using a variety of metal working technologies. Students learn welding, sheet metal fabrication, iron working skills, and receive an introduction to manual and Computer Numeric Control (CNC) machining skills.

Students in the program have won several awards at the Sonoma County Fair, ranging from Best of Show for manufacturing utility trailers to first place for small tool boxes. The program has also been recognized as an "Outstanding Manufacturing Program" by the California Industrial Technology Teachers Association.

Students completing courses in the program at SRHS will have a solid foundation for entry-level work and the opportunity to continue education and training in apprenticeships, technical colleges, certificate programs at Santa Rosa Junior College in Welding Technology or Machine Tool Technology, and other post-secondary institutions.



### Sample Course Sequence for Manufacturing:

<b>Introductory</b> .....	Manufacturing 1
<b>Skill Building</b> .....	Manufacturing 2
<b>Advanced</b> .....	Manufacturing 3

For a complete list of courses offered at each site, please refer to pages 67-107 in this publication or talk to a site counselor. Please note that all course offerings are subject to availability based on enrollment and staffing.

CTE PROGRAMS

PUBLIC SERVICES

The Public Services industry sector provides a foundation for students in government, public administration, public safety, legal services, and human services. The U.S. Bureau of Labor Statistics projects increases in employment nationwide for the Public Services industry sector, making courses focused in this industry sector a viable option for students.



The **Public Safety Program at Elsie Allen High School** provides students with a focused and rigorous training in professions that ensure the safety, security, and wellness of the community. Students in Public Safety explore careers in police, fire and emergency medical services. Additionally, students study legal and constitutional principles, laws, penal codes, traffic codes, evidence collection laws, and court procedures. While in the program, students will learn how to investigate a crime scene, write observational and traffic collision reports, and prepare and present court cases. Students will also receive training in emergency medical response through field training exercises.

Students in the Public Safety program can earn First Aid and CPR certification. Additionally, students earn CERT (Community Emergency Response Training) certification, which is designed to prepare students to assist others in the event of a catastrophic disaster such as earthquake, flood, fire or other widespread event that affects, when emergency services are not available to provide for immediate assistance. Recently, students in the Public Safety program participated in the Santa Rosa Police Department Youth Citizen Police

Sample Course Sequence for Public Safety:	
Introductory .....	Public Safety 1
Skill Building .....	Public Safety 2
Advanced .....	Public Safety 3
For a complete list of courses offered at each site, please refer to pages 67-107 in this publication or talk to a site counselor. Please note that all course offerings are subject to availability based on enrollment and staffing.	



Academy. The academy allows participants to gain knowledge surrounding the daily responsibilities and expectations of police officers and other department employees.

Two of the courses in the program are taught by a retired Santa Rosa Police Officer, which brings real-world experience into the classroom. Additionally, guest speakers and field trips to major public safety facilities throughout the county make this a highly engaging program. The Public Safety program is designed to prepare students for technical training, post-secondary education, and entry to a variety of careers.



# CTE PROGRAMS

## TRANSPORTATION



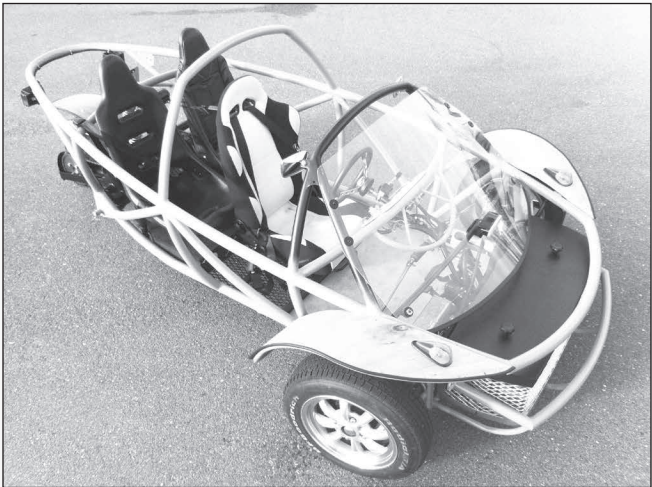
As the Transportation industry sector continues to expand and evolve, it will provide employment opportunities in a vast range of transportation-related careers. Students completing automotive technology courses in high school will have a solid foundation for entry-level jobs to progressive careers that require continued training and advanced degrees.

**Santa Rosa High School (SRHS) and Maria Carrillo High School (MCHS) have an Automotive Technology Program.** Both programs provide students with a thorough understanding of the design, construction, and operation of automotive systems. Students will gain hands-on experience in the proper use of tools and equipment and automotive maintenance and repair procedures related to mechanical, electrical, and hydraulic systems. Advanced students gain additional skills and reach higher levels of competence with emphasis on

automotive diagnostic service, systematic testing and adjustments, major repairs and engine rebuilding.

In response to changing technology and repair techniques, both programs have incorporated instruction on electrical vehicles and systems. MCHS offers an Automorphosis course focusing on alternative fuels and electric car conversion. The course is designed to inform students about the design, construction and viability of electric vehicles (EV). Through grant funding support, SRHS built a SWITCH Electrical Vehicle, where students were able to expand upon their knowledge of electric and hybrid vehicles, to gain hands-on experience in building and troubleshooting automotive systems, and to learn electric vehicle safety protocols.

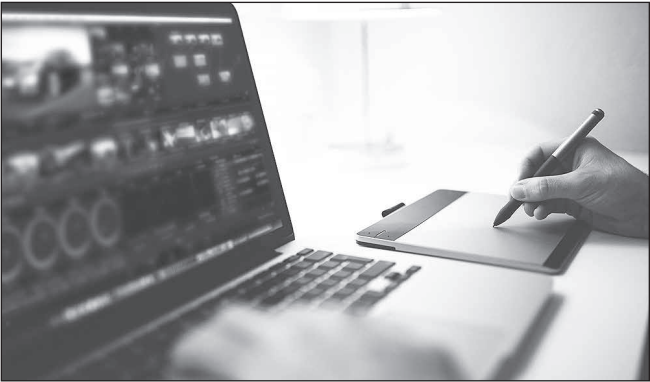
Students in the Automotive Technology program will receive training to pass ASE (Automotive Service Excellence) automotive technician certification exams; a standard for the industry. Both programs are articulated with Santa Rosa Junior College; which allows students to earn college credits while they are in high school through a Credit by Exam process.



Sample Course Sequences for Automotive Technology:	
<b>Introductory</b> .....	Automotive Technology 1
<b>Skill Building</b> .....	Automotive Technology 2
<b>Advanced</b> .....	Automorphosis
<hr/>	
<b>Introductory</b> .....	Automotive Technology 1
<b>Skill Building</b> .....	Automotive Technology 2
<b>Advanced</b> .....	Automotive Technology 3
<hr/>	
For a complete list of courses offered at each site, please refer to pages 67-107 in this publication or talk to a site counselor. Please note that all course offerings are subject to availability based on enrollment and staffing.	

CTE PROGRAMS

ARTS, MEDIA, AND ENTERTAINMENT



The Arts, Media, and Entertainment Industry is relevant statewide, with most of the major employers concentrated in the southern part of the state. It offers jobs that require a vast range of creative and technical knowledge and skills.

The **Production and Managerial Arts Program** at **Montgomery High School (MHS)** focuses on developing the organizational and managerial knowledge and skills needed to bring arts, media, and entertainment to the public. In addition, the program also provides training on the behind-the-scene jobs, such as set design, sound design, digital modeling, film editing, and camera work. The Career Technical Education (CTE) courses in this program are aligned to the CTE Model Curriculum Standards and include Video Arts and Technology and Drama Production. The Video Arts and Technology course teaches students the three stages of project creation and provides them with hands-on experience with video and audio production. Students in the Drama Production course engage in the rehearsal process and/or are technicians assisting with lighting, sound, stagecraft, costume, makeup, and publicity.

Students completing courses in this CTE program will have a solid foundation for entry-level work in the industry and the opportunity to continue education in the Theater Arts certificate program at Santa Rosa Junior College and other post-secondary institutions.

In addition to the CTE program at MHS, there are a variety of visual, performing, and technical art courses offered at each high school. The courses provide students an opportunity to demonstrate their talents through community performances, gallery shows, or published written works.



Sample Course Sequence for Production and Managerial Arts:	
Introductory .....	Video Arts and Technology P
Advanced .....	Drama Production P
For a complete list of courses offered at each site, please refer to pages 67-107 in this publication or talk to a site counselor. Please note that all course offerings are subject to availability based on enrollment and staffing.	

# STUDENT LEADERSHIP ORGANIZATIONS FOR CAREER TECHNICAL EDUCATION PROGRAMS

In addition to offering a wide variety of specific career and technical training, Career Technical Education (CTE) programs incorporate leadership development and activities in the curriculum. Furthermore, CTE programs offer students the opportunity to participate in related leadership organizations, known as Career and Technical Student Organizations (CTSOs). According to the Association for Career and Technical Education, “Students who participate in CTSOs demonstrate higher levels of academic engagement and motivation, civic engagement, career self-efficacy, and employability skills than other students.” Santa Rosa City Schools has three active CTSOs: FFA, SkillsUSA, and Health Occupations Students of America (HOSA).

**FFA** is dynamic youth organization that is dedicated to making a positive difference in the lives of young people by developing their potential for premier leadership, personal growth, and career success through agricultural education. Both Elsie Allen High School and Santa Rosa High School have very active FFA chapters. Throughout the year, both chapters attend several leadership conferences, compete in numerous Career Development Events, and exhibit student projects at local and state fairs. For more information about FFA, please visit the California FFA Association website at [www.calaged.org](http://www.calaged.org) or the National FFA Organization website at [www.ffa.org](http://www.ffa.org). Additional information about the Santa Rosa FFA Chapter can be found on the “Santa Rosa FFA” Facebook page. Further information about the Elsie Allen FFA Chapter can be found at <https://eahs-santarosa-ca.schoolloop.com/FFA>.



**SkillsUSA** is a national organization serving students who are preparing for careers in trade, technical, and skilled service occupations.

Elsie Allen, Maria Carrillo, Piner, and Santa Rosa High School have active SkillsUSA chapters. Throughout the year, students have the opportunity to participate in various leadership opportunities and competitions. In 2016, a student from Maria Carrillo High School was the state winner for the Culinary Arts SkillsUSA competition which qualified them to compete at the National Leadership and Skills Conference in Louisville, Kentucky. For additional information about SkillsUSA please, visit the state website at [www.skillsusaca.org](http://www.skillsusaca.org) or the national website at [www.skillsusa.org](http://www.skillsusa.org).



**HOSA** is a national student organization that is committed to promoting career opportunities in the health care industry and to enhancing the delivery of quality health care to all people. The HOSA chapter at Piner High School conducts numerous activities throughout the year that educate the community about health care. Additionally, students in the Piner HOSA Chapter have attended various HOSA events throughout the state, and have participated in competitive events at the HOSA State Leadership conference. More information about the Piner HOSA Chapter can be found on the “Piner High HOSA” Facebook page. For additional information about HOSA please visit the California HOSA website at [www.hosa.org](http://www.hosa.org).



# LINKED LEARNING APPROACH TO EDUCATION

Linked Learning is an approach to education that offers high school students from grades 9 through 12 a rigorous academic curriculum integrated with a career focus and work-based learning opportunities in and out of the classroom. The program centers on the goal of graduating all students ready for **college and career**, and prepares students for the full range of post-secondary options.

## The Linked Learning approach incorporates four major components:

- A **rigorous academic component** that includes core courses such as English, mathematics, science, and history.
- A **career technical component** of three or more Career Technical Education courses that help students gain the knowledge and skills that can give them a head start on a successful career.
- Students engaged in a series of **work-based learning experiences** (field trips, guest speakers, job shadowing, mentoring, and internships).
- Personalized **support services** including counseling and supplemental instruction in reading, writing, and mathematics that assist students in mastering critical academic and career-based components of their education.

## Linked Learning in Santa Rosa City Schools:

In 2013, Santa Rosa City Schools (SRCS) was one of the twenty Local Educational Agencies in the state selected to participate in the AB 790 Linked Learning Pilot Program. As a part of the AB 790 Linked Learning Pilot Program, **Montgomery High School (MHS)** began implementing the Linked Learning approach during the 2014-2015 school year. Students in the Linked Learning program at MHS join a team of teachers and participate in an integrated series of core academic and Career Technical Education courses related to Green Technology and Sustainable Practices.

Through the Northern California Career Pathways Alliance (NCCPA) initiative, SRCS has expanded implementation of the Linked Learning approach to include the Public Safety



program at **Elsie Allen High School** and the Culinary and the Health Science and Biotechnology programs at **Piner High School**.

During the 2016-2017 school year, Santa Rosa City Schools partnered with Social Advocates for Youth's College and Career Readiness team to coordinate and facilitate work-based learning (WBL) opportunities for all students in all high schools across the district. To learn more about WBL, please see page 54 in this publication.

## Benefits of a Linked Learning Program:

- Students in the program take their academic core and Career Technical Education courses together; which offers a greater connection with their teachers and closer monitoring of progress to increase academic success.
- Connects academics to real-world applications; creating relevant and meaningful learning experiences for students.
- Students develop critical 21st-century skills such as communication, critical thinking, problem solving, creativity, and teamwork that will increase their success in college and career.
- Prepares high school students for a full range of post-graduation opportunities.

*To learn more about the Linked Learning approach to education, please visit the district website at [www.srcs.k12.ca.us](http://www.srcs.k12.ca.us).*

# FREQUENTLY ASKED QUESTIONS

## Linked Learning, CTE Programs, and Specialized Programs

### **What is the difference between a CTE Program and a Specialized Program?**

Specialized Programs normally have a scheduling structure and curriculum that is different than the general population of a given high school. In addition, program requirements are frequently more extensive than the requirements of a pathway program. Specialized Programs commonly have a thematic curriculum that integrates core subjects (English, math, etc.) with lessons in the career, technical, or arts focused courses. The programs offer rigorous college preparation curriculum in a unique and applied delivery system. Career Technical Education (CTE) programs, also sometimes referred to as “Career Pathways”, consist of a multi-year sequenced of CTE courses which are designed to offer students an opportunity to explore careers, participate in work-based learning experiences, acquire technical and employability skills, and be prepared for a full range of post-secondary opportunities.

### **What is the meaning of integrated curriculum and applied learning in the Linked Learning approach?**

A Linked Learning approach relies on academic core (English, math, etc.) and Career Technical Education teachers working together to provide a program of study that blends academic and technical curriculum in ways that makes learning more relevant. The academic course content taught in the program is coordinated with and reinforces technical course content and vice versa. For example, when a construction technology instructor teaches students how to calculate volume to determine how many sacks of cement are needed to lay a foundation of a house, the teacher is reinforcing the geometry standards that students must master. Similarly, when a geometry teacher directs students to study architectural plans to figure out how much sheetrock is needed to line the walls and ceilings of a new home in order to master their understanding of surface area, the teacher makes mathematics more relevant and understandable. This coordination helps students gain a greater depth of knowledge by seeing the connection between academic theories and real-world applications. Through this approach, students are able to answer the question, “Why do I need to know this?”

### **How do I know which program to select?**

Students should think about the activities they enjoy, are currently involved in, or would like to do in the future, and discuss postsecondary options with parents/guardians. Career exploration websites can assist students in choosing and planning for a career. Students should also research different colleges, universities, and certificate programs and become familiar with the entrance requirements. Finally, students should talk to their counselor to select a program that aligns with their career and education goals.

### **Does selecting a CTE Program mean I am locked into that career forever?**

No. Career Technical Education (CTE) courses emphasize common workplace skills such as teamwork and communication, decision-making, critical thinking, and project/time management, in addition to any industry sector specific skills. Basic workplace skills are useful no matter what occupation a person enters. For students who do have a strong sense of what they want to do—in both career and further education—CTE Programs provide the opportunity to pursue that interest in depth.

### **What if I change my mind about the program I choose?**

High school experiences allow students to learn about themselves and their interests. Students can change programs if they find that their original choice does not meet their needs. Students should speak with their parents/guardians, teachers, and counselors to adjust future course selections if they change their mind about being in a particular program.

# COLLEGE AND CAREER CENTERS

After receiving input from various stakeholders on the Local Control Accountability Plan (LCAP), Santa Rosa City Schools officially opened College and Career Centers in each of the five comprehensive high schools during the 2015-2016 school year. Each center is staffed with a full-time College and Career Counselor. A part-time College and Career Counselor is providing additional college and career services to students and families at the district's continuation high school.

To further explore career and post-secondary options and to receive guidance on the "College and Career Success Milestones" on page 52, students and families should visit their site's College and Career Center:

## **Elsie Allen High School:**

- ◆ **College and Career Counselor:** Ismael Gutierrez
- ◆ **Email:** [igutierrez@srcs.k12.ca.us](mailto:igutierrez@srcs.k12.ca.us)
- ◆ **Phone:** 707-528-5020
- ◆ **College and Career Center Location:**  
Administration Building

## **Maria Carrillo High School:**

- ◆ **College and Career Counselor:** Susan Winters
- ◆ **Email:** [swinters@srcs.k12.ca.us](mailto:swinters@srcs.k12.ca.us)
- ◆ **Phone:** 707-547-5806
- ◆ **College and Career Center Location:** Library

## **Montgomery High School:**

- ◆ **College and Career Counselor:** Rick Palo
- ◆ **Email:** [rpalo@srcs.k12.ca.us](mailto:rpalo@srcs.k12.ca.us)
- ◆ **Phone:** 707-528-5191
- ◆ **College and Career Center Location:** Room 71



## **Piner High School:**

- ◆ **College and Career Counselor:** Barry Sullivan
- ◆ **Email:** [bsullivan@srcs.k12.ca.us](mailto:bsullivan@srcs.k12.ca.us)
- ◆ **Phone:** 707-528-5245
- ◆ **College and Career Center Location:** Library

## **Ridgway High School:**

- ◆ **College and Career Counselor:** Kathy Vyenielo
- ◆ **Email:** [kvyenielo@srcs.k12.ca.us](mailto:kvyenielo@srcs.k12.ca.us)
- ◆ **Phone:** 707-528-5325
- ◆ **College and Career Center Location:** Library

## **Santa Rosa High School:**

- ◆ **College and Career Counselor:** Jerilea Jones
- ◆ **Email:** [jjones@srcs.k12.ca.us](mailto:jjones@srcs.k12.ca.us)
- ◆ **Phone:** 707-528-5292
- ◆ **College and Career Center Location:**  
Administration Building, Room 103

# COLLEGE AND CAREER SUCCESS MILESTONES

## SUGGESTED ACTIVITIES

### 9<sup>TH</sup> GRADE:

- Attend classes with purpose
- Start an academic plan with a counselor
- Create an academic email
- Start resume/prag sheet
- Explore career options
- Learn college lingo & acronyms
- Create a Fastweb account
- Join school clubs, sports, organizations
- Participate in school activities
- Volunteer in the community
- Participate in a career awareness activity

**Parents:** Join parent groups & engage in student's learning process

### 10<sup>TH</sup> GRADE:

- Celebrate attendance & learning
- Update academic plan with counselor
- Identify academic goals
- Take the PreACT, subject tests
- Attend career-related presentations
- Do a scholarship search
- Seek leadership in activities
- Link volunteerism to career interest
- Learn about different college systems
- Take a college & career assessment

**Parents:** Stay involved on campus & engage in college and career planning with students

### 11<sup>TH</sup> GRADE:

- Make school attendance & involvement a priority
- Review academic plan
- Update resume & view for gaps
- Expand leadership involvement
- Seek summer enrichment programs
- Take PSAT, SBAC, college entrance exams
- Continue exploring college options- research & create college list with a counselor
- Attend a college fair & rep visits, request college information, join related
- Social media, build rapport for letters of recommendation, draft personal statement, make a To-Do list
- Continue exploring career choices & match educational requirements
- Memorize personal identification information for Financial Aid

**Parents:** Attend Parent Nights & continue to support student goals

### 12<sup>TH</sup> GRADE:

- Maintain positive attendance & academic performance
- Finalize college entrance exams (Fall)
- College Process: Meet all deadlines, seek letters of recommendation, complete personal statement, college apps, order test scores
- Consider internship or work experience in a career of interest
- Maintain positive professional networks & relationships with mentors
- Financial Aid-Submit FAFSA/CA Dream Act, compare award packages from colleges, apply for scholarships

**Parents:** Stay involved, attend Parent Nights for seniors, support student with meeting financial aid deadlines

# NAVIANCE

In addition to implementing College and Career Centers, Naviance accounts were purchased for all 7-12 grade students in the district. Naviance is an online College and Career Academic platform designed to assist students with career exploration, academic planning, and college and career preparation. Students should work with the counselors at their site to access their account. The following is the log-in information for students:

**Username:** Student ID

**Password:** Birth date with no leading zeros  
*(please see examples below)*

- ◆ *If a student was born on August 3, 2000 their password would be 832000*
- ◆ *If a student was born on July 11, 2001 their password would be 7112001*
- ◆ *If a student was born on December 12, 2002 their password would be 12122002*

**Naviance Activities:** Naviance offers a variety of tools and resources to assist students with being ready for college and career. Please review the following list of suggested activities students should complete in each grade level.

**7th:** Log-in to Naviance, add email, and explore the platform

**8th-12th:** Confirm log-in access and email

**8th:** Complete Strengths Explorer. This assesses 10 talent themes for individuals and identifies each student's three strongest emerging talents, such as Confidence, Dependability, or Future Thinker. It provides explanations of these themes, strategies for capitalizing on each, and action items to help students gain insight into their greatest talents.

**9th:** Complete Career Interest Profiler and Resume Building Activity. The Career Interest Profiler assists students in determining what kinds of careers they might want to explore based on their interests. Through a resume building activity, students will receive support with understanding the components of a resume.



**10th:** Complete Career Cluster. This is a simple assessment that helps a student discover which career clusters may be a good match based on activities that interest him or her, personal qualities the student has and subjects the student enjoys in school.

**10th, 11th, 12th:** Attend College Representative visits and Update Resume. Students should sign-up to attend at least 2 college rep visits using Naviance (listed in Family Connections "colleges" tab).

**11th, 12th:** Complete a Scholarship search, the College SuperMatch, and save at least 3 to "Colleges I'm Thinking About" list. The College SuperMatch helps students find the right fit for college. Students select from a list of college decision factors and rank their importance. As the student makes selections, the best matched colleges appear with information about why the college(s) is a good match. Students can save their searches and add colleges to the "Colleges I'm Thinking About" list.

**12th:** Complete the SRCS College and Career Graduation Survey

In addition to the activities listed above, students can explore the Roadtrip Nation videos in Naviance. The archive includes more than 3,500 full length videos interviews chronicling the diverse personal stories of leaders who have turned their interests into their life's work.

***To learn more about Naviance, please visit the College and Career Center at each high school.***

# WORK-BASED LEARNING

Santa Rosa City Schools has partnered with Social Advocates for Youth's (SAY) College and Career Readiness team to coordinate and facilitate work-based learning opportunities for all students in all high schools across the district. Work-based learning links learning in the workplace to learning in the classroom, engaging students and promoting exposure and access to future educational and career opportunities.

## **Work-Based Learning Coordinators:**

- Elsie Allen and Piner High School: Leti Shafer
- Maria Carrillo and Montgomery High School: Jodi Porter
- Ridgway and Santa Rosa High School: Alex Saltzman



## **Work-based Learning Coordinators are:**

- Collaborating with College and Career Counselors and Academic Counselors to provide one-on-one and group student support to assist with: resumes, job applications, interview preparation, summer opportunity applications and other individualized needs.
- Partnering with teachers to coordinate meaningful job readiness activities and work-based learning opportunities for students in and out of class.
- Supporting teachers to build on classroom-based instruction aimed to develop employability skills that prepare students for success in postsecondary education and future careers.
- Offering a variety of services that are identified in alignment with the work-based learning continuum of career awareness, exploration, and preparedness and will serve as the foundation for services.
- Targeting recruitment and screening of industry partners to meet school site, teacher, and student needs.
- Building partnerships with community members and organizations and sharing resources available for youth.
- Sharing with staff additional support, resources, and connections available to youth through SAY.

***To learn more about Work-based Learning, please visit the College and Career Center at each high school.***

# GENERAL COURSE INFORMATION

Santa Rosa City Schools offers several different types of courses for core academic and other subject matter. SRCS recommends that students take College-Preparatory courses. The course levels are described below:

## COLLEGE-PREPARATORY COURSES

College-preparatory courses are designed for academically proficient students who are preparing to enter community and technical colleges, and state and private universities directly from high school. These college-recognized courses usually indicated by the code “P” following the course title.

## HONORS COURSES

College-preparatory honors level courses are designed for highly proficient students who are preparing to enter four year colleges and universities directly from high school. Generally taken in the freshman and sophomore years, these courses prepare students for the rigor of Advanced Placement and International Baccalaureate courses in the junior and senior year. These courses are indicated by the code “HP” following the course title.

## ADVANCED PLACEMENT

Advanced Placement classes are college level courses taken in high school on the high school campus. The College Board governs the content standards for the courses which culminate with an AP test in May. A successful score on this exam is recognized by most colleges and universities as having earned college credit for the course. However, due to varying university policies, students should check with individual colleges to determine AP credit procedures and criteria. Advanced Placement courses are indicated by the code “AP” before the course title.

## INTERNATIONAL BACCALAUREATE

International Baccalaureate (IB) courses have a global focus with established international standards, as opposed to the American approach of AP courses. The IB program is offered in 125 countries and coursework is recognized both in the United States and around the world. IB courses are offered at the Standard Level (first year course for diploma program) and Higher Level (2 year course for diploma program). A successful score on an IB exam is recognized by some colleges and universities, as having earned college credit for the course. However, due to varying university policies, students should check with individual colleges to determine IB credit procedures and criteria. International Baccalaureate courses are indicated by the code “IB”.

## REGULAR

Regular level courses cover all of the State adopted standards for the grade-level and subject matter, but in some cases, do not have the same extensive project-based and homework assignments as college preparatory courses. These courses satisfy the district graduation requirements. These non-college preparatory courses do not provide for entrance to a four-year college or university directly from high school. Regular courses have no distinction before or after the course title.

## SHELTERED

Sheltered courses are designed for English Learners (EL) who are transitioning into the mainstream program. Instructors in sheltered classes employ specialized strategies to assist EL students in accessing course content while developing proficiency in English. Many of these courses are designed for academically proficient students who are preparing to enter community and technical colleges, and state and private universities directly from high school. Sheltered courses are indicated throughout the curriculum guide by the term “Sheltered” before the course title.

## RESOURCE SPECIALIST PROGRAM

The Resource Specialist Program (RSP) courses are designed for students with specific Individual Education Plans (IEP). Taken in general education or self-contained classrooms, these courses are for students who need explicit intervention to support the development of subject matter content as described in their IEP. RSP courses are indicated throughout the curriculum guide by the code L2 following the course title.

## SPECIAL DAY CLASS

The Special Day Class (SDC) program courses are designed for students with specific IEP. Taken in self-contained classrooms, these courses are for students who need intensive intervention to support the development of subject matter content as described in their IEP. SDC courses are indicated throughout the curriculum guide by the code L3 following the course title.

## LENGTH OF COURSES

All District courses are one year in length unless otherwise noted in the description. Course numbers are assigned by semester (two numbers per course) and by year (one number).

# UNIVERSITY OF CALIFORNIA A-G COURSE LISTS - DOORWAYS

*Understanding A-G Courses and where to find the most updated A-G approved courses for each of the comprehensive high schools in the Santa Rosa City Schools District.*

The requirements of the battery of courses – called “a-g” – that students must take to be eligible for California public university admission have also been revised to reflect the new standards.

The change is a reflection of the robustness of the Common Core, educators said, and also heralds a stronger correlation between what’s being taught at California schools and what colleges want students to know.

“It’s very heartening and as far as I know unprecedented,” said Michael Kirst, a retired Stanford University education professor who serves as president of the State Board of Education.

### ‘COHERENT’ RELATIONSHIP

“For the first time in decades, a-g is aligned with the standards of the state in a nice, coherent way,” said Bill Jacob, president of the University of California Academic Senate, whose Board of Admissions and Relations with Schools committee helps develop the criteria for the a-g courses.

### WHAT’S REQUIRED IN A-G?

- History/social science (“a”) – Two years, including one year of world history, cultures and historical geography and one year of U.S. history, or one-half year of U.S. history and one-half year of American government or civics.
- English (“b”) – Four years of college preparatory English that integrates reading of classic and modern literature, frequent and regular writing, and practice listening and speaking.
- Mathematics (“c”) – Three years of college-preparatory mathematics that include or integrate the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.
- Laboratory science (“d”) – Two years of laboratory science providing fundamental knowledge in at least two of the three disciplines of biology, chemistry and physics.
- Language other than English (“e”) – Two years of the same language other than English or equivalent to the second-level of high school instruction.
- Visual and performing arts (“f”) – One year chosen from dance, drama/theater, music or visual art.
- College-preparatory elective (“g”) – One year chosen from the “a-f” courses beyond those used to satisfy the requirements above, or courses that have been approved solely in the elective area.

Source: University of California

The change is also an acknowledgement of the strength of the Common Core standards, Jacob said. The standards, which identify preparing students for college and careers as a main goal, have been praised as stressing hands-on learning, problem solving and critical thinking skills to a deeper extent than past California state standards.

Many of the Common Core standards mirror the skills the college segments outlined as necessary for students in a series of “competency statements” published in past years, Jacob said. Those competency papers were created jointly by members of the Academic Senates of the University of California, California State University and California Community Colleges and were intended as guides to the abilities students need to succeed in college.

“Common Core really is a lot closer to what was the vision” for student preparedness, Jacob said.

Shortly after the state adopted Common Core in 2010, university officials began revising the criteria of courses that would be accepted as satisfying the a-g requirements. In order to be considered for freshman admission to UC or CSU, students must complete 15 college-preparatory courses in subject areas including math, English, history, laboratory science and visual arts. The courses are called “a-g” because each letter stands for a subject area – history is “a,” for instance, while English is “b.”

High schools develop the curriculum for the classes they’ll offer, but the course descriptions must be evaluated and approved by UC for the class to count for a-g credit.

The update of the course requirements in math and English requires schools to “explicitly indicate” how the class assignments support the Common Core standards.

“We want schools to focus on those big ideas that teach habits of mind and the overarching skills (students need for college) and not just treat the standards as a check-off list,” Jacob said.

The science requirement has undergone a similar revision, Jacob said, asking schools to show how courses reflect the Next Generation Science Standards, which – like Common Core – call for deeper scientific thinking and analysis than previous standards. The updated science requirements will be posted online in coming weeks.

<https://doorways.ucop.edu/list>

# GRADING AND COURSE CREDIT POLICIES

## GRADING SYSTEM

Santa Rosa City Schools issues grades of A, B, C, D, and F. Report Cards are issued once each quarter. See the Information Handbook for report card issuance dates.

The scholastic marks are as follows:

- A** Excellent
- B** Good
- C** Satisfactory
- D** Minimum Achievement
- F** Failing
- I** Incomplete
- CR** Credit
- NC** No Credit

## EARNING OF CREDITS

Semester grades of A, B, C, or D earn five credits. Grades of F do not award credit. It is recommended that a failing grade in any subject required for graduation is made up outside of the regular school day/year, if possible, as it is difficult for students to repeat failed courses during the school day while completing the balance of their other graduation requirements.

All students enrolled in a comprehensive high school will earn five (5) credits in each class, each semester, with a passing grade and course participation.

## HOW TO CALCULATE THE GRADE POINT AVERAGE (GPA)

All college preparatory (academic) and non-college preparatory courses earn the following points: A=4, B=3, C=2, D=1, F=0 and I=0. Courses labeled Honors, Advanced Placement and International Baccalaureate will receive a weighted grade. (A= 5, B= 4, C= 3) Grades less than C do not receive weighted credit.

To calculate the GPA, use the current semester final grades.

1. Multiply attempted credits by points earned. A grade of 'A' in an academic level course earns 20 points. (5 credits x 4 points = 20)
2. Add attempted credits column and points earned column totals separately. If a student takes six courses each semester the attempted credits total is 30. And, if the student earns 5 points and a grade of 'B' in each course their grade points earned would total 90. (6 courses x 5 credits x 3 points = 90)

3. Divide final grade point total by the number of attempted credits. This number is the weighted GPA for the semester. A student earning a grade of 'B' in each of six attempted courses will have a weighted GPA of 3.0. (90 grade points divided by 30 course credits attempted)

## CREDIT FOR COURSEWORK OTHER THAN SANTA ROSA CITY SCHOOLS

### SANTA ROSA JUNIOR COLLEGE CLASSES

Credits from the Santa Rosa Junior College courses listed below may be transferred to meet district core graduation requirements in the indicated subject areas. Students are advised to speak to their counselors before initiating enrollment in any junior college class to be sure that their desired class (es) meets their needs for high school. Students wishing to enroll in these classes must plan their schedules early and see the counselor before the end of school in May.

English .....	Courses numbered ENG 1-100 except 99 and ESL 100
Math* .....	Courses numbered MATH 1-98, 101, 150A, 150B, 151, 155, APTECH 90 A&B
World History .....	HIST 1.1, 1.2, 4.1 and 4.2
Humanities (MCHS only) ..	Humanities 4.1 and Humanities 4.2
U.S. History .....	HIST 17.1 and 17.2
Government .....	Political Science 1
Economics .....	Economics 1A
Lab Science** .....	Any Laboratory course numbered 1-98
World Language*** .....	Any Modern and Classical Language, including .....
	American Sign Language (ASL), 1-98

(Each college unit earned equals 3.34 high school credits, upon acceptance).

\*i.e., Quantitative reasoning math instruction courses which satisfy the requirements for the awarding of the Associates of Arts or Science degrees.

\*\*Not all junior college science courses numbered 1-99 have a laboratory requirement. Students should consult the college catalog for descriptions of individual science courses to determine the inclusion of a laboratory component.

\*\*\*World language courses numbered 50A and 50B meet the core District graduation requirement of one world language course, but are not transferable to UC/CSU college system. In addition, conversational world language courses numbered 50A and 50B do not satisfy the requirement of the awarding of the Associate of Arts or Science degrees.



SRCS Administrative Regulation 6172.1: Weighted GPA's will be awarded for earned grades of A, B, and C in college courses, provided the course is a 3 unit course and is eligible for transfer to the UC or CSU system. Santa Rosa Junior College courses numbered 1-49 will transfer to the UC system; courses numbered 1-99 will transfer to the CSU system.

College courses meeting Physical Education, Visual and Performing Arts, or Pathway requirements, as well as elective courses required to meet minimum units for graduation will be awarded high school graduation credit provided the courses have received written counselor approval, are part of an articulated CTE program of study, and meet the goals of the student's Personal Education Plan.

California Education code limits the enrollment of high school students in physical education courses at community colleges to 10% of the class section enrollment. Santa Rosa Junior College gives first priority to 12th grade students who may have pending graduation requirements. Students in grades 9, 10, and 11 will have extremely limited access to SRJC physical education courses. Dance courses also count for PE credits, but do not have the same enrollment restrictions as general PE courses.

Enrollment for summer session at California community colleges is limited to 5% of each high school class level. Schools will hold a lottery in late spring prior to enrollment deadlines at the junior college for the limited number of slots available at each high school, if necessary.

**CORRESPONDENCE/  
TELECOMMUNICATION COURSES**

SRCS Board Policy 6146.11 Alternative Credits Toward Graduation states that under certain circumstances students may receive credit for graduation from correspondence/ telecommunication instruction through an accredited post-secondary institution. Students can earn no more than forty (40) credits of correspondence/ telecommunication credit during grades 9 through 12. All costs incurred for the coursework not offered by SRCS will be the responsibility of the parent/guardian(s).

In order to be eligible for college preparatory credit, the University of California system must approve the online providers, as outlined in their online course policy. The online policy is intended to be flexible enough to accommodate synchronous, asynchronous, and blended online course providers, while simultaneously addressing the program features that UC faculty considers necessary to offer a quality online learning experience for students. These features include, among others, primary instruction and academic support by content experts, maintenance of a "human touch" in the learning process, and integrity of student assessment.

To date, the UC system has approved the following online providers:

- APEX Learning Virtual School
- Brigham Young University Independent Study (BYU)
- Connections Academy
- Florida Virtual School
- K12, Inc.
- Laurel Springs Online
- National University Virtual High School
- PASS Program/Cyber High
- Riverside Virtual School
- VHS, Inc. Virtual High School Global Consortium

For more information about correspondence/ telecommunication programs please consult your school counselor. For more detailed information regarding the graduation credit policy, consult administrative regulation 6146 on the district's website [www.srcs.k12.ca.us](http://www.srcs.k12.ca.us). For more information about the UC online course policy, please go to: <http://www.ucop.edu/agguide/online-learning/index.html>.

# COUNSELING SERVICES



## STUDENT SUPPORT SERVICES

A student entering school is assigned a counselor who helps plan his/her academic program and keeps track of all necessary graduation credits. When selecting courses, students are strongly encouraged to consider their career and educational plans which will assist them in reaching their goals. Each comprehensive high school provides student support services through the counseling office. Student support services include the following:

- Educational planning: Developing 4 year College and Career Plan
- Strategies for entrance into post-secondary education
- Financial aid/Scholarship information
- Personal counseling including referrals to outside agencies
- College and Career Centers: Elsie Allen, Maria Carrillo, Montgomery, Piner, and Santa Rosa High School implemented a College and Career Center during the 2015-2016 school year. Each of the centers is staffed with a College and Career Counselor that can assist students with meeting their educational and career goals. A part-time LCAP College and Career Counselor is also available to provide additional college and career services to students and families at Ridgway High School.

## ENROLLMENT PROCESS

In order to enroll at a comprehensive high school, it is imperative that the student and parent/guardian attend the enrollment interview. As part of the interview, the parent/guardian fills out an entry packet and provides a number of important documents. These include:

- The student's unofficial transcript or last report card or drop grades (if transfer happens mid-semester)
- Standardized Test History
- Immunization record
- Proof of address (for example: PG&E bill, rental agreement on letterhead stationery, etc.)
- A current IEP or current 504 Plan, if applicable

If these items are not available at the time of registration, there may be a delay in processing the application. It is suggested that any missing item(s) be retrieved as soon as possible. For most items, a call to the previous school of attendance should be helpful in getting the necessary documents. Have the school fax the information directly to the high school (see the individual school pages in the College and Career Readiness guide for fax number[s]).

## COURSE REQUESTS AND SCHEDULING CHANGES

Board Policy 6164.2.1: Changes in Student Programs states the following:

1. In secondary schools, students and their parents are assisted by counselors in the selection and scheduling of classes. Schedules should be planned as far in advance as practical. (A planning grid is provided on page 10).
2. Program selection will be based on students' academic, general education and career goals after assessment of academic skill development. Decisions will have student, parent and counselor involvement, teacher recommendations and relevant test data shall be available.
3. If parents request for their students to be assigned classes of higher skill level than recommended by staff, the request will be honored after appropriate counseling about the risks of failure and competitive evaluation.
4. In order for students to learn decision-making skills and the importance of accepting responsibility for the consequence of a decision, commitment to an approved schedule will be expected each semester.

**ADDING CLASSES**

If necessary, students may add courses for credit up to the third week of instruction in the fall semester and up to two weeks in the spring semester. No courses, other than a Student Service Course or Specialized Assistant course, may be added after that time. All work missed must be made up.

**DROPPING CLASSES**

Any course dropped after the sixth week of the semester will receive a failing grade of “F” for the semester.

**REPEATING CLASSES**

If a course is taken for a second time to improve the grade, credits are granted for the repeated course only. Credits earned during the initial enrollment in the course are changed to elective credits on the school record, and the course and original grade(s) remain on the transcript.

This guide was developed to assist students and their parents/guardians in planning their high school schedules. Please read the information carefully and give thoughtful consideration to your student’s aptitude, interests and goals/ plans after high school while selecting classes.

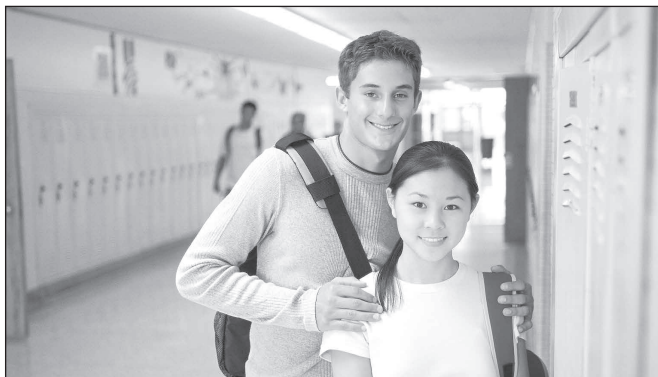
At press time, all information in the publication was current; however, changes in policy or course offerings may occur prior to the start of the school year. Updates that may be needed will be made on the College and Career Readiness Guide linked to the Santa Rosa City School webpage. Families will be notified of any changes that affect graduation requirements.

Parents/Guardians and students should also take note that all courses listed for a particular school site may not be available in the fall. Final schedules are based on student requests. Some courses may not be taught if there are insufficient student requests for the curriculum. Choose alternate courses carefully, as they are considered part of the student’s final course selection.

Santa Rosa City Schools’ staff will do everything possible to assist students in graduating on time; however, it is the responsibility of students and parents/guardians to ensure that they have the correct number and type of credits required to graduate,. If students have questions about graduation requirements or their credits earned to date, they should contact their school counselor.



# HIGH SCHOOL AND COLLEGE ENTRANCE TESTING



## HIGH SCHOOL TESTING

### CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP) SYSTEM

On January 1, 2014, California Education Code Section 60640 established the CAASPP System of assessments. The CAASPP - [CalEdFacts](#) Web page provides a more detailed overview of the system. The CAASPP System includes the following assessments and tools:

- Smarter Balanced Assessments – The Summative Assessments, Interim Assessments, and Digital Library are all part of the CAASPP System.
- Summative Assessments – Required testing in grades 3 through 8 and 11 for English–language arts (ELA) and mathematics. The Summative Assessments are administered as part of the CAASPP System.
  - Interim Assessments – Designed to inform and promote teaching and learning by providing information that can be used to monitor student progress toward mastery of the Common Core State Standards. These optional resources are available to all K–12 teachers in ELA and mathematics.
  - Digital Library – Consists of tools and practices designed to help teachers utilize formative assessment processes for improved teaching and learning in all grades. These optional resources are available to all K–12 teachers.

Alternate assessments for ELA and mathematics in grades 3 through 8 and 11. Students who previously took the California Alternate Performance Assessment (CAPA). will take the California Alternate Assessment (CAA) for ELA and mathematics.

Science assessments in grades 5, 8, and 10 have been replaced with the California Science Test (CAST) pilot. At the high school level, the State will assign the grade to test at each school. Students in grades 10–12 may be selected to take the CAST, depending on their site.

## ADVANCED PLACEMENT TESTING

Over 1.8 million students take Advanced Placement (AP) classes each year. The program allows students to take college level courses while still in high school, which helps prepare students for college level expectations.

There are several advantages to taking AP classes. By taking an AP class in high school, students get to explore a particular subject in depth. When considering the admission of undergraduates, colleges look favorably on students who have completed college level classes. Some students take several advanced placement classes and accrue a semester or more of college credits if they take and pass AP exams at the required level.

AP exams are offered by the College Board in a number of core subject areas. The exams demonstrate readiness for rigorous academic study in college. Consult an AP teacher or school counselor for details. Also, refer to specific college and university web sites for their AP credit requirements.

## COLLEGE ENTRANCE EXAMS

In order to apply for most colleges/universities students are required to take an entrance exam. Each student should check with the college/university that she/he anticipates attending to find out which exam or exams are accepted as part of the admissions process. The following tests are the most widely used by post-secondary institutions for acceptance and scholarships:

### PRELIMINARY SCHOLASTIC APTITUDE TEST (PSAT)

The PSAT measures three areas: critical reading skills, math problem solving skills, and writing skills. The PSAT provides students with practice for the Scholastic Aptitude Test (SAT) Reasoning Test. Students who participate will receive feedback on her/his strengths and weaknesses. This will provide a road map for additional study and preparation prior to taking the SAT. In addition, it will familiarize students with the types of questions and directions on the SAT.

It is recommended that students take a preliminary college test in October of both the sophomore and junior year. In the sophomore year, the students become familiar with the test. In the junior year the stakes are a bit higher as some students might qualify for participation in the National Merit Scholarship competition. Brochures and dates for this test are available in the counseling office of each high school in the district.

**SAT REASONING TEST**

The SAT Reasoning Test is taken during the junior and/or senior year. The SAT is made up of three sections: critical reading (reading comprehension and critical reading passages) mathematics (number and operations, algebra and functions, geometry, statistics, probability, and data analysis), and writing (both multiple-choice questions and short essay).

**SAT SUBJECT TESTS**

SAT Subject Tests should be taken at the conclusion of the junior year, the beginning of the senior year or when completing a specific subject. They are designed to measure knowledge, skills, and application in specific subjects such as English, history, math, science, and languages other than English.

Students should consult the web sites of the colleges they plan to attend in order to determine which SAT Subject Tests, if any, are required. For example, currently the UC system requires the SAT Reasoning Test and two SAT Subject Tests. The CSU system only requires the SAT Reasoning Test. Subject area tests will no longer be required for admission to the University of California system, beginning with the Class of 2012, however, they could be recommended for certain majors.



Pamphlets and materials describing each test are available in the high school counseling office, or online from the College Board. The College Board website ([www.collegeboard.com/testing](http://www.collegeboard.com/testing)) provides test information and links to register online for the SAT, Subject Tests, and the PSAT.

**AMERICAN COLLEGE TESTING (ACT)**

All college and universities in the United States accept either the SAT or ACT for admission purposes. The ACT is divided into four required sections: English, mathematics, reading comprehension, and science. The optional Writing Test measures skills in high school English classes and entry-level college composition courses.

The UC system requires the ACT plus the Writing Test. The CSU system does not require scores from the Writing Test for admission. Materials regarding the ACT test are available from a school counselor or online at [www.act.org](http://www.act.org).

**PLACEMENT TESTS AT SANTA ROSA JUNIOR COLLEGE**

Students are encouraged to take placement tests for the California Community Colleges. These tests determine the level of English, math and chemistry for student enrollment. The SRJC provides opportunities for students to earn associate degrees, complete the requirements to transfer to a four year college or complete career certification in a wide variety of industry areas.

For information about testing dates and deadlines at SRJC, consult the website at [www.santarosa.edu](http://www.santarosa.edu) or the counseling office at the high school.

# CALIFORNIA COLLEGE ENTRANCE REQUIREMENTS

The State of California maintains one of the most prestigious college and university systems consisting of ten University of California campuses, twenty-three California State University campuses and one hundred-thirteen California Community Colleges. We encourage all of our students to plan to attend college or enter a formal training program after high school graduation. Minimum entrance requirements vary, depending on the selected training program, college or university. Students are responsible for knowing the entrance requirements for the institutions to which they intend to apply.

**FOLLOWING GRID OUTLINES ENTRANCE REQUIREMENTS, ESTIMATED COSTS AND INFORMATIONAL LINKS FOR THE VARIOUS SYSTEMS: UNIVERSITY OF CALIFORNIA (UC), CALIFORNIA STATE UNIVERSITY (CSU), CALIFORNIA COMMUNITY COLLEGES (CCC OR JC)**

University of California (UC)	California State University (CSU)	California Community College (CCC or JC)
<p><b>Programs:</b> Undergraduate and graduate degree programs.</p> <hr/> <p><b>Selection:</b> Top 12% of high school graduates.</p> <hr/> <p><b>Students:</b> 237,000</p> <hr/> <p><b>Campuses:</b> 10</p> <hr/> <p><b>Estimated Costs:</b> \$13,000 for tuition and fees; \$13,500 for room and board; \$1,500 for books and supplies.</p> <hr/> <p><b>Entrance Requirements:</b> 15 prescribed A-G courses, and appropriate admission tests.</p> <hr/> <p><b>Admission Eligibility Requirement:</b> A student must earn a grade of “C” or better in all A-G high school courses. Grades earned in courses taken in grades 10-11 are used to complete the GPA for admission.</p> <hr/> <p><b>Website link:</b> <a href="http://www.universityofcalifornia.edu">www.universityofcalifornia.edu</a></p>	<p><b>Programs:</b> Undergraduate and graduate degree programs.</p> <hr/> <p><b>Selection:</b> Top 33% of high school graduates.</p> <hr/> <p><b>Students:</b> Over 460,000</p> <hr/> <p><b>Campuses:</b> 23</p> <hr/> <p><b>Estimated Costs:</b> \$5,500 for tuition and fees; \$8,000 to \$12,000 for room and board; \$1,500 for books and supplies.</p> <hr/> <p><b>Entrance Requirements:</b> 15 prescribed A-G courses, and appropriate admission tests.</p> <hr/> <p><b>Admission Eligibility Requirement:</b> A student must earn a grade of “C” or better in all A-G high school courses. Grades earned in courses taken in grades 10-11 are used to complete the GPA for admission.</p> <hr/> <p><b>Website link:</b> <a href="http://www.csumentor.edu">www.csumentor.edu</a></p>	<p><b>Programs:</b> Two-year associate degree programs; vocational programs; certificate programs; transfer opportunities to UC or CSU campuses.</p> <hr/> <p><b>Selection:</b> All high school graduates; adults 18 years of age or older.</p> <hr/> <p><b>Students:</b> Over 2.1 million</p> <hr/> <p><b>Campuses:</b> 113</p> <hr/> <p><b>Estimated Costs:</b> About \$750 for tuition and fees; \$1,500 for books and supplies. This assumes that a student lives at home.</p> <hr/> <p><b>Entrance Requirements:</b> Open to all California residents 18 years or older, including those without a high school diploma.</p> <hr/> <p><b>Admission Eligibility Requirements:</b> Open to all California residents 18 years or older, including those without a high school diploma.</p> <hr/> <p><b>Website link:</b> <a href="http://www.cccco.edu">www.cccco.edu</a></p>

**Two additional sites that provide information on colleges in California:**

[www.californiacolleges.edu](http://www.californiacolleges.edu) provides information about all California colleges and universities including admission, financial aid, contact information and career opportunities .

[www.aiccu.edu](http://www.aiccu.edu) is the website that links to all California independent colleges and universities..

# FINANCIAL PLANNING FOR POST-SECONDARY GOALS

Attending a college, university, career or technical school can be expensive. However, there are many financial aid resources available to achieve post secondary goals. About three-quarters of all students get some type of financial assistance.

## FEDERAL GOVERNMENT GRANTS AND LOANS

Federal student aid is designed to cover school expenses such as tuition, fees, room and board, books and supplies, and transportation. This financial assistance may be used to attend a four-year or two-year public or private educational institution, a career school, or a trade school.

In order to get information on federal grants and loans, go to [www.fafsa.ed.gov](http://www.fafsa.ed.gov). This web site provides assistance in filling out the Free Application for Federal Student Aid (FAFSA). It gives directions, deadlines, and discusses Federal student aid programs worth over \$33 billion a year.



## CALIFORNIA GRANTS

In addition to Federal Student Aid, California also provides grants. Every high school senior who graduates, meets academic, financial and eligibility requirements, and applies on time, is guaranteed a Cal Grant award to attend college. In other words, this is free money. It costs nothing to apply and does not have to be repaid.

In order to get information on the California student aid program, go to [www.csac.ca.gov](http://www.csac.ca.gov), or contact the counseling department at the school site. This is the official California web site outlining the Cal Grant Programs available free of charge.

## SCHOLARSHIPS

Scholarships through parents' employers, religious groups, private clubs, lodges, businesses, foundations, unions, community groups, private individuals, and various other organizations are available. They can be based on such things as academic merit, SAT or ACT scores, competitive essay, field of study, special talent, ethnicity, leadership ability, community service activities, athletics and more!

It is never too early to explore the opportunities for financial aid while in high school. Getting these financial resources requires some research. Most financial aid is based on need, not on academic performance. See a high school guidance counselor for assistance or go to [www.finaid.com](http://www.finaid.com). This is the most comprehensive "how to" site for getting financial assistance, including an Expected Family Contribution Calculator.

# ATHLETIC ELIGIBILITY

## ATHLETIC ELIGIBILITY

### RESIDENTIAL

Students entering high school from the 8th grade are immediately residentially eligible for athletics. Once in high school, residential and academic eligibility (including those transferring from one high school to another) is governed by the rules of the California Interscholastic Federation (CIF). Any student who transfers is immediately ineligible at the next school until a CIF Transfer Eligibility Waiver is completed and approved by the local CIF Section Office.

### ACADEMIC

California State Law and CIF rules and regulations govern the academic eligibility for students wish to participate in high school athletics. Students must adhere to the following standards every grading period:

1. Must be enrolled in a minimum of 20 semester credits of course work;
2. Must have passed a minimum of 20 semester credits of course work in the previous grading period;
3. Must have achieved a minimum 2.00 grade point average in the previous grading period; and
4. The student must be making progress towards graduation as defined by the local CIF Section Office.

### ACADEMIC REQUIREMENTS

In order to be eligible, any student entering high school from the eighth grade must have achieved an unweighted 2.0 grade-point average, on a 4.0 scale, in enrolled courses at the conclusion of the previous grading period.

### MEDICAL EXAMINATION

Athletes must have a physical dated June 1 or later of the current school year. If a student has already tried out for or played a sport in the current school year, there is no need to turn in another copy of the physical.

Low cost physical examinations are available at the Health Center located on the campus of Elsie Allen High School. For more information or to schedule an appointment call 528-5770.

### AGE REQUIREMENT

Any student, who turns 19 years of age prior to June 15, shall not be eligible to participate or practice on any school sports team in the following school year. A student whose 19th birthday is on or before June 15 is ineligible.

### INSURANCE INFORMATION

Under state law, school districts are required to ensure that members of school athletic teams have accidental injury insurance that covers medical and hospital expenses. This insurance requirement can be met by the school district offering insurance or other health benefits that cover medical and hospital expenses. Some pupils may qualify to enroll in no-cost or low-cost local, state, or federally sponsored health insurance programs. Information about these programs may be obtained by calling 1-800-427-8982.



**NCAA**

Important information for high school athletes if you plan on participating in Division I, or II athletics as a freshman, in college, you must first register and be certified by the NCAA Initial-Eligibility Clearinghouse. Register on line [www.eligibilitycenter.org](http://www.eligibilitycenter.org) No Athlete will be allowed to participate, practice, or receive a scholarship during their Freshman year in any Division I, or II University if they have not been cleared, prior, by the NCAA Clearinghouse. Division III athletics does not require NCAA eligibility.

***To play sports at an NCAA Division I or Division II institution, the student must:***

- I. Complete a certain number of high school core courses (defined below):

To check on your high school accepted Core Courses go to <https://web1.ncaa.org/hsportal/exec/hsAction>

**Please note that high school level courses can be used to meet these cores requirements (Algebra and Geometry and Modern Language, if titled the same as the course offered at the high school.)**



**DIVISION I & II\*\***

16 Core-Course Rule (Note: a Core Course = 2 semesters)  
Courses are all College Prep. (P)

- 16 Core Courses must include the following:
- 4 Courses of English.
- 3 Courses of mathematics (Algebra I or higher).
- 2 Courses of natural/physical science (1 year of lab if offered by high school).
- 1 Course of additional English, mathematics or natural/physical science.
- 2 Courses of social science.
- 4 Additional Courses (from any area above, or foreign language)

*\*\*As of 2013, Division I and II will have the same 16 Core Course Requirement for Eligibility.*

- II. Earn a certain minimum grade point average (gpa) in the above Core Courses

Division I- Sliding scale 2.0 gpa minimum (dependent on SAT/ACT test scores, see on line) \*\*\*For Class of 2016 student athletes must have 2.3 gpa minimum to participate in a college sport and a 2.0 minimum to receive scholarships but this athlete will not be allowed to play during their first year. Students also must have 10 of the 16 core classes completed by the senior year.

**DIVISION II-2.0 minimum gpa**

- III. Earn a certain minimum score on the SAT or ACT
  - Division I has a sliding scale for test score and grade-point average. (See sliding scale on line)
  - Division II has a minimum SAT score requirement of 820 or an ACT sum score of 68. (SAT and ACT score excludes writing)
- IV. Graduate from high school

# ENGLISH



## Key: Understanding the Curriculum Guide

- 1

Course Number
- 2

Course Title
- 3

Units awarded for successful completion of coursework. All courses are one year in length, unless otherwise indicated
- 4

School site where courses are offered
- 5

Grade levels allowed to enroll/enter in course
- 6

Type of credit awarded towards completion of graduation requirements
- 7

Completed coursework or instructor permission needed to enroll in course
- 8

Course Description

- 1

860204
- 2

Special Day Class [SDC] English 10 level 3
- 3

10 credits
- 4

Offered: EA, MC, M, P, SR
- 5

9, 10, 11, 12
- 6

Grad Req: English
- 7

Prerequisite: Identified Special Needs student through her/his IEP

These courses are designed for identified Special Day Class [SDC] students who require a self-contained classroom in order to better support the development of their reading, writing, listening and speaking skills.

- 36110

Sheltered English 1

10 credits

Offered: MC, M, P, SR

9
- Grad Req: English

Prerequisite: Identified English Learner; placement determined by CELDT scores 579-637 and/or LGL scores of D or E and teacher discretion

This course is designed for English Learners who are still in the process of acquiring grade level English skills. Throughout the course the instructor uses researched-based sheltering strategies to assist English Learners in accessing core course content while developing proficiency in English.

- 36120

English 1

10 credits

Offered: SR

9
- Grad Req: English

Prerequisite: Previous Middle School English teacher's recommendation

This non-college preparatory course is designed to assist students in meeting district and state standards in work analysis, vocabulary development, reading comprehension, literary response and analysis, written English Language conventions, written and spoken communication and the writing process. This course meets the freshman English district graduation requirement, but does not provide for university eligibility directly from high school.

- 36130

English 1 P

10 credits

Offered: EA, MC, M, P, SR

9
- Grad Req: English

Prerequisite: None

This college preparatory course prepares students to meet district and state standards in word analysis, vocabulary development, reading comprehension, literary response and analysis, written English language conventions, written and spoken communication and the writing process. This course provides for university eligibility directly from high school.

- 36150

ArtQuest English 1 P

10 credits

Offered: SR

9
- Grad Req: English

Prerequisite: None

Students in the ArtQuest program are placed in courses that focus on the ArtQuest annual inter-disciplinary theme to help address important ideas and understandings, and to connect core ideas, knowledge, skills and standards to the visual and performing arts disciplines. Art disciplines are integrated into the curriculum and instruction through various student projects and products. This college preparatory course prepares students to meet state and district standards in word analysis/vocabulary development, reading comprehension, literary response/analysis, written English language conventions, writing process, and written and spoken communication.

- 36160

Honors English 1 HP

10 credits

Offered: EA, MC, M, P, SR

9
- Grad Req: English

Prerequisite: Must meet one of the following criteria: an "A" in English the previous semester, or a previous English teacher's recommendation.

This college preparatory honors-level course is designed for highly proficient students engaged in meeting or exceeding district and state standards in word analysis, vocabulary development, reading comprehension, literary response and analysis, written English Language conventions, written and spoken communication and the writing process. This course provides for university eligibility directly from high school.

ALL COURSES SUBJECT TO AVAILABILITY BASED ON ENROLLMENT AND STAFFING. Classes are organized by department. Each course is listed by title, grade level and number of units. The following abbreviations are used to indicate where each course is taught: EA–Elsie Allen, MC–Maria Carrillo, M–Montgomery, P–Piner, SR–Santa Rosa.



**36180     ArtQuest Honors English 1 HP.....10 credits**  
**Offered: SR..... 9**  
*Grad Req: English*  
*Prerequisite: Must meet one of the following criteria: an "A" in English the previous semester, or a previous English teacher's recommendation.*

Students in the ArtQuest program are placed in courses that focus on the annual ArtQuest inter-disciplinary theme to help address important ideas and understandings, and to connect core ideas, knowledge, skills and standards to the visual and performing arts disciplines. Art disciplines are integrated into the curriculum and instruction through various student projects and products. This college preparatory honors level course is designed for highly proficient students engaged in meeting and/or exceeding state standards in word analysis/vocabulary development, reading comprehension, literary response/analysis, written English language conventions, writing process, and written and spoken communication.

**36210     Sheltered English 2.....10 credits**  
**Offered: MC, M, SR, P..... 10**  
*Grad Req: English*  
*Prerequisite: Identified English Learner; placement determined by CELDT scores 579-637 and/or LGL scores of D or E and teacher discretion.*

This course is designed for English Learners who are still in the process of acquiring grade level English skills. Throughout the course the instructor uses researched-based sheltering strategies to assist English Learners in accessing core course content while developing proficiency in English.

**36220     English 2.....10 credits**  
**Offered: MC, SR..... 10**  
*Grad Req: English*  
*Prerequisite: Previous English teacher's recommendation*

This non-college preparatory course is designed to assist students in meeting district and state standards in word analysis, vocabulary development, reading comprehension, literary response and analysis, written English Language conventions, written and spoken communication and the writing process. This course meets the sophomore English district graduation requirement, but does not provide for university eligibility directly from high school.

**36230     English 2 P.....10 credits**  
**Offered: EA, MC, M, P, SR.....10**  
*Grad Req: English*  
*Prerequisite: None*

This college preparatory course prepares students to meet district and state standards in word analysis, vocabulary development, reading comprehension, literary response and analysis, written English Language conventions, written and spoken communication and the writing process. This course provides for university eligibility directly from high school.

**36250     ArtQuest English 2 P.....10 credits**  
**Offered: SR..... 10**  
*Grad Req: English*  
*Prerequisite: Successful completion of English 1P or previous English teacher's recommendation.*

Students in the ArtQuest program are placed in courses that focus on the ArtQuest annual inter-disciplinary theme to help address important ideas and understandings, and to connect core ideas, knowledge, skills and standards to the visual and performing arts disciplines. Art disciplines are integrated into the curriculum and instruction through various student projects and products. This college preparatory course assists students in meeting state standards in word analysis/vocabulary development, reading comprehension, literary response/analysis, written English language conventions, writing process, and written and spoken communication.

**36260     Honors English 2 HP.....10 credits**  
**Offered: EA, MC, M, P, SR..... 10**  
*Grad Req: English*  
*Prerequisite: Must meet one of the following criteria: an "A" in English 1P or "B" or better in H English 1 HP or a previous English teacher's recommendation.*

This college preparatory honors-level course is designed for highly proficient students engaged in meeting or exceeding district and state standards in word analysis, vocabulary development, reading comprehension, literary response and analysis, written English Language conventions, written and spoken communication and the writing process. This course provides for university eligibility directly from high school.

**36280     ArtQuest Honors English 2 HP.....10 credits**  
**Offered: SR..... 10**  
*Grad Req: English*  
*Prerequisite: Must meet one of the following criteria: an "A" in English 1 P, "B" or better in H English 1 HP, or a previous English teacher's recommendation.*

Students in the ArtQuest program are placed in courses that focus on the ArtQuest annual inter-disciplinary theme to help address important ideas and understandings, and to connect core ideas, knowledge, skills and standards to the visual and performing arts disciplines. Art disciplines are integrated into the curriculum and instruction through various student projects and products. This college preparatory, honors level course is designed for highly proficient students engaged in meeting and/or exceeding state and district standards in word analysis/vocabulary development, reading comprehension, literary response/analysis, written English language conventions, writing process, and written and spoken communication.

**36310     Sheltered English 3.....10 credits**  
**Offered: EA, MC, M, P, SR..... 11**  
*Grad Req: English*  
*Prerequisite: Identified English Learner; placement determined by CELDT scores 579-637 and/or LGL scores of D or E and teacher discretion.*

This course is designed for English Learners who are still in the process of acquiring grade level English skills. Throughout the course the instructor uses researched-based sheltering strategies to assist English Learners in accessing core course content while developing proficiency in English.

**36320 English 3.....10 credits**  
**Offered: EA, MC, M, SR ..... 11**  
*Grad Req: English*  
*Prerequisite: Successful completion of English P, or English 2 or previous English teacher's recommendation.*

This non-college preparatory course is designed to assist students in meeting district and state standards in word analysis, vocabulary development, reading comprehension, literary response and analysis, written English Language conventions, written and spoken communication and the writing process. This course meets the junior English district graduation requirement, but does not provide for university eligibility directly from high school. )

**36330 English 3 P.....10 credits**  
**Offered: EA, MC, M, P, SR..... 11**  
*Grad Req: English*  
*Prerequisite: None*

This college preparatory course prepares students to meet district and state standards in word analysis, vocabulary development, reading comprehension, literary response and analysis, written English Language conventions, written and spoken communication and the writing process. This course provides for university eligibility directly from high school.

**36350 ArtQuest English 3 P.....10 credits**  
**Offered: SR ..... 11**  
*Grad Req: English*  
*Prerequisite: Successful completion of English 2 P or previous English teacher's recommendation.*

Students in the ArtQuest program are placed in selected periods that focus on the annual inter-disciplinary theme to help address important ideas and understandings, and to connect core ideas, knowledge, skills and standards to the visual and performing arts disciplines. Art disciplines are integrated into the curriculum and instruction through various student projects and products. This college preparatory course assists students in meeting state standards in word analysis/vocabulary development, reading comprehension, literary response/analysis, written English language conventions, writing process, and written and spoken communication.

**36360 Honors English 3 HP.....10 credits**  
**Offered: SR ..... 11**  
*Grad Req: English*  
*Prerequisite: Must meet one of the following criteria: an "A" in English 2 or a previous English teacher's recommendation.*

This college preparatory honors-level course is designed for highly proficient students engaged in meeting or exceeding district and state standards in word analysis, vocabulary development, reading comprehension, literary response and analysis, written English Language conventions, written and spoken communication and the writing process. This course provides for university eligibility directly from high school.

**36390 AP Language and Composition HP.....10 credits**  
**Offered: EA, MC, P, SR..... 11**  
*Grad Req: English*  
*Prerequisite: Must meet one of the following criteria (and complete summer work if applicable): an "A" in English 2 P or "B" or better in Honors English 2 HP, or a previous English teacher's recommendation.*

The content of this college level course is defined by the College Board. Students take the Advanced Placement exam during the spring semester; a successful score on this exam is recognized by most colleges and universities as having earned college credit for this course. However, due to varying university policies, students should check with individual colleges to determine AP credit procedures and criteria.



**36391 English IB HL1.....10 credits**  
**Offered: M ..... 11**  
*Grad Req: English*  
*Prerequisite: Must meet one of the following criteria (and complete summer work if applicable): an "A" in English 2P or "B" or better in Honors English 2 HP, or, or a previous English teacher's recommendation.*

This college level course meets the same standards as English 3. The International Baccalaureate English I course is the first course in a specialized two-year English program for 11th and 12th grade students who are interested in pursuing literature and composition studies at the college level.

**36331 English 3P - Literature and Performance..... 10 Credits**  
**Offered: M ..... 11**  
*Grad Req: English*  
*Prerequisite: Successful completion of English 2P or previous English teacher's recommendation.*

This course is the first year of a two-year IB English course offering at the standard level for academically strong students who do not wish to complete the more rigorous higher level IB course. Completion of Year 2 will provide increased access to the IB Diploma Program, as students may use this course to meet Group 1 or Group 6 requirements. The two-year course will give students an innovative, creative, and physically active approach to the critical study of literature, and appeals to a student base that would otherwise not take an IB English course, or has an interest in the Performing Arts.

**36410 Sheltered English 4.....10 credits**  
**Offered: EA, MC, M, P, SR..... 12**  
*Grad Req: English*  
*Prerequisite: Identified English Learner; placement determined by CELDT scores 579-637 and/or LGL scores of D or E and teacher discretion..*

This course is designed for English Learners who are still in the process of acquiring grade level English skills. Throughout the course the instructor uses researched-based sheltering strategies to assist English Learners in accessing core course content while developing proficiency in English.

**36420 English 4.....10 credits**  
**Offered: EA, MC, M, SR ..... 12**  
*Grad Req: English*  
*Prerequisite: Previous English teacher's recommendation.*

This non-college preparatory course is designed to assist students in meeting district and state standards in word analysis, vocabulary development, reading comprehension, literary response and analysis, written English Language conventions, written and spoken communication and the writing process. This course meets the senior English district graduation requirement, but does not provide for university eligibility directly from high school.



<b>36430</b>	<b>English 4 P.....</b>	<b>10 credits</b>
	<b>Offered: EA, MC, M, P, SR.....</b>	<b>12</b>
	<i>Grad Req: English</i>	
	<i>Prerequisite: None</i>	

This college preparatory course prepares students to meet district and state standards in word analysis, vocabulary development, reading comprehension, literary response and analysis, written English Language conventions, written and spoken communication and the writing process. This course provides for university eligibility directly from high school.

<b>36450</b>	<b>ArtQuest English 4 P .....</b>	<b>10 credits</b>
	<b>Offered: SR .....</b>	<b>12</b>
	<i>Grad Req: English</i>	
	<i>Prerequisite: Successful completion of English 3 P or previous English teacher's recommendation.</i>	

Students in the ArtQuest program are placed in selected periods that focus on the annual inter-disciplinary theme to help address important ideas and understandings, and to connect core ideas, knowledge, skills and standards to the visual and performing arts disciplines. Art disciplines are integrated into the curriculum and instruction through various student projects and products. This college preparatory course assists students in meeting state content standards in word analysis/vocabulary development, reading comprehension, literary response/analysis, written English language conventions, writing process, and written and spoken communication.

<b>36490</b>	<b>AP English Literature and Composition HP.....</b>	<b>10 credits</b>
	<b>Offered: EA, MC, P, SR.....</b>	<b>12</b>
	<i>Grad Req: English</i>	
	<i>Prerequisite: Must meet one of the following criteria (and complete summer work if applicable): an "A" in English 3 P or "B" or better in Honors English 3 HP, or a previous English teacher's recommendation.</i>	

The content of this college level course is approved by the College Board. Students take the Advanced Placement exam during the spring semester; a successful score on this exam is recognized by most colleges and universities as having earned college credit for this course. However, due to varying university policies, students should check with individual colleges to determine AP credit procedures and criteria.

<b>36491</b>	<b>English IB HL2.....</b>	<b>10 credits</b>
	<b>Offered: M .....</b>	<b>12</b>
	<i>Grad Req: English</i>	

*PPrerequisite: Must meet one of the following criteria (and complete summer work if applicable): an "A" in English 3 P or "B" or better in English IB HL1, or a previous English teacher's recommendation.*

This college level course meets the same standards as English 4. The International Baccalaureate English II course is the second course in a specialized two-year English program for 11th and 12th grade students who are interested in pursuing literature and composition studies at the college level. Students completing this two-year IB curriculum will be eligible for the Higher Level IB certificate by successfully passing the IB Language A Literature exam in English.

<b>36492</b>	<b>Literature &amp; Performance IB SL .....</b>	<b>10 Credits</b>
	<b>Offered: M .....</b>	<b>12</b>
	<i>Grad Req: English, Elective</i>	
	<i>Prerequisite: Successful completion of English 3P - Literature and Performance or previous English teacher's recommendation.</i>	

This course is the second year of a two-year IB English course offering at the standard level for academically strong students who do not wish to complete the more rigorous higher level IB course. Completion of Year 2 will provide increased access to the IB Diploma Program, as students may use this course to meet Group 1 or Group 6 requirements. The two-year course will give students an innovative, creative, and physically active approach to the critical study of literature, and appeals to a student base that would otherwise not take an IB English course, or has an interest in the Performing Arts.

## SPECIAL ENGLISH EDUCATION COURSES

### SPECIAL EDUCATION ENGLISH COURSES

<b>36100</b>	<b>English 1 Level 3 .....</b>	<b>10 credits</b>
	<b>Offered: EA, MC, M, SR .....</b>	<b>9</b>
	<i>Grad Req: English</i>	
	<i>Prerequisite: Identified Special Needs student through her/his IEP</i>	

This non-college preparatory course is designed for identified Special Day Class [SDC] students who require a self-contained classroom in order to better support the development of their reading, writing, listening and speaking skills.

<b>36105</b>	<b>English 1 Level 2 .....</b>	<b>10 credits</b>
	<b>Offered: EA, MC, M, P, SR.....</b>	<b>9</b>
	<i>Grad Req: English</i>	
	<i>Prerequisite: Identified Special Needs student through her/his IEP</i>	

This non-college preparatory course is designed for identified Resource Specialist Program [RSP] students who require a self-contained classroom in order to better support the development of their reading, writing, listening and speaking skills.

<b>36200</b>	<b>English 2 Level 3 .....</b>	<b>10 credits</b>
	<b>Offered: EA, MC, M, SR .....</b>	<b>10</b>
	<i>Grad Req: English</i>	
	<i>Prerequisite: Identified Special Needs student through her/his IEP</i>	

This non-college preparatory course is designed for identified Special Day Class [SDC] students who require a self-contained classroom in order to better support the development of their reading, writing, listening and speaking skills..

<b>36205</b>	<b>English 2 Level 2 .....</b>	<b>10 credits</b>
	<b>Offered: EA, MC, M, P, SR.....</b>	<b>10</b>
	<i>Grad Req: English</i>	
	<i>Prerequisite: Identified Special Needs student through her/his IEP</i>	

This non-college preparatory course is designed for identified Resource Specialist Program [RSP] students who require a self-contained classroom in order to better support the development of their reading, writing, listening and speaking skills.

**36300 English 3 Level 3 .....10 credits**  
**Offered: EA, MC, M, P, SR..... 11**  
*Grad Req: English*  
*Prerequisite: Identified Special Needs student through her/his IEP*

This non-college preparatory course is designed for identified Special Day Class [SDC] students who require a self-contained classroom in order to better support the development of their reading, writing, listening and speaking skills.

**36305 English 3 Level 2 10 credits**  
**Offered: EA, MC, M, P, SR..... 11**  
*Grad Req: English*  
*Prerequisite: Identified Special Needs student through her/his IEP*

This non-college preparatory course is designed for identified Resource Specialist Program [RSP] students who require a self-contained classroom in order to better support the development of their reading, writing, listening and speaking skills.

**36400 English 4 Level 3 .....10 credits**  
**Offered: EA, MC, M, P, SR..... 12**  
*Grad Req: English*  
*Prerequisite: Identified Special Needs student through her/his IEP*

This non-college preparatory course is designed for identified Special Day Class [SDC] students who require a self-contained classroom in order to better support the development of their reading, writing, listening and speaking skills.

**36405 English 4 Level 2.....10 credits**  
**Offered: EA, MC, M, P, SR..... 12**  
*Grad Req: English*  
*Prerequisite: Identified Special Needs student through her/his IEP*

This non-college preparatory course is designed for identified Resource Specialist Program (RSP) students who require a self-contained classroom in order to better support the development of their reading, writing, listening and speaking skills.

**ENGLISH SUPPORT CORE COURSES:**

**36710 Intensive English ELD A .....10 credits**  
**Offered: EA, MC, M, P, SR..... 9, 10, 11, 12**  
*Grad Req: English*  
*Prerequisite: Identified regular education students, placement determined by CELDT scores.*

This core course is designated for students who need additional systematic support to build strong literacy skills in order to read proficiently. This core course is partnered with the lab course, Intensive ELD A LAB, #78714.

**36712 Intensive English AB  
(English Language Development) .....10 credits**  
**Offered: EA, MC, M, P, SR..... 9, 10, 11, 12**  
*Grad Req: English*  
*Prerequisite: Identified English Learner; placement determined by CELDT test; CELDT score 1-2.*

This core course is designated for English Language Learners at CELDT Levels 1-2 who need systematic intervention to support the development of their reading, writing and listening skills. This core course is partnered with the lab course, #78715, Intensive English 1 LAB.

**36713 Intensive English CD .....10 credits**  
**Offered: EA, MC, M, P, SR..... 9, 10, 11, 12**  
*Grad Req: English*  
*Prerequisite: Identified regular education students, placement determined by English CST score.*

This core course is designated for students who need systematic intervention to support the development of their reading, writing and listening skills. This core course is partnered with the lab course, #78716, Intensive English 2 LAB.

**860154 Intensive English I-Level 2 .....10 credits**  
**Offered: P ..... 9, 10, 11, 12**  
*Grad Req: English*  
*Prerequisite: Identified Special Needs student through her/his IEP*

This core course is designated for students identified as requiring Resource Specialist Program (RSP) Intensive English 1 to support the development of their reading, writing and listening skills. This core course is partnered with the lab course, Intensive English 1 Level-2 LAB.

**860155 Intensive English 2-Level 2 .....10 credits**  
**Offered: P, SR ..... 9, 10, 11, 12**  
*Grad Req: English*  
*Prerequisite: Identified Special Needs student through her/his IEP*

This core course is designated for students identified as requiring Resource Specialist Program (RSP) Intensive English 2 who need additional systematic support to build strong literacy skills in order to read proficiently. This core course is partnered with the lab course, Intensive English 2 Level-2 LAB.

**860156 Intensive English I-Level 3 .....10 credits**  
**Offered: EA, P..... 9, 10, 11, 12**  
*Grad Req: English*  
*Prerequisite: Identified Special Needs student through her/his IEP*

This core course is designated for students identified as requiring Special Day Class (SDC) Intensive English 1 to support the development of their reading, writing and listening skills. This core course is partnered with the lab course, Intensive English 1 Level-3 LAB.

**860157 Intensive English 2-Level 3 LAB .....10 credits**  
**Offered: EA, P ..... 9, 10, 11, 12**  
*Grad Req: English*  
*Prerequisite: Identified Special Needs student through her/his IEP*

This core course is designated for students identified as requiring Special Day Class (SDC) Intensive English 2 who need additional systematic support to build strong literacy skills in order to read proficiently. This core course is partnered with the lab course, Intensive English 2 Level-3 LAB.

**ALL COURSES SUBJECT TO AVAILABILITY BASED ON ENROLLMENT AND STAFFING.**  
Classes are organized by department. Each course is listed by title, grade level and number of units.  
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# MATH

<b>35433</b>	<b>Computing with Robotics ...</b>	<b>10 credits</b>
	<b>Offered: P</b>	<b>10, 11, 12</b>
	<i>Grad Req: College Preparatory Elective</i>	
	<i>Prerequisite: Concurrent enrollment in Geometry, Algebra 2 or Trigonometry/Precalculus</i>	

This course introduces students to the working principles and foundational knowledge of robotics. Students learn to control a single robot and multiple robots by graphical user interface, and computer programs in C/C++. Students write robotics programs to perform various tasks based on the sensory information of robots. Robots are used as platforms to engage students in both personalized and collaborative learning computing, science, technology, engineering, and math concepts. This course emphasizes hands-on robotics activities with a concentration on mathematical modeling and computer programming for solving problems in math and science. As term projects, students will participate in regional and statewide C-STEM RoboPlay Video and/or RoboPlay Challenge Competitions, which not only enhance their learning of robotics, math, and engineering, but also allow them to explore their creativity in writing, art, music, choreography, design, video editing, and film production. Through these project-based team activities, students develop critical thinking, problem solving, effective communication, and teamwork skills.

<b>62610</b>	<b>Sheltered Algebra Readiness ...</b>	<b>10 credits</b>
	<b>Offered: EA, M, P, SR</b>	<b>9, 10, 11</b>
	<i>Grad Req: Math</i>	
	<i>Prerequisite: Identified English Learner; placement determined by CELDT test; CELDT level 1-3.</i>	

This non-college preparatory course is for identified English Learners who need additional support prior to transitioning into the mainstream program. Throughout the course, the instructor employs SIOP strategies to assist EL students in accessing course content while developing proficiency in English. This course is for students who lack basic foundational skills and concepts for success in Algebra. This course is designed to prepare students to complete a course in Algebra successfully in the following year.

<b>62620</b>	<b>Algebra Readiness</b>	<b>10 credits</b>
	<b>Offered: EA, MC, M, P, SR</b>	<b>9</b>
	<i>Grad Req: Math</i>	
	<i>Prerequisite: Students are placed by identified need for Algebra Readiness Program</i>	

This non-college preparatory course is for students who lack basic foundational skills and concepts for success in Algebra. This course is designed to prepare students to complete a course in Algebra successfully in the following year.

<b>62710</b>	<b>Sheltered Algebra 1</b>	<b>10 credits</b>
	<b>Offered: EA, P, M, SR</b>	<b>9, 10, 11, 12</b>
	<i>Grad Req: Math</i>	
	<i>Prerequisite: Identified English Learner; placement determined by CELDT test; CELDT level 1-3.</i>	

This college preparatory course is for identified English Learners who are transitioning into the mainstream program. Throughout the course, the instructor employs SIOP strategies to assist EL students in accessing course content while developing proficiency in English.

<b>62720</b>	<b>Algebra 1</b>	<b>10 credits</b>
	<b>Offered: SR</b>	<b>10, 11, 12</b>
	<i>Grad Req: Math</i>	
	<i>Prerequisite: Successful completion of any Pre-Algebra course.</i>	

This **non-college preparatory course** assists students in meeting state and district standards for Algebra. The course does not provide for university eligibility directly from high school. However, it does meet District and State graduation requirements for mathematics. Students continuing in Math will take **non-college prep Geometry**.

<b>62130</b>	<b>9th Algebra 1 P</b>	<b>10 credits</b>
	<b>Offered: EA, MC, M</b>	<b>9</b>
	<i>Grad Req: Math</i>	

*Prerequisite: Successful completion of SRCS CS 8 Math course with a "C-" or better, or score standard Nearly Met Level 2 or better.*

This college preparatory course assists students in meeting state standards. This course is offered to 9th graders only at a lower student to teacher ratio. This allows for more individual student support.

<b>62930</b>	<b>Algebra 1 P</b>	<b>10 credits</b>
	<b>Offered: EA, MC, M, P, SR</b>	<b>9, 10, 11, 12</b>
	<i>Grad Req: Math</i>	

*Prerequisite: Successful completion of SRCS CS 8 Math course with a "C-" or better, or a "C-" in high school Algebra Readiness or score standard Nearly Met Level 2 or better on the SBAC.*

This college preparatory course assists students in meeting state adopted standards for basic algebra. This course meets the "c" requirement of the "a-g" requirements.

<b>62920</b>	<b>Geometry</b>	<b>10 credits</b>
	<b>Offered: MC, SR</b>	<b>10, 11, 12</b>
	<i>Grad Req: Math</i>	

*Prerequisite: Successful Completion of Algebra 1 and recommendation of teacher or counselor. Does not satisfy the prerequisite for Algebra 2 P.*

This **non-college preparatory course** assists students in meeting state and district standards for geometry including but not limited to geometric proofs, constructing and proving the validity of a logical argument, basic theorems involving congruence and similarity, and solving problems using common geometric figures. This course does not provide for university eligibility directly from high school, or access to higher level courses at high school. However, it does meet District graduation requirements for mathematics.

<b>62133</b>	<b>9th Grade Geometry P</b>	<b>10 credits</b>
	<b>Offered: EA, MC, P, SR</b>	<b>9</b>
	<i>Grad Req: Math</i>	

*Prerequisite: Successful completion of Algebra 1 P*

This college preparatory course assists students in meeting state standards.

<b>62933</b>	<b>Geometry P</b>	<b>10 credits</b>
	<b>Offered: EA, MC, M</b>	<b>9, 10, 11, 12</b>
	<i>Grad Req: Math</i>	

*Prerequisite: Successful completion of Algebra 1 P*

This college preparatory course assists students in meeting state standards in Geometry. This course meets the "c" requirement of the "a-g" requirements.

<b>62161</b>	<b>9th Honors Geometry HP</b>	<b>10 credits</b>
	<b>Offered: EA, MC</b>	<b>9</b>
	<i>Grad Req: Math</i>	

*Prerequisite: Must meet one of the following criteria: an "A" in Algebra 1 P or "B" or better in H Algebra 1, or a previous math teacher's recommendation*

This course is designed for highly proficient students engaged in meeting and/or exceeding state standards in Geometry.

<b>62263</b>	<b>Honors Geometry HP</b>	<b>10 credits</b>
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**For more information about the transition to common core math, please visit [srcs.link/srcsmath](https://srcs.link/srcsmath).**

**Offered: EA, M, P, SR.....9, 10, 11, 12**

*Grad Req: Math*

*Prerequisite: Must meet the following criteria: an "A" in Algebra 1 P or "B" or better in Honors Algebra 1 HP, or SBAC score of met standards or exceeded standards in math from the previous year, or a previous math teacher's recommendation.*

This course is designed for highly proficient students engaged in meeting and/or exceeding state standards in Geometry. This course meets the "c" requirement of the "a-g" requirements.

**62934 Algebra 2 P.....10 credits**

**Offered: EA, MC, M, P, SR.....9, 10, 11, 12**

*Grad Req: Math*

*Prerequisite: Must meet one of the following criteria: successful completion of Geometry P or H Geometry or a previous math teacher's recommendation*

This college preparatory course assists students in meeting state and content standards for Algebra 2. This course meets the "c" requirement of the "a-g" requirements.

**62764 Honors Algebra 2 HP.....10 credits**

**Offered: EA, MC, M, P, SR.....9, 10, 11, 12**

*Grad Req: Math*

*Prerequisite: Must meet one of the following criteria: an "A" in Geometry P or "B" or better in Honors Geometry HP, or a previous math teacher's recommendation*

This course is designed for highly proficient students engaged in meeting and/or exceeding state standards in Algebra. This course meets the "c" requirement of the "a-g" requirements.

**62041 Trigonometry P .....5 credits**

**Offered: EA, MC, P, SR.....9, 10, 11, 12**

*Grad Req: Math*

*Prerequisite: Successful completion of Algebra 2 P or previous math teacher's recommendation*

This college preparatory course assists students in meeting state standards in Trigonometry. This course meets the "g" requirement of the a-g requirements.

**62960 Honors Trigonometry HP.....5 credits**

**Offered: EA, MC, P, SR.....10, 11, 12**

*Grad Req: Math*

*Prerequisite: Must meet one of the following criteria: an "A" in Algebra 2 P or "B" or better in Honors Algebra 2 HP, or previous math teacher's recommendation*

This course is designed for highly proficient students engaged in meeting and/or exceeding state standards in Trigonometry. This course meets the "g" requirement of the "a-g" requirements.

**62096 Honors Trig/Pre Calculus HP .....10 credits**

**Offered: M, P, SR .....11, 12**

*Grad Req: Math*

*Prerequisite: Must meet one of the following criteria: an "A" in Algebra 2 or "B" or better in Honors Algebra 2 HP, or SBAC score of met standards or exceeded standards in math from the previous year, or previous math teacher's recommendation*

This college preparatory course assists students in meeting state and district standards in Honors Trigonometry. This course meets the "g" requirement of the "a-g" requirements.



**62043 Pre-Calculus P.....5 credits**

**Offered: EA, MC, P, SR.....9, 10, 11, 12**

*Grad Req: Math*

*Prerequisite: Successful completion of Ac Trigonometry or previous math teacher's recommendation*

This college preparatory course assists students in meeting state standards in Academic Pre Calculus P. This course meets the "g" requirement of the "a-g" requirements.

**62967 Honors Pre-Calculus HP.....10 credits**

**Offered: EA, MC, P, SR.....9, 10, 11, 12**

*Grad Req: Math*

*Prerequisite: Must meet one of the following criteria: an "A" in Trigonometry P or "B" or better in H Trigonometry HP, or previous math teacher's recommendation*

This course is designed for highly proficient students engaged in meeting and/or exceeding state standards in Pre-Calculus. This course meets the "g" requirement of the "a-g" requirements.

**62093 AP Calculus AB HP .....10 credits**

**Offered: EA, MC, M, P, SR.....11, 12**

*Grad Req: Math*

*Prerequisite: Must meet one of the following: C or better in Academic Trig/PreCalc or A previous math teacher's recommendation*

This college level course is designed for highly proficient students. The course follows College Board guidelines, which include the study of beginning functions, limits, derivatives, differentials, and integrals. Students take the Advanced Placement exam during the spring semester; a successful score on this exam is recognized by most colleges and universities as having earned college credit for this course. However, due to varying university policies, students should check with individual colleges to determine AP credit procedures and criteria.

**ALL COURSES SUBJECT TO AVAILABILITY BASED ON ENROLLMENT AND STAFFING.**

Classes are organized by department. Each course is listed by title, grade level and number of units.

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**62097 AP Calculus BC HP .....10 credits**  
**Offered: MC, M..... 11, 12**  
*Grad Req: Math*  
*Prerequisite: Must meet one of the following: C or better in Trig/PreCalc P or previous math teacher's recommendation*

This college level course is designed for highly proficient students. The course follows College Board guidelines, which include the study of beginning functions, limits, derivatives, differentials, and integrals. This course covers the curriculum at a quicker pace allowing for more time on Calculus theory and addition curriculum. Students take the Advanced Placement exam during the spring semester; a successful score on this exam is recognized by most colleges and universities as having earned college credit for this course. However, due to varying university policies, students should check with individual colleges to determine AP credit procedures and criteria.

**62095 Mathematical Studies IB SL ..... 10 credits**  
**Offered: M ..... 11, 12**  
*Grad Req: Math*  
*Prerequisite:: Successful completion of Algebra 2 P.*

The Math Studies course is an introduction to college level math. The content covers a variety of topics, prescribed by IB, which may be helpful to students pursuing many different areas of study. The content includes: Algebra and Functions, Measurement, Sets, Probability, Statistics, Sequences and Series, Geometry, Trigonometry, Financial Mathematics, Logic, and Differential Calculus. Students are eligible to take Math Studies as a standard level (SL) course in order to satisfy full IB diploma or IB certificate requirements.

**62098 Mathematics IB HL 2 ..... 10 Credits**  
**Offered M..... 11, 12**  
*Grad Req: Math*  
*Prerequisite: Successful completion of Algebra 2 P.*

The Math Studies course is a college level math course. The content covers a variety of topics, prescribed by IB, which may be helpful to students pursuing many different areas of study. The content includes a deeper coverage of Algebra and Functions, Measurement, Sets, Probability, Statistics, Sequences and Series, Geometry, Trigonometry, Financial Mathematics, Logic, and Differential Calculus. Students are eligible to take Math Studies as a standard level (HL) course in order to satisfy full IB diploma or IB certificate requirements.

**62990 AP Statistics HP .....10 credits**  
**Offered: EA, MC, M, SR ..... 10, 11, 12**  
*Grad Req: Math*  
*Prerequisite: Must meet one of the following criteria: successful completion in Algebra 2 P or a previous math teacher's recommendation*

This college level course is designed for highly proficient students. The course follows College Board guidelines, which include the study of exploring data, anticipating patterns, and statistical inference. Students take the Advanced Placement exam during the spring semester; a successful score on this exam is recognized by most colleges and universities as having earned college credit for this course. However, due to varying university policies, students should check with individual colleges to determine AP credit procedures and criteria.

SPECIAL EDUCATION MATH COURSES

**62705 Algebra Readiness Level 2.....10 credits**  
**Offered: EA, MC, M, P, SR..... 9, 10, 11**  
*Grad Req: Math*  
*Prerequisite: Identified Special Needs student through her/his IEP*

This non-college preparatory course is designed for identified Resource Specialist [RSP] students who need intensive intervention to support the development of basic foundational skills and concepts for success in Algebra. The Algebra Readiness program breaks the sixteen standards into their component concepts and skills, with a primary focus on developing students' mastery of arithmetic.

**860209 Algebra Readiness Level 3.....10 credits**  
**Offered: EA, MC, M, P, SR .....9, 10,11**  
*Grad Req: Math*  
*Prerequisite: Identified Special Needs student through his/her IEP.*

This non-college preparatory course is designed for identified Special Day class (SDC) student who need intensive intervention to support the development of basic foundational skills and concepts for success in Algebra.

**860160 Algebra 1A-2A Level 2.....10 credits**  
**860162 Offered: MC, SR..... 9, 10, 11, 12**  
*Grad Req: Math*  
*Prerequisite: Identified Special Needs student through her/his IEP*

This non-college preparatory course is designed for identified Resource Specialist Program (RSP) students who require a self-contained classroom in order to better support the development of their fundamental skills in mathematics and to assure a foundation in pre-algebraic understanding. First year of 2 yr. program.

**860161 Algebra 1B-2B Level 2.....10 credits**  
**860163 Offered: MC, SR..... 9, 10, 11, 12**  
*Grad Req: Math*  
*Prerequisite: Identified Special Needs student through her/his IEP*

This non-college preparatory course is designed for identified Resource Specialist Program (RSP) students who require a self-contained classroom in order to better support the development of their fundamental skills in mathematics and to assure a foundation in pre-algebraic understanding. Second year of 2 yr. program.

**62706 Algebra 1 Level 2 .....10 credits**  
**Offered: EA, MC, M, P ..... 9, 10, 11, 12**  
*Grad Req: Math*  
*Prerequisite: Identified Special Needs student through her/his IEP*

This non-college preparatory course is designed for identified Resource Specialist Program (RSP) students who require a self-contained classroom.

*Successful completion as a Prerequisite is most often defined as completing the course with a "C" or better.*

ALL COURSES SUBJECT TO AVAILABILITY BASED ON ENROLLMENT AND STAFFING.  
Classes are organized by department. Each course is listed by title, grade level and number of units.  
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# SCIENCE

**72610 Sheltered Physical Science .....10 credits**  
**Offered: EA, MC, M, P, SR.....9, 10, 11, 12**  
*Grad Req: Physical Science*  
*Prerequisite: Identified English Learner; placement determined by CELDT scores 579-637 and/or LGL scores of D or E and teacher discretion.*

This course is for identified English Learners who are transitioning into the mainstream program. Throughout the course, the instructor employs various strategies to assist EL students in accessing course content while developing proficiency in English.

**860257 Physical Science 9 Level 3 .....10 credits**  
**Offered: EA .....9**

This *non-college preparatory course* is for students with an IEP. Throughout the course, the instructor employs various strategies to assist students in accessing course content. Students will gain an understanding of the physical and natural laws of science and an opportunity to explore themes in earth science, physics and chemistry. This course does not provide for University eligibility directly from high school. However, it does meet District graduation requirements.

**28029 Agriculture Soil Chemistry .....10 credits**  
**Offered: EA .....11, 12**  
*Grad req: Science*  
*Prerequisites: Successful completion of Agriculture Biology, Sustainable Agriculture Biology, or Biology P with a grade of C or better.*

This course explores the physical and chemical nature of soil as well as the relationships between soil, plants, animals and agricultural practices. Students will examine properties of soil and land and their connections to plant and animal production.

**72620 Physical Science .....10 credits**  
**Offered: EA, MC, SR.....9, 10, 11, 12**  
*Grad Req: Physical Science*  
*Prerequisite: Previous Science teacher's recommendation*

This non-college preparatory course gives students an understanding of the physical and natural laws of science and an opportunity to explore themes in earth science, physics and chemistry. This course does not provide for University eligibility directly from high school. However, it does meet District graduation requirements.

**72130 Physical Science P .....10 credits**  
**Offered: EA, M, P, SR .....9**  
*Grad Req: Physical Science*  
*Prerequisite: None*

This college preparatory course gives students an understanding of the physical and natural laws of science and an opportunity to explore themes in earth science, physics and chemistry. This course is not a UC approved Lab Science, but does qualify for 'g' elective credit for UC entrance.

**72721 Earth Science P .....10 credits**  
**Offered: MC, SR.....9, 10,11,12**  
*Grad Req: Physical Science*  
*Prerequisite: None*

This college preparatory course gives students an understanding of the physical and natural laws of science and an opportunity to explore themes in earth science, physics and chemistry. This course is not a UC approved Lab Science, but is approved for 'g' elective credit for UC entrance.



**72530 Earth Science in Agriculture P .....10 credits**  
**Offered: EA, SR.....9, 10, 11, 12**  
*Grad Req: Physical Science*  
*Prerequisite: None*

Earth Science in Agriculture is a one-year, science course, designed for the college bound student with career interests in Agriculture. Using agriculture as a learning vehicle, the course emphasizes the principles and practices of Earth Science as a way to demonstrate the relevance of Earth Science in Agriculture to each student's life and environment. This course is not UC approved as a Lab Science course but qualifies for 'g' elective credit for UC entrance.

**72611 Sheltered Biology.....?**  
**Offered: EA.....?**  
*Prerequisite: Identified English Learner; placement determined by CELDT scores 579-637 and/or LGL scores of D or E and teacher discretion.*

This, laboratory course provides identified English Learners, who are transitioning to into the mainstream program, with an in-depth study of biological concepts and principles, such as molecular biologic processes, genetics, human systems, classification, ecology and evolution. Instuctor will employ a variety of strategies to assist the EL students with accessing course content while developing English proficiency. This course qualifies for 'd' lab science credit for UC entrance

**72920 Biology .....10 credits**  
**Offered: EA, MC, P, SR.....10, 11, 12**  
*Grad Req: Biological Science*  
*Prerequisite: Previous Science teacher's recommendation*

This non-college preparatory, laboratory course provides students with a hands-on study of biological concepts and principles. This course does not provide for University eligibility directly from high school. However, it does meet District graduation requirements.

**72830     Biology P .....10 credits**  
**Offered: EA, MC, M, P, SR..... 9, 10, 11**  
*Grad Req: Biological Science*

*Prerequisite: Successful completion of Physical Science P/Earth Science P or a previous science teacher's recommendation.*

This college preparatory, laboratory course provides students with an in-depth study of biological concepts and principles, such as molecular biologic processes, genetics, human systems, classification, ecology and evolution. This course qualifies for d' lab science credit for UC entrance.

**72730     Integrated Agricultural Biology P.....10 credits**  
**Offered: EA, SR..... 9, 10, 11, 12**  
*Grad Req: Biological Science*

*Prerequisite: Successful completion of Physical Science or Earth Science or Earth Science in Agriculture.*

This college preparatory laboratory science course is designed for students with educational and career interests in agriculture. It meets all of the state adopted standards for biology and receives d' lab science credit for UC entrance.

**72660     Honors Biology HP .....10 credits**  
**Offered: EA, MC, P, SR..... 9, 10, 11**  
**At M, only for 9th and 10th and IB Biology for 11 and 12**  
*Grad Req: Biological Science*

*Prerequisite: Must meet one the following criteria and be concurrently enrolled in CS Geometry or higher level math course: an "A" in Physical Science P; or "B" or better in H Physical Science HP, or a previous science teacher's recommendation.*

This course is designed for highly proficient students engaged in meeting and/or exceeding state standards for Biology. This course meets d' lab science credits for UC entrance.

**72990     AP Biology HP .....10 credits**  
**Offered: EA, MC, P, SR..... 10, 11, 12**  
*Grad Req: Biological Science*

*Prerequisite: Must meet one of the following criteria and be concurrently enrolled in Algebra 2 P or higher level math class: an "A" in previous Biology P or Chemistry P or "B" or better in H Biology or H Chemistry, or a previous science teacher's recommendation. Please check with specific site for enrollment inforamtion.*

This college level course is designed for highly proficient students. The course follows College Board guidelines, which include the study of biochemistry, energy systems, genetics, evolution, classification systems, botany, animal anatomy, physiology, and ecology. This course meets d' lab science credit for UC entrance. Students take the Advanced Placement exam during the spring semester; a successful score on this exam is recognized by most colleges and universities as having earned college credit for this course. However, due to varying university policies, students should check with individual colleges to determine AP credit procedures and criteria.

**ALL COURSES SUBJECT TO AVAILABILITY BASED ON ENROLLMENT AND STAFFING.**  
Classes are organized by department. Each course is listed by title, grade level and number of units.  
The following abbreviations are used to indicate where each course is taught:  
**EA**–Elsie Allen, **MC**–Maria Carrillo, **M**–Montgomery, **P**–Piner, **SR**–Santa Rosa.



**72390     Biology IB HL1 .....10 credits**  
**Offered: M ..... 11, 12**  
*Grad Req: Biological Science*

*Prerequisite: Must meet one of the following criteria: successful completion of Honors/IB Chemistry with a grade of "B" or better.*

Juniors completing this course and IB Biology as seniors will be eligible for the higher-level IB certificate in Biology by successfully passing the IB Higher-Level Biology Exam. This college preparatory course provides students with an in-depth study of biological concepts and principles. Year I will include biochemistry, cell biology, classic genetics, molecular genetics, biotechnology, and evolution. This course meets the d' lab science credit for UC entrance.

**72490     Biology IB HL2 .....10 credits**  
**Offered: M ..... 12**  
*Grad Req: Biological Science*

*Prerequisite: Successful completion of IB Biology I and previous science teacher's recommendation.*

Curriculum for the second year course will include an in-depth study of plants and animals, including evolutionary relationships, anatomy and physiology, and the principles of ecology. An Internal Assessment project/lab will be required to complete this course. A required group project will be completed. This course meets the d' lab science credit for UC entrance.

**72930     Chemistry P .....10 credits**  
**Offered: EA, MC, M, P, SR..... 10, 11, 12**  
*Grad Req: Physical Science*

*Prerequisite: Must meet one of the following criteria and be concurrently enrolled in CS Geometry or higher level math class: successful completion of Biology P or Physics P or Physical Science P with a grade of C or better, demonstrated proficiency in Algebra I and/or previous science teacher's recommendation.*

This college preparatory course provides students with a study of general chemistry. This course meets the d' lab science credit for UC entrance.

**72960     Honors Chemistry HP .....10 credits**  
**Offered: EA, M, P, SR ..... 10, 11, 12**  
*Grad Req: Physical Science*

*Prerequisite: Must meet one of the following criteria and be concurrently enrolled in Algebra 2 P or higher level math class: an "A" in Biology P or Physics P; "B" or better in H Biology HP or AP Physics , Physics IB SL or previous science teacher's recommendation.*

This college preparatory course is designed for highly proficient students who plan to enroll in science classes at the university or college level in the future. This course will emphasize theoretical chemistry, analytical skills and problem solving. Extensive work will be accomplished in stoichiometry, matter and energy, gas laws, thermodynamics, equilibrium, acid/base solutions, and oxidation-reduction. This course meets the d' lab science credit for UC entrance.

**72890 Chemistry IB SL .....10 credits**  
**Offered: M ..... 10, 11, 12**  
*Grad Req: Physical Science*

*Prerequisite: Must meet one of the following criteria and be concurrently enrolled in Algebra 2 P or higher level math class: an "A" in Biology P or Physics P; "B" or better in H Biology HP or AP Physics , Physics IB SL or previous science teacher's recommendation.*

This college preparatory course is designed for highly proficient students who plan to enroll in science classes at the university or college level in the future. This course will emphasize theoretical chemistry, analytical skills and problem solving. Extensive work will be accomplished in stoichiometry, matter and energy, gas laws, thermodynamics, equilibrium, acid/base solutions, and oxidation-reduction. This course meets the 'd' lab science credit for UC entrance.

**72991 AP Chemistry HP .....10 credits**  
**Offered: MC, P ..... 10, 11, 12**  
*Grad Req: Physical Science*

*Prerequisite: Must meet one of the following criteria and be concurrently enrolled in Algebra 2 P or higher level math class: an "A" in Biology P or Physics P; or "B" or better in H Biology HP or AP Physics or H Physical Science HP; or previous science teacher's recommendation*

The content of this college level course is defined by the College Board. This course will emphasize theoretical chemistry, analytical skills and problem solving. Extensive work will be accomplished in stoichiometry, matter and energy, gas laws, thermodynamics, equilibrium, acid/base solutions, and oxidation-reduction. Lab work is completed in weekly 2-hour blocks of time, extending beyond the school day. Lab work is a mandatory and essential component of the course. This course meets 'd' lab science credit for UC entrance. Students take the Advanced Placement exam during the spring semester; a successful score on this exam is recognized by most colleges and universities as having earned college credit for this course. However, due to varying university policies, students should check with individual colleges to determine AP credit procedures and criteria.

**72931 Physics P .....10 credits**  
**Offered: EA, MC, M, P, SR ..... 10, 11, 12**  
*Grad Req: Physical Science*

*Prerequisite: Must meet one of the following criteria and be concurrently enrolled in Algebra 2 P or higher level math class: successful completion of Biology P or Chemistry P or previous science teacher's recommendation.*

This college preparatory course provides students with a study of general physics. This course meets the 'd' lab science credit for UC entrance.

**72992 Physics IB HL1 .....10 credits**  
**Offered: M ..... 10, 11, 12**  
*Grad Req: Physical Science*

*Prerequisite: Must meet the following criteria and have completed Algebra 2 Ps or higher level math class: "A" in Biology P or Chemistry P or "B" or better in H Biology or H Chemistry or previous science teacher's recommendation.*

This college preparatory course is designed for highly proficient students who plan to enroll in science classes at the university or college level in the future. This course meets the 'd' lab science credit for UC entrance. This course is the first year of potentially a two year IB Physics program.

**72993 Physics IB HL2 .....10 credits**  
**Offered: M ..... 10, 11, 12**  
*Grad Req: Physical Science*

*Prerequisite: Must meet the following criteria and have completed Algebra 2 P or higher level math class: "A" in Biology P or Chemistry P or "B" or better in H Biology or H Chemistry or, previous science teacher's recommendation.*

This college preparatory course is designed for highly proficient students who plan to enroll in science classes at the university or college level in the future. This course meets the 'd' lab science credit for UC entrance. This course is the second year of potentially a two year IB Physics program.

**72092 AP Physics 1 .....10 credits**  
**Offered: MC, P, SR ..... 11, 12**  
*Grad Req: Physical Science*

*Prerequisite: Must meet the following criteria and have completed Algebra 2 P or higher level math class: "A" in Biology P or Chemistry P; or "B" or better in H Biology or AP Chemistry; or previous science teacher's recommendation.*

This college level course is the first year of a two year course designed for highly proficient students engaged in the study of math-based physics. The course follows College Board guidelines, which include the rigorous study of mechanics, dynamics, waves, light, electricity, heat and nuclear processes. Problem solving using algebra, geometry and trigonometry is included. This course meets 'd' lab science credit for UC entrance. Students take the Advanced Placement exam during the spring semester; a successful score on this exam is recognized by most colleges and universities as having earned college credit for this course. However, due to varying university policies, students should check with individual colleges to determine AP credit procedures and criteria.

**72094 AP Physics 2 HP .....10 credits**  
**Offered: MC, P, SR ..... 12**  
*Grad Req: Physical Science*

*Prerequisite: Must have successfully completed AP Physics 1 or previous AP science teacher's recommendation.*

This college level course is the second year of a two year course designed for highly proficient students engaged in the study of math-based physics. The course follows College Board guidelines, which include the rigorous study of mechanics, dynamics, waves, light, electricity, heat and nuclear processes. Problem solving using algebra, geometry and trigonometry is included. This course meets 'd' lab science credit for UC entrance. Students take the Advanced Placement exam during the spring semester; a successful score on this exam is recognized by most colleges and universities as having earned college credit for this course. However, due to varying university policies, students should check with individual colleges to determine AP credit procedures and criteria.



<b>72030</b>	<b>Human Anatomy and Physiology P</b>	<b>10 credits</b>
<b>Offered: EA, MC</b> ..... 11, 12		
<i>Grad Req: Biological Science or Elective</i>		
<i>Prerequisite: Must meet one of the following criteria: successful completion of one year of Biology or Chemistry, or previous Science teacher's recommendation</i>		

This college preparatory course provides students with theories and principles related to Human Anatomy and Physiology. Academic units focus on medical terminology, basic chemistry, cell and tissue structure, and the 11 systems of the human body (integumentary, skeletal, muscular, nervous, endocrine, circulatory, lymphatic, digestive, respiratory, urinary and reproductive). Laboratory work will include comparative anatomy dissection. This course is intended for students interested in careers that focus on Human Anatomy, Health Sciences, or Biological Sciences and qualifies for d'lab science credit for UC entrance.

<b>72031</b>	<b>Honors Human Anatomy and Physiology HP</b> ..... 10 credits
<b>Offered: EA</b> ..... 11, 12	
<i>Grad Req: Biological Science or Elective</i>	
<i>Prerequisite: Must meet one of the following criteria: successful completion of one year of Biology or Chemistry, or previous Science teacher's recommendation</i>	

This course curriculum proceeds at a quicker pace allowing students to cover more material and requires an increased demonstration of student proficiency as compared to the Academic Human Anatomy and Physiology course. This college preparatory course provides students with theories and principles related to Human Anatomy and Physiology. Academic units focus on medical terminology, basic chemistry, cell and tissue structure, and the 11 systems of the human body (integumentary, skeletal, muscular, nervous, endocrine, circulatory, lymphatic, digestive, respiratory, urinary and reproductive). Laboratory work will include comparative anatomy dissection. This course is intended for students interested in careers that focus on Human Anatomy, Health Sciences, or Biological Sciences and is pending UC approval for d'lab science credit for UC entrance.

# SOCIAL SCIENCE

<b>77510</b>	<b>Sheltered World History</b> ..... 10 credits
<b>Offered: EA, M, P, SR</b> ..... 9, 10, 11, 12	
<i>GPrerequisite: Identified English Learner; placement determined by CELDT scores 579-637 and/or LGL scores of D or E and teacher discretion.</i>	

This course is for identified English Learners who are transitioning into the mainstream program. Throughout the course, the instructor employs sheltered strategies to assist EL students in accessing course content while developing proficiency in English. This course does not provide for University eligibility directly from high school. However, it does meet District graduation requirements.

<b>77520</b>	<b>World History</b> ..... 10 credits
<b>Offered: SR</b> ..... 9, 10	
<i>Grad Req: Social Science</i>	
<i>Prerequisite: Previous social science or English teacher's recommendation.</i>	

This non-college preparatory course engages students in the study of the modern world from the late 18th century to the present. This course does not provide for University eligibility directly from high school. However, it does meet District graduation requirements.

<b>77530</b>	<b>World History P</b> ..... 10 credits
<b>Offered: EA, MC, M, P, SR</b> ..... 9, 10	
<i>Grad Req: Social Science</i>	
<i>Prerequisite: Previous social science or English teacher's recommendation.</i>	

This college preparatory course engages students in the study of the modern world from the late 18th century to the present. Current world issues and a focus on the growing interdependence of people and cultures throughout the world are central to the course. Key concepts include social contract, democratic ideas, revolution, social reform, isolationism and imperialism.

<b>77560</b>	<b>Honors World History HP</b> ..... 10 credits
<b>Offered: EA, MC, M, SR</b> ..... 9, 10	
<i>Grad Req: Social Science</i>	
<i>Prerequisite: Must meet one of the following criteria: an "A" in Social Science or "B" or better in an accelerated Social Science course or a previous social science or English teacher's recommendation.</i>	

This college preparatory honors level course is designed for highly proficient students engaged in meeting and/or exceeding state standards regarding the study of the modern world from the late 18th century to the present. Current world issues and a focus on the growing interdependence of people and cultures throughout the world are central to the course. Key concepts include social contract, democratic ideas, revolution, social reform, isolationism and imperialism.

<b>77494</b>	<b>AP European History HP</b> ..... 10 credits
<b>Offered: P, MC</b> ..... 9, 10	
<i>Grad Req: Social Science</i>	
<i>Prerequisite: Must meet one of the following criteria: an "A" in Social Science or "B" or better in an accelerated Social Science course or a previous social science or English teacher's recommendation.</i>	

AP European History focuses on developing students' abilities to think conceptually about European history from approximately 1450 to the present and apply historical thinking skills as they learn about the past. Five themes of equal importance — interaction of Europe and the world, poverty and prosperity, objective knowledge and subjective visions, states and other institutions of power, and individual and society — provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places. The course also allows teachers flexibility to teach certain topics of their choice in depth.

**77010 Sheltered United States History .....10 credits**  
**Offered: EA, M, P, SR ..... 10, 11, 12**  
*Grad Req: Social Science*

*Prerequisite: Identified English Learner; placement determined by CELDT scores 579-637 and/or LGL scores of D or E and teacher discretion.*

This course is for identified English Learners who are transitioning into the mainstream program. Throughout the course, the instructor employs sheltered strategies to assist EL students in accessing course content while developing proficiency in English.

**77320 United States History .....10 credits**  
**Offered: EA, MC, M, SR ..... 11**  
*Grad Req: Social Science*  
*Prerequisite: Previous social science teacher's recommendation.*

This non-college preparatory course engages students in the examination of major issues that have defined the history of the United States. This course does not provide for University eligibility directly from high school. However, it does meet District graduation requirements.

**77330 United States History P .....10 credits**  
**Offered: EA, MC, M, P, SR ..... 11**  
*Grad Req: Social Science*  
*Prerequisite: Previous social science teacher's recommendation.*

This college preparatory course engages students in the examination of major issues that have defined the history of the United States. Students will continue to develop skills learned in previous social science offerings including growth in critical thinking, independent learning, oral presentations, historical interpretation, information technology and research, fine arts, content area reading, note taking and outlining skills.

**77390 AP United States History .....10 credits**  
**Offered: EA, MC, P, SR ..... 11**  
*Grad Req: Social Science*  
*Prerequisite: Must meet one of the following criteria (and complete summer work if applicable): an "A" in World History, "B" or better in H World History, or a previous social science teacher's recommendation.*

The content of this college level course is defined by the College Board. This course is designed for highly proficient students engaged in meeting and/or exceeding state standards regarding the major issues that have defined the history of the United States. Students take the Advanced Placement exam during the spring semester; a successful score on this exam is recognized by most colleges and universities as having earned college credit for this course. However, due to varying university policies, students should check with individual colleges to determine AP credit procedures and criteria.

**77391 IB/AP United States History HP .....10 credits**  
**Offered: M ..... 11**  
*Grad Req: Social Science*  
*Prerequisite: Must meet one of the following criteria (and complete summer work if applicable): an "A" in World History P, "B" or better in H World History, or a previous social science teacher's recommendation.*

The content of this college level course is defined by the International Baccalaureate Program and the College Board. This course is designed for highly proficient students engaged in meeting and/or exceeding state standards regarding the major issues, which have defined the history of the Americas. Students take the Advanced Placement exam during the spring semester; a successful score on this exam is recognized by most colleges and universities as having earned college credit for this course. However, due to varying university policies, students should check with individual colleges to determine AP credit procedures and criteria.

**77410 Sheltered Economics .....5 credits**  
**Offered: EA, SR ..... 12**  
*Grad Req: Social Science*  
*Prerequisite: Identified English Learner; placement determined by CELDT scores 579-637 and/or LGL scores of D or E and teacher discretion.*

This course is for identified English Learners who are transitioning into the mainstream program. Throughout the course, the instructor employs sheltered strategies to assist EL students in accessing course content while developing proficiency in English.

**77420 Economics .....5 credits**  
**Offered: MC, M, SR ..... 12**  
*Grad Req: Social Science*

*Prerequisite: Previous social science teacher's recommendation.*

This is a one-semester senior non-college preparatory economics course taken in connection with a semester of American Government. This course does not provide for University eligibility directly from high school. However, it does meet District graduation requirements.

**77430 Economics P .....5 credits**  
**Offered: EA, MC, M, P, SR ..... 12**  
*Grad Req: Social Science*  
*Prerequisite: Previous social science teacher's recommendation.*

This one semester college preparatory senior course, taken in connection with a semester of American Government, engages students in the examination of key economic concepts of choices, resources, opportunity, costs, products and services, competition, supply and demand, equilibrium, macroeconomics, business cycle, fiscal and monetary policy, taxes, economic indices, debt and deficit, specialization, labor unions and employment issues, interest rates, inflation, stock market, comparative and absolute advantage, and issues of international trade.

**77491 AP Macro-Economics HP .....5 credits**  
**Offered: EA, MC, P, SR ..... 12**  
*Grad Req: Social Science*  
*Prerequisite: Must meet one of the following criteria (and complete summer work if applicable): an "A" in US History, "B" or better in Honors/ AP US History, or a previous social science teacher's recommendation.*

The content of this college level course is defined by the College Board. This college level course, which precedes or follows a course in American Government, is designed for highly proficient students. Students take the Advanced Placement exam during the spring semester; a successful score on this exam is recognized by most colleges and universities as having earned college credit for this course. However, due to varying university policies, students should check with individual colleges to determine AP credit procedures and criteria.

**77411 Sheltered American Government .....5 credits**  
**Offered: EA, SR ..... 12**  
*Grad Req: Social Science*  
*Prerequisite: Identified English Learner; placement determined by CELDT scores 579-637 and/or LGL scores of D or E and teacher discretion.*

This course is for identified English Learners who are transitioning into the mainstream program. Throughout the course, the instructor employs SIOP strategies to assist EL students in accessing course content while developing proficiency in English.





**77421 American Government .....5 credits**  
**Offered: EA, MC, M, SR ..... 12**  
*Grad Req: Social Science*  
*Prerequisite: Previous social science teacher's recommendation.*

This course is for non-college preparatory students. This course explores the history and ideas that led to the creation of the Constitution and Bill of Rights and then focuses on the institutions and process of national, state, and local governments. Emphasis is placed on the rights and responsibilities of citizenship. This course does not provide for University eligibility directly from high school. However, it does meet District graduation requirements.

**77431 American Government P .....5 credits**  
**Offered: EA, MC, M, P, SR ..... 12**  
*Grad Req: Social Science*  
*Prerequisite: Previous social science teacher's recommendation.*

This college preparatory course explores the history and ideas that led to the creation of the Constitution and Bill of Rights and then focuses on the institutions and process of national, state, and local governments. Emphasis is placed on the rights and responsibilities of citizenship.

**77492 AP United States Government and Politics HP .....5 credits**  
**Offered: EA, MC, SR ..... 12**  
*Grad Req: Social Science*  
*Prerequisite: Must meet one of the following criteria (and complete summer work if applicable): an "A" in US History P, "B" or better in H/AP US History, or a previous social science teacher's recommendation.*

The content of this college level course is defined by the College Board. This college level course, which precedes or follows a course in Economics, is designed for highly proficient students engaged in meeting and/or exceeding state and district standards regarding the study of American Government. Students take the Advanced Placement exam during the spring semester; a successful score on this exam is recognized by most colleges and universities as having earned college credit for this course. However, due to varying university policies, students should check with individual colleges to determine AP credit procedures and criteria.

**77130 Humanities P .....10 credits**  
**Offered: MC ..... 9**  
*Grad Req: Social Science*  
*Prerequisite: None*

This college preparatory course is designed to engage students in the study of Asia, Middle East, Latin America, and Africa. Students address the historical, economic, artistic, linguistic, religious, scientific, and technological aspects of each region. Students will analyze nationalism, imperialism, and colonialism while comparing unique and similar systems of politics, aims, problems and regional geography. They will also analyze current events and conflicts pertaining to these regions. Note: This course is MCHS' designated Specialized Course, and is required for graduation.

**77160 Honors Humanities HP .....10 credits**  
**Offered: MC ..... 9**  
*Grad Req: Social Science*

*Prerequisite: Must meet one of the following criteria (and complete any summer work if assigned): an "A" in Social Science, "B" or better in 8th grade accelerated Social Science or a previous social science or English teacher's recommendation.*

This college preparatory honors level course is designed for highly proficient students engaged in the intensive study of Asia, Middle East, Latin America, and Africa. See course content for Academic Humanities 1-2 P above. Note: This course is MCHS' designated Specialized Course, and is required for graduation.

**77490 History of the Americas IB HL2 .....10 credits**  
**Offered: M ..... 12**  
*Grad Req: Social Science*  
*Prerequisite: None*

This course is a study of major topics, trends and patterns shaping the 20th century. Themes will include causes, practices, and effects of war, the cold war, democratic states-challenges and responses, nationalist and independence movements in Asia and Africa, and the Middle East. Students who successfully complete both IB History of Americas 1 and 2 receive a waiver for the graduation requirements in Government and Economics. Students completing the two-year IB curriculum will be eligible for the higher-level IB certificate in History by successfully passing the IB History HL exam. Students who do not complete both IB classes will receive elective credit. Students who do not complete IB History of the Americas 1 may enroll in year 2 for elective credit and are eligible to take the IB History Standard Level exam.

**855142 Social and Cultural Anthropology IB SL .....10 credits**  
**Offered: M ..... 11, 12**  
*Grad Req: 10 Social Science or Elective Credits*  
*Prerequisites: Completion of World History P with a grade of "B+" or higher, or completion of Honors World History with a grade of "C+" or higher, or teacher recommendation.*

This course provides students with an introduction to social anthropology. Through selected readings, class discussions, presentations, and independent research students will explore what it means to be human. This course will examine the role of culture in human life and the breadth of cultural diversity among human groups. It will include in-depth study of cultures new to students and will encourage them to develop a deeper understanding of their own culture. Areas of study will include diverse economic systems, political systems, social organization, belief systems, language, arts, and other cultural characteristics. This is a year-long academic elective for juniors and seniors who are interested in pursuing college level study in social or political science. Students should plan to commit to a full-year enrollment and take the IB Anthropology Exam, which is administered in the spring.

**35035 General Psychology P ..... 10 credits**  
**Offered: EA, MC, SR ..... 11, 12**  
*Grad Req: Elective*  
*Prerequisite: None*

This college preparatory course is designed to introduce students to psychology. It will focus on the background of psychology, neurophysiology and neuroanatomical concepts, sensory systems, developmental psychology, biological rhythms, hormones, behavior, learning and memory, thinking and intelligence, personality, and psychological disorders.

**77493 California History P ..... 10 Credits**  
**Offered: SR ..... 10, 11, 12**  
*Grad Req: Elective*  
*Prerequisite: None*

Our goal for this class is to explore the history, literature, culture, politics, and economics of California. We will examine a variety of historical and literary sources to understand the unique perspectives of the various groups that make up California. We will analyze the allure of the "Golden State" and the shifting definition of attaining the "California Dream." This course will prepare you to critically think, write, and speak in preparation for college and career readiness.

# WORLD LANGUAGE

**95720 Introduction to Spanish.....10 credits**  
**Offered: P, SR, M ..... 9, 10, 11, 12**  
*Grad Req: World Language*  
*Prerequisite: None*

This non-college prep course is the first in a series of Spanish courses offered in Santa Rosa City Schools. It emphasizes the development of basic language and comprehension skills in listening, reading, writing and speaking Spanish, with a goal of learning survival Spanish. The cultures of Spanish-speaking people are studied and vocabulary and structures are introduced in a thematic context. Although grammar principles are covered, the emphasis is placed on conversation and comprehension. Therefore this class does not satisfy the college/university requirement for world language

**830432 Conversational Spanish 2 (2nd semester) .....5 credits**  
**Offered: MC..... 9, 10, 11, 12**  
*Grad Req: World Language*  
*Prerequisite: Designed for students who received a “D” or “F” in Spanish 1 P*

This course is a second semester course for students who are not recommended to advance from first semester Spanish 1 P, to second semester. They are transitioned from the first semester class to this non-college preparatory class to fulfill their language graduation requirement. It emphasizes the development of basic language and comprehension skills in listening, reading, writing and speaking Spanish, with a goal of learning survival Spanish

**95730 Spanish 1 P.....10 credits**  
**Offered: EA, MC, M, P, SR..... 9, 10, 11, 12**  
*Grad Req: World Language*  
*Prerequisite: None*

This college preparatory course is the first in a series of Spanish courses offered in Santa Rosa City Schools. It emphasizes the development of basic language and comprehension skills in listening, reading, writing and speaking Spanish. Students will study both the vocabulary and grammar structures of the language as well as the cultures of Spanish-speaking people throughout the world.

**95731 Spanish for Spanish Speakers 1 P .....10 credits**  
**Offered: EA, MC, P, SR..... 9, 10, 11, 12**  
*Grad Req: World Language*  
*Prerequisite: Spanish speaker with limited Spanish reading and writing skills.*

This course is offered to native Spanish speakers with limited reading and writing skills in Spanish.

**ALL COURSES SUBJECT TO AVAILABILITY BASED ON ENROLLMENT AND STAFFING.**  
 Classes are organized by department. Each course is listed by title, grade level and number of units.  
 The following abbreviations are used to indicate where each course is taught:  
**EA**–Elsie Allen, **MC**–Maria Carrillo, **M**–Montgomery, **P**–Piner, **SR**–Santa Rosa.



**95733 Spanish 2 P.....10 credits**  
**Offered: EA, MC, M, P, SR..... 9, 10, 11, 12**  
*Grad Req: World Language*  
*Prerequisite: Successful completion of Spanish P 1 or a previous Spanish teacher’s recommendation.*

This college preparatory course is a continuation of the skills learned in Spanish 1 P. Through communicative activities in the target language, language skills and content will be expanded and refined. This course emphasizes meaningful communication in Spanish and students continue to study both the vocabulary and grammar structures of the language. To meet this goal, readings become progressively longer and more time is allocated to written composition.

**95930 Spanish for Spanish Speakers 2 P .....10 credits**  
**Offered: EA, MC, P, SR..... 10, 11, 12**  
*Grad Req: World Language*  
*Prerequisite: Successful completion of Spanish for Spanish Speakers 1 or a previous Spanish teacher’s recommendation.*

This course is offered to native Spanish speakers who wish to enhance their bilingual proficiency.

**95760 Honors Spanish 2 HP .....10 credits**  
**Offered: EA, MC, P, SR..... 9, 10, 11, 12**  
*Grad Req: World Language*  
*Prerequisite: Must meet one of the following criteria (and complete summer work if applicable): an “A” in Spanish P 1 or a previous Spanish teacher’s recommendation.*

This college preparatory honors level course is a continuation of the skills learned in Academic Spanish 1 P. Through communicative activities in the target language, language skills and content will be expanded and refined. This course emphasizes meaningful communication in Spanish. To meet this goal, readings become progressively longer and more time is allocated to essay writing.

**95931 Spanish 3 P.....10 credits**  
**Offered: EA, MC, M, P, SR..... 10, 11, 12**  
*Grad Req: World Language*  
*Prerequisite: Successful completion of Spanish 2 P or a previous Spanish teacher’s recommendation.*

This college preparatory course is a continuation of the skills learned in Spanish 2 P.

**95932 Spanish for Spanish Speakers 3 P .....10 credits**  
**Offered: EA, P, SR ..... 10, 11, 12**  
*Grad Req: World Language*  
*Prerequisite: Successful completion of Spanish for Spanish Speakers 2 or a previous Spanish teacher’s recommendation.*

This course is offered to native Spanish speakers who wish to enhance their bilingual proficiency.

**95960 Honors Spanish 3 HP .....10 credits**  
**Offered: M, MC, P, SR ..... 10, 11, 12**  
*Grad Req: World Language*  
*Prerequisite: Must meet one of the following criteria: an "A" in Spanish 2, "B" or better in H Spanish 2, or a previous Spanish teacher's recommendation*

This college preparatory honors level course is a continuation of the advanced skills learned in Honors Spanish 2 HP.

**95030 Spanish 4 P .....10 credits**  
**Offered: EA, MC, M, P, SR ..... 11, 12**  
*Grad Req: World Language*  
*Prerequisite: Successful completion of Spanish 3 or a previous Spanish teacher's recommendation*

This college preparatory course refines the reading, writing, listening and speaking skills learned in Academic Spanish 3 P.

**95031 Spanish for Spanish Speakers 4 P .....10 credits**  
**Offered: EA ..... 11, 12**  
*Grad Req: World Language*  
*Prerequisite: Successful completion of Ac Spanish for Spanish Speakers 3 or a previous Spanish teacher's recommendation*

This course is offered to native Spanish speakers who wish to continue to enhance their bilingual proficiency.

**95032 Spanish 5 P .....10 credits**  
**Offered: MC, P ..... 11, 12**  
*Grad Req: World Language*  
*Prerequisite: Successful completion of Ac Spanish 4 or a previous Spanish teacher's recommendation*

This college preparatory course continues to refine the reading, writing, listening and speaking. Culture, literature, current events and special projects are a major focus for this advanced class.

**95090 AP Spanish Language and Culture HP .....10 credits**  
**Offered: MC, P, SR ..... 11, 12**  
*Grad Req: World Language*  
*Prerequisite: Must meet one of the following criteria: an "A" in Ac Spanish 3 "B" or better in H Spanish 3, or a previous Spanish teacher's recommendation.*

The content of this college level course is defined by the College Board. This college level course is designed for highly proficient language students to develop a level of mastery that includes authentic written and oral communication. Students may take the Advanced Placement exam during the spring semester; a successful score on this exam is recognized by most colleges and universities as having earned college credit for this course. However, due to varying university policies, students should check with individual colleges to determine AP credit procedures and criteria.

**95092 Spanish IB SL .....10 credits**  
**Offered: M ..... 11, 12**  
*Grad Req: World Language*  
*Prerequisite: Must meet one of the following criteria: an "A" in Ac Spanish 3, "B" or better in H Spanish 3, or a previous Spanish teacher's recommendation..*

This college level course is designed for highly proficient language students to develop a level of mastery that includes authentic written and oral communication. Students completing this course will be eligible for the standard-level IB certificate in Spanish by successfully passing the IB Spanish B SL exam, OR students may take the Advanced Placement exam during the spring semester; a successful score on this exam is recognized by most colleges and universities as having earned college credit for this course. However, due to varying university policies, students should check with individual colleges to determine AP/IB credit procedures and criteria.

**830431 Spanish IB HL 2 .....10 credits**  
**Offered: M ..... 11/12**  
*Prerequisite: Successful completion of Spanish IB SL (or equivalent) and previous teacher's recommendation.*

This college level course is designed for highly proficient language students to develop a level of mastery that includes authentic written and oral communication. Students completing the two-year IB curriculum will be eligible for the higher-level IB certificate in Spanish by successfully passing the IB Spanish B HL exam.

**95091 AP Spanish Literature and Culture HP .....10 credits**  
**Offered: EA, MC ..... 11, 12**  
*Grad Req: World Language*  
*Prerequisite: Must meet one of the following criteria: an "A" in Spanish 3, "B" or better in H Spanish 3, or a previous Spanish teacher's recommendation.*

The content of this college level course is defined by the College Board. This college level course is designed for highly proficient language students to engage in the study of Spanish Literature. Students take the Advanced Placement exam during the spring semester; a successful score on this exam is recognized by most colleges and universities as having earned college credit for this course. However, due to varying university policies, students should check with individual colleges to determine AP credit procedures and criteria.

**95734 French 1 P .....10 credits**  
**Offered: EA, MC, M, P, SR ..... 9, 10, 11, 12**  
*Grad Req: World Language*  
*Prerequisite: None*

This course is the first in a series of French courses offered in Santa Rosa City Schools. It emphasizes the development of basic language and comprehension skills in listening, reading, writing and speaking French. Students will study both the vocabulary and grammar structures of the language as well as the cultures of French-speaking people throughout the world.

**95735 French 2 P .....10 credits**  
**Offered: EA, MC, M, P, SR ..... 9, 10, 11, 12**  
*Grad Req: World Language*  
*Prerequisite: Successful completion of French 1 or a previous French teacher's recommendation.*

This college preparatory course is a continuation of the skills learned in Academic French 1-2 P. Through communicative activities in the target language, language skills and content will be expanded and refined. This course emphasizes meaningful communication in French. To meet this goal, readings become progressively longer and more time is allocated to written composition.

**95761 Honors French 2 HP .....10 credits**  
**Offered: MC, P, SR ..... 9, 10, 11, 12**  
*Grad Req: World Language*  
*Prerequisite: Must meet one of the following criteria (and complete summer work if applicable): an "A" in French 1 or a previous French teacher's recommendation.*

This college preparatory honors level course is a continuation of the skills learned in French 1 P. Through communicative activities in the target language, language skills and content will be expanded and refined. This course emphasizes meaningful communication in French. To meet this goal, readings become progressively longer and more time is allocated to essay writing. Designed for highly proficient students engaged in the study of a second language, it begins the intense preparation necessary for later AP French classes. The course is conducted solely in the target language.

**ALL COURSES SUBJECT TO AVAILABILITY BASED ON ENROLLMENT AND STAFFING.**  
Classes are organized by department. Each course is listed by title, grade level and number of units.  
The following abbreviations are used to indicate where each course is taught:  
**EA**–Elsie Allen, **MC**–Maria Carrillo, **M**–Montgomery, **P**–Piner, **SR**–Santa Rosa.

**95933 French 3 P .....10 credits**  
**Offered: EA, MC, M, P, SR..... 10, 11, 12**  
*Grad Req: World Language*

Prerequisite: Successful completion of French 2 or a previous French teacher's recommendation

This college preparatory course is a continuation of the skills learned in French 2 P. Through communicative activities in the target language, language skills and content will be expanded and further refined. This course emphasizes meaningful and fluent communication in French. To meet this goal, readings become progressively longer and more time is allocated to creative writing and research projects conducted in the target language. Cultural emphasis is continued and the course is taught solely in French.

**95961 Honors French 3 HP.....10 credits**  
**Offered: MC, M, P, SR..... 10, 11, 12**  
*Grad Req: World Language*

*Prerequisite: Must meet one of the following criteria : an "A" in Ac French 2 or "B" or better in H French 2 or a previous French teacher's recommendation.*

This college preparatory honors level course is a continuation of the advanced skills learned in French 2 P. Through communicative activities in the target language, language skills and content will be expanded and refined. This course emphasizes meaningful communication in French. To meet this goal, readings become progressively longer and require analysis by the student, and more time is allocated to creative writing and research projects conducted in the target language. Designed for highly proficient students engaged in the study of a second language, it continues the intense preparation necessary for later AP French classes. The course is conducted solely in the target language.

**95034 French 4 P .....10 credits**  
**Offered: EA, MC, M, P, SR..... 11, 12**  
*Grad Req: World Language*

*Prerequisite: Successful completion of French 3 or a previous French teacher's recommendation.*

This college preparatory course refines the reading, writing, listening and speaking skills learned in French 3 P. Through the study of such areas as literature, geography, current events and culture of French-speaking people, students will enrich their vocabulary, and hone their linguistic skills, pronunciation, and fluency. Cultural emphasis is continued and the course is taught solely in French.

**95060 Honors French 4 HP.....10 credits**  
**Offered: SR ..... 11, 12**  
*Grad Req: World Language*

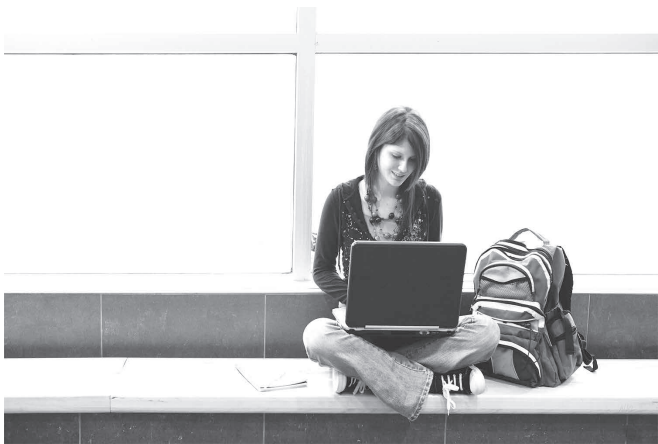
*Prerequisite: Successful completion of Ac French 3 or a previous French teacher's recommendation.*

This college preparatory course is designed for students who have taken honors courses in their previous two years of language study. Students refine the reading, writing, listening and speaking skills learned in Honors French 3 HP. Through the study of French literature, culture, history, geography and current events students will enrich their vocabulary and continue to hone their linguistic skills, pronunciation, and fluency. Readings and literature of France and Francophone countries become progressively longer and more complex. Research projects, creative writing and oral presentations are conducted solely in French.

**95035 French 5 P .....10 credits**  
**Offered: MC..... 11, 12**  
*Grad Req: World Language*

*Prerequisite: Successful completion of Ac French 4, H French 4 AP French Language 1 or a previous French teacher's recommendation.*

This college preparatory course continues to refine skills in reading, writing, listening and speaking. Culture, literature, current events and special projects are a major focus for this advanced class. This class is conducted solely in French.



**95093 Advanced Placement French Language and Culture HP 10 credits**  
**Offered: MC, P, SR ..... 11, 12**  
*Grad Req: World Language*

*Prerequisite: Must meet one of two criteria (and complete summer work if applicable): an "A" in Ac French 3 or 4, a "B" or better in H French 3 or 4, or a previous French teacher's recommendation.*

The content of this college level course is defined by the College Board. This college level course is designed for highly proficient language students to develop a level of mastery that includes authentic written and oral communication. Students take the Advanced Placement exam during the spring semester; a successful score on this exam is recognized by most colleges and universities as having earned college credit for this course. However, due to varying university policies, students should check with individual colleges to determine AP credit procedures and criteria.

**95094 French IB SL .....10 credits**  
**Offered: M ..... 11, 12**  
*Grad Req: World Language*

*Prerequisite: Must meet one of two criteria (and complete summer work if applicable): an "A" in French 3 P or 4 P, a "B" or better in H French 3 or 4, or a previous French teacher's recommendation.*

This college level course is designed for highly proficient language students to develop a level of mastery that includes authentic written and oral communication. Students completing this course will be eligible for the standard-level IB certificate in French by successfully passing the IB French B SL exam, or students may take the Advanced Placement exam during the spring semester; a successful score on this exam is recognized by most colleges and universities as having earned college credit for this course. However, due to varying university policies, students should check with individual colleges to determine AP/IB credit procedures and criteria.

**830217 French IB HL2.....10 credits**  
**Offered: M ..... 11/12**  
*Prerequisite: Successful completion of French IB SL (or equivalent) and previous teacher's recommendation.*

This college level course is designed for highly proficient language students to develop a level of mastery that includes authentic written and oral communication. Students completing the two-year IB curriculum will be eligible for the higher-level IB certificate in French by successfully passing the French IB HL2 exam.

**95739 Italian 1 P .....10 credits**  
**Offered: SR ..... 9, 10, 11, 12**  
*Grad Req: World Language*  
*Prerequisite: None*

This college preparatory course is the first level of Italian courses offered only at Santa Rosa High School. It emphasizes the development of basic language and comprehension skills in listening, reading, writing and speaking Italian. Students will study both the vocabulary and grammar structures of the language as well as Italian culture.



**95740 Italian 2 P .....10 credits**  
**Offered: SR ..... 9, 10, 11, 12**  
*Grad Req: World Language*  
*Prerequisite: None*

This college preparatory course is the second level of Italian offered only at Santa Rosa High School. It emphasizes the development of basic language and comprehension skills in listening, reading, writing and speaking Italian. Students will further their study with vocabulary and grammar structures of the language and Italian culture.

**95741 Italian 3 HP .....10 credits**  
**Offered: SR ..... 9, 10, 11, 12**  
*Grad Req: World Language*  
*Prerequisite: Completion of Italian 2 and/or Teacher Recommendation*

Students in Italian 3 P will further their studies of advanced grammar to include the subjunctive mode, the pluperfect mode, the use of the compound tenses and hypothetic questions. Throughout the course, the rich culture and history of Italy will be integrated into the curriculum on a daily basis, with the use of culturally authentic formative assessments from the target culture

**95965 Honors Italian 3 HP .....10 credits**  
**Offered: SR ..... 9, 10, 11, 12**  
*Grad Req: World Language*  
*Prerequisite: Completion of Italian 2 and/or Teacher Recommendation*

This college preparatory course is the third level of Italian offered only at Santa Rosa High School. It emphasizes the development of advanced language and comprehension skills in listening, reading, writing and speaking Italian. Students will further their study with vocabulary and grammar structures of the language and Italian culture.

**95742 Italian 4 P.....10 credits**  
**Offered: SR ..... 9, 10, 11, 12**  
*Grad Req: World Language*  
*Prerequisite: Completion of Italian 3 and/or Teacher Recommendation*

Italian 4 is an academic course that will be offered for any student who is not prepared to take AP Italian as a fourth year course. Students continue to read, write, speak, listen and view in Italian, in a wide variety of contexts and authentic settings, increasing their proficiency levels in presentational, interpersonal, and interpretive modes of communication. Italian 4 P students will also demonstrate an extensive, well-developed thematic vocabulary, based in the 6 AP Themes. The rich culture and history of Italy will be integrated into the curriculum on a daily basis, with the use of culturally authentic formative assessments from the target culture.

**95089 AP Italian Language and Culture .....10 credits**  
**Offered: SR ..... 9, 10, 11, 12**  
*Grad Req: World Language*  
*Prerequisite: Completion of Italian 3 and/or Teacher Recommendation*

This course will focus on developing students' Interpersonal, Presentational, and Interpretive communication skills through contextualized activities related to each unit's theme: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. The course will be taught exclusively in Italian with the goal of taking the AP Italian exam in the spring.

**95737 Latin 1 P .....10 credits**  
**Offered: M ..... 9, 10, 11, 12**  
*Grad Req: World Language*  
*Prerequisite: None*

This college preparatory course is the first in a series of Latin courses. It emphasizes the development of basic language and comprehension skills in listening, reading, writing and speaking Latin. Students will study both the vocabulary and grammar structures of the language as well as Roman contributions to today's world. Knowledge of Latin enables students to better understand English vocabulary and grammatical structures.

**95934 Latin 2 P .....10 credits**  
**Offered: M ..... 10, 11, 12**  
*Grad Req: World Language*  
*Prerequisite: Successful completion of - Latin 1 P or a previous Latin teacher's recommendation.*

This college preparatory course is a continuation of the skills learned - Latin 1- P. Through communicative activities in the target language, language skills and content will be expanded and refined. Students will be exposed to a variety of Latin readings, which include selections of biography, narrative poetry, comedy, history and philosophy.

**95036 Latin 3 P .....10 credits**  
**Offered: M ..... 11, 12**  
*Grad Req: World Language*  
*Prerequisite: Successful completion of -Latin 2 P or a previous Latin teacher's recommendation.*

This college preparatory course is a continuation of skills learned in Academic Latin 3-4 P.

**95061 Honors Latin 3 HP.....10 credits**  
**Offered: M ..... 11, 12**  
*Grad Req: World Language*  
*Prerequisite: Must meet one of the following criteria (and complete summer work if applicable): an "A" in Ac Latin 2 or "B" or better in H Latin 2 or a previous Latin teacher's recommendation.*

This Honors course is a continuation of skills learned in - Latin - 2 P.

**95095 Latin IB SL .....10 credits**  
**Offered: M ..... 11, 12**  
*Grad Req: World Language*  
*Prerequisite: Must meet one of the following criteria (and complete summer work if applicable): an "A" in Ac Latin 3 P or a previous Latin teacher's recommendation.*

This course prepares students to take the Standard Level IB exam through providing a review of grammar and vocabulary, and a thorough study of the set of texts, including Ovid, Vergil's "Aeneid", and Tacitus. The course will also cover Roman mythology, history, and influence on the western world.

**ALL COURSES SUBJECT TO AVAILABILITY BASED ON ENROLLMENT AND STAFFING.**  
Classes are organized by department. Each course is listed by title, grade level and number of units.  
The following abbreviations are used to indicate where each course is taught:  
**EA**–Elsie Allen, **MC**–Maria Carrillo, **M**–Montgomery, **P**–Piner, **SR**–Santa Rosa.

95096 Latin IB HL2.....10 credits  
Offered: M.....11, 12  
Grad Req: World Language

Prerequisite: Must meet one of the following criteria (and complete summer work if applicable): an "A" in -Latin 3 P or "B" or better in -Latin IB SL or a previous Latin teacher's recommendation.

Students will continue their IB Latin studies with a thorough reading of the historian Livy, more Vergil and Ovid, as well as Tacitus or Cicero. Students will do independent work in some aspect of Roman culture, history, or literature that is of interest to them. Students completing the two year IB curriculum will be eligible for the higher-level IB certificate in Latin by successfully passing the Latin HL exam.

95738 Mandarin 1 P.....10 credits  
Offered: MC, M.....9, 10,11,12  
Grad Req: World Language  
Prerequisite: None

This course introduces the student to the language of Mandarin as used in present-day greater China. It is intended for students who have never encountered the language and wish to acquire it on a proficient level in order to interact with native Mandarin speakers.

95935 Mandarin 2 P.....10 credits  
Offered: MC, M..... 10,11,12  
Grad Req: World Language  
Prerequisite: Successful completion of Mandarin 1 P or previous Mandarin teacher's recommendation

This course is a continuation of reading, writing and conversational skills learned in Academic Mandarin 1-2P

95061 Honors Mandarin 3 HP.....10 credits  
Offered: M.....10,11,12  
Grad Req: World Language  
Prerequisite: Successful completion of Mandarin 2 or previous Mandarin teacher's recommendation.

This college preparatory course is a continuation of the advanced skills learned in Mandarin 2. Through communicative activities in the target language, language skills and content will be expanded and refined. This course emphasizes meaningful communication in Mandarin. To meet this goal, readings become progressively longer and require analysis by the student, and more time is allocated to creative writing and research projects conducted in the target language. Designed for highly proficient students engaged in the study of a second language,

95095 Mandarin IB SL .....10 credits  
Offered: M ..... 11, 12  
Grad Req: World Language  
Prerequisite: Must meet one of the following criteria (and complete summer work if applicable): an "A" in Mandarin 3 P or a previous Mandarin teacher's recommendation.

This college level course is designed for highly proficient language students to develop a level of mastery that includes authentic written and oral communication. Students take the Standard Level IB exam during the spring semester.

95098 Mandarin IB HL2 .....10 credits  
Offered: M..... 11, 12  
Grad Req:  
Prerequisite:

This college level course is designed for highly proficient language students to develop a level of mastery that includes authentic written and oral communication. Students completing the two-year IB curriculum will be eligible for the higher-level IB certificate in Mandarin by successfully passing the-Mandarin IB HL2 exam.

# AGRICULTURE



28730 Agriculture Leadership .....10 credits  
Offered: SR ..... 10, 11, 12  
Grad Req: Elective  
Prerequisite: Successful completion of any Agriculture course and actively involved in FFA or Ag teacher's recommendation.

This is a technical course designed to develop student's potential for premier leadership, personal growth and career success. Students will coordinate and implement the FFA Chapter's Program of Work, participate in leadership activities, and serve the community through public relations.

28030 Agriculture Mechanics 1 .....10 credits  
Offered: EA..... 10, 11, 12  
Grad Req: Elective  
Prerequisite: Successful completion of any Agriculture course and Ag Mechanics teacher's recommendation.

This introductory course in Agriculture Mechanics develops knowledge and technical skills in the broad field of agriculture machinery, equipment, and structures. The topics of this course include: agricultural mechanics safety, hand/power tool use and selection, electrical wiring, metal working, plumbing, concrete, carpentry, welding, and small gas engines. Students will work on a variety of projects in the shop facility. Grade 10 students are by permission of instructor only.

28430 Agriculture Mechanics 2 .....10 credits  
Offered: EA.....11, 12  
Grad Req: Elective  
Prerequisite: Completion of Agriculture Mechanics 1 with C or better, or teacher recommendation.

This second year course advances skills learned in Agriculture Mechanics 1. It is designed to prepare students for entry-level employment in the field of agriculture mechanics, welding, and fabrication. Students will be instructed in safety and metal fabrication and learn specialized welding skills and practices including the nature and identification of metals, concentration on out-of-position Shielded Metal Arc Welding (SMAW, GMAW (MIG) with micro and core wire, GTAW (TIG) of non-ferrous metals (aluminum & stainless steel), cast iron welding, hard surfacing, plasma arc cutting, and freehand and automatic shape burning.

28031 Animal Anatomy and Physiology P .....10 credits  
Offered: SR ..... 10, 11, 12  
Grad Req: Elective  
Prerequisite: Successful completion of Algebra 1P, and one of the following: Introduction to Agriculture, Integrated Ag Biology P or Ag teacher's recommendation.

This college preparatory course focuses on mammalian production, anatomy, physiology, reproduction, nutrition, respiration, and genetics of animals.



**28731     Applied Agriculture Lab .....10 credits**  
**Offered: EA, SR..... 9, 10, 11, 12**  
*Grad Req: Elective*  
*Prerequisite: Must be concurrently enrolled in another agriculture course and have project approved by agriculture advisor.*

This class is offered during the seventh period and involves Supervised Agricultural Experiences and projects. Meetings with the instructor are by appointment and take place at the student’s project location.

**28032     Environmental Horticulture P .....10 credits**  
**Offered: SR ..... 11, 12**  
*Grad Req: Elective*  
*Prerequisite: Successful completion of Introduction to Agriculture or Integrated Ag. Biology P is suggested or Ag teacher’s recommendation.*

This course is intended to successfully prepare students who plan to major in agricultural sciences in college or pursue a career in agriculture. Students will learn about the agricultural effects of environmental ecology, plant reproduction, plant physiology and growth, plant pathology and entomology, viticulture, biotechnology applications in agriculture, soil structure and function, plant nutrients, plant names and classifications, seed plants, flowering plants, fruit-bearing plants, and the history of plants through civilizations. Students will conduct a plant research project.

**28433     Agriculture Power Technology .....10 credits**  
**Offered: EA ..... 10, 11, 12**  
*Grad Req: Elective*  
*Prerequisite: 28430     Agriculture Mechanics 2*

Students will examine, diagnose, and repair internal combustion engines utilizing standard industry tools and equipment. They will implement safety techniques with every curricular unit in the most applicable ways to advance themselves towards industry certification. Curriculum from Briggs and Stratton Master Service Technician training will be supplemented by industry partners, and build a student’s abilities to enter the field as an intern. Students will combine coursework with associated projects to integrate Agriculture Education’s 3-Ring Model (Class – Supervised Agriculture Experience Projects (SAE) – FFA) in the most effective learning environments.

**28930     Floriculture 1 P .....10 credits**  
**Offered: SR, EA ..... 9, 10, 11, 12**  
*Grad Req: Elective*  
*Prerequisite: None*

This course focuses on the floral design industry. Students will learn the historical and cultural contributions to floral art, current floral arrangement styles and originations, the principles of design, aesthetic valuing, and the connections of floral design to other visual art forms.

**28052     Floriculture 2 .....10 credits**  
**Offered: SR ..... 10, 11, 12**  
*Grad Req: Elective*  
*Prerequisite: Completion of Floriculture 1 with a C or better, or instructor’s approval*

This course furthers the basic skills learned in Floriculture 1 and has students develop their artistic approach to floral design. Students will expand their understanding of the cultural contributions to floral art, current floral arrangement styles and originations, and the connections of floral design to other visual art forms.

**28530     Introduction to Agriculture P .....10 credits**  
**Offered: SR ..... 9, 10**  
*Grad Req: Elective*  
*Prerequisite: None*

This is the introductory course for the Agriculture Pathway, which provides an overview of the wide range of opportunities in the agriculture industry. Specifically, students will learn about animal and plant science related to the agriculture industry, FFA training and competitions, and Supervised Agricultural Experience Projects. Students will be trained in the leadership skills of public speaking, parliamentary procedure, debate, judging teams, record keeping for supervised projects and career preparation. This course qualifies for “g” elective credit for UC entrance.

**28733     Landscape Design .....10 credits**  
**Offered: EA ..... 10, 11, 12**  
*Grad Req: Elective*  
*Prerequisite: None*

Through this course, students will engage in hands-on projects in landscape design, plant propagation, and greenhouse practices. Students will learn about native and non-native plant species, irrigation methods, landscape design aesthetics, and garden structures. Students will also design, assemble, and plant landscape areas and assist with enhancing and maintaining the school’s landscape.

**28932     Veterinary Science P..... 10 credits**  
**Offered: EA, SR..... 10, 11, 12**  
*Grad Req: Elective*  
*Prerequisite: Successful completion of one of the following: Intro. to Agriculture, Animal Anatomy & Physiology P, Earth Science in Agriculture P or Integrated Agricultural Biology P.*

This college preparatory course provides an in depth study of the anatomy and physiology of a variety of animal species, causes and prevention of common diseases of both small and large animals, and provides student with knowledge of advanced animal principles in the field of Veterinary Science. This course qualifies for “g” elective credit for UC entrance.

**28729 Farm to Table P .....10 credits**  
**Offered: EA ..... 10, 11, 12**  
*Grad Req: Elective*  
*Prerequisite: None*

The Farm to Table course provides students the opportunity to make connections between local food systems and the culinary industry through project-based learning experiences in food production, processing, marketing, distribution, and consumption. This course is a blend of the Agriculture and Natural Resources and the Hospitality, Tourism, and Recreation industries, and students completing this course can earn food handler industry certification.

# BUSINESS AND INFORMATION TECHNOLOGY



**28330 Cisco Discovery .....10 credits**  
**Offered: SR.....10, 11**  
*Grad Req: Elective*  
*Prerequisite: Successful completion of Algebra 1 P with a "C" or better and IT Essentials or Computer teacher's recommendation.*

Because this is a two-year course, there can be no additions in the 2nd, 3rd, and 4th semesters. This is a two-year, four-semester course or approximately 280 hours of instruction and lab work. The focus will be on designing, building, and maintaining computer networks such as LAN, routed WAN, and switched LAN and LANE networks. The students will have hands-on experience with actual hubs, switches, and Cisco routers. Upon satisfactory completion of the two-year course, the students will have the required knowledge to pass the CCNA exam, a much valued certification. Grade 10 students can enroll with permission of instructor.

**28431 Cisco Advanced P .....10 credits**  
**Offered: SR, ..... 11, 12**  
*Grad Req: Elective*  
*Prerequisite: Successful completion of Cisco Discovery 1-2 with a grade of "C" or better and previous Cisco teacher's recommendation*

Because this is a two-year course, there can be no additions in the 2nd, 3rd, and 4th semesters. This is a two-year, four-semester course or approximately 280 hours of instruction and lab work. The focus will be on designing, building, and maintaining computer networks such as LAN, routed WAN, and switched LAN and LANE networks. The students will have hands-on experience with actual hubs, switches, and Cisco routers. Upon satisfactory completion of the two-year course, the students will have the required knowledge to pass the CCNA exam, a much valued certification.

**28036 Entrepreneurship P .....10 credits**  
**Offered: M.....11, 12**  
*Grad Req: Elective*  
*Prerequisite: Successful completion of Computer Foundations or teacher's recommendation.*

This competency-based course trains students in business planning, management, marketing and basic financial concepts while learning how to organize and operate a small business. Students will understand the elements of a business plan and its effect on the success of a small business. Students will demonstrate an understanding of financial principles and terminology by preparing, describing, and presenting a basic business plan. This course includes both classroom instruction and computer laboratory activities.

**28735 Computer Foundations .....10 credits**  
**Offered: M, SR..... 9, 10, 11, 12**  
*Grad Req: Elective*  
*Prerequisite: None*

This is a yearlong course that teaches students to use the Microsoft Office Suite. That includes: Microsoft Excel, Word, PowerPoint, Publisher, and Internet Explorer. Students will also be exposed to career resources while completing career related assignments. Students will also gain better organization, communication, and problem solving skills through completion of course requirements. Students will also create Résumés, Cover Letters and be exposed to the process of attaining a part-time job.

**28130 Computers for College and Careers.....10 credits**  
**Offered: P ..... 9**  
*Grad Req: Elective*  
*Prerequisite: None*

This course is designed to aid students as they transition from middle school to high school. The class is computer-based and will emphasize correct keyboarding technique and the use of Microsoft Office Programs (word, powerpoint, excel, access, and publisher), while also introducing students to basic html and introductory coding. The class will also focus on effective study techniques, presentation and communication skills, and exploring post high school opportunities through college and career research. Further, it is a required 9th grade class, and important general information regarding student academic and personal support will be regularly disseminated by a myriad of different educators.

**28933 Computer Applications 1 .....10 credits**  
**Offered: P, SR ..... 10, 11, 12**  
*Grad Req: Elective*  
*Prerequisite: Successful completion of Computer Foundations, or Computers for College and Careers, or teacher's recommendation.*

This course is designed to hone students' skills in the use of computer applications. Students learn word processing, spreadsheets, database, office and presentation publishing. This course is one of the skill building courses in the Business, Computers, and Information Technology Pathway.

**28033 Computer Applications 2.....10 credits**  
**Offered: P ..... 11, 12**  
*Grad Req: Elective*  
*Prerequisite: Successful completion of Computer Foundations or teacher's recommendation.*

Through this course, students will enhance the skills acquired in Computer Applications 1, and learn how to use the computer as a business tool through the use of applications software.

**28937 Business Management P.....10 credits**  
**Offered: M, SR..... 10, 11, 12**  
*Grad Req: Elective*  
*Prerequisite: Completion of Computer Foundations or Computers for College and Careers with a C or better, or consent of teacher.*

This highly interactive course walks students through the foundations of personal financial proficiency and business management. Topics include financial responsibility and decision making, planning and money management, credit and debt, risk management and insurance, saving and investing, and personal income. Students will create and follow a budget, understand and be able to use services offered through banks and credit unions, learn how to read financial documents related to the workplace, such as paycheck stubs, and understand the impact of financial decision making on their future. Students will also learn about careers in the banking and finance industry.

**28039    Multimedia / Desktop Publishing .....10 credits**  
**Offered: M ..... 11, 12**  
*Grad Req: Elective*  
*Prerequisite: Successful completion of Computer Foundations or teacher's recommendation.*

This is a yearlong course that teaches students how to develop graphic design publications for print. Students will learn to use Adobe InDesign and Adobe Photoshop to create print publications. That includes: Flyers, Yellow Page Ads, Newsletters, Logos, Magazine Ads, and Magazine Covers. Students will also be exposed to career resources while completing career related assignments. Students will also gain better organization, communication, and problem solving skills through completion of course requirements. Students interested in careers in business, marketing, or advertisement could benefit from this course.

**28038    Business COOP .....10 credits**  
**Offered: M ..... 11, 12**  
*Grad Req: Elective*  
*Prerequisite: Completion of Computer Foundations and Entrepreneurship or Business Management.*

This advanced course teaches students desirable work habits, attitudes and skills needed in real jobs, a strong understanding of work ethics, recognize and act appropriately in response to problem solving and the problem solving process, and develop effective customer service skills. The course meets once a week for instruction and students work at their jobs the remainder of the week. Students will be issued a Work Permit, be required to track hours and wages both weekly and cumulatively, complete a Training Plan and Agreement, and receive Job Performance Evaluations. Students must get teacher approval to take this course and must be currently employed.

**28935    Web Page Design 1 .....10 credits**  
**Offered: P, SR ..... 10, 11, 12**  
*Grad Req: Elective*  
*Prerequisite: Completion of Computer Foundations or Computers for College and Careers with a C or better, or teacher's recommendation.*

This class focuses on learning HTML for basic Web page design and on learning Photoshop for basic graphic design. Students earning a grade of "C" or better will be eligible to take the credit by exam, allowing them to earn college units at SRJC. This course is not intended for the beginning computer user. This course is one of the skill building courses in the Business, Computers, and Information Technology Pathway.

**28035    Web Page Design 2 .....10 credits**  
**Offered: P ..... 11, 12**  
*Grad Req: Elective*  
*Prerequisite: Completion of Web Page Design 1 with a C or better and teacher's recommendation.*

This class is designed for students interested in developing advance Web page design skills. Students will learn how to use Web design software, photo editing software, and animation software in order to publish, maintain, troubleshoot, and manage web sites. Students earning a grade of "C" or better will be eligible to take the credit by exam, allowing them to earn college units at SRJC. This course is not intended for the beginning computer user. This course is one of the advanced courses in the Business, Computers, and Information Technology Pathway.

**ALL COURSES SUBJECT TO AVAILABILITY BASED ON ENROLLMENT AND STAFFING.**  
Classes are organized by department. Each course is listed by title, grade level and number of units.  
The following abbreviations are used to indicate where each course is taught:  
**EA**–Elsie Allen, **MC**–Maria Carrillo, **M**–Montgomery, **P**–Piner, **SR**–Santa Rosa.

# CONSTRUCTION AND ENGINEERING



**28940    Advanced Green Construction P .....10 credits**  
**Offered: M ..... 10, 11, 12**  
*Grad Req: Elective*  
*Prerequisite: Successful completion of Introduction to Green Construction*

Students will learn advanced green construction concepts, such as energy conservation, energy efficiency and renewable energy resources as they apply to framing, insulation, windows, appliances, water usage, lighting and HVAC systems. Participants will understand the difference between green materials and traditional materials, and their application in LEED certification, which is the recognized standard for measuring building sustainability. Students will also learn how to reduce job site waste and proper recycling practices, and have the opportunity to earn industry recognized certifications from National Center for Construction Education and Research.

**28737    Cabinetry and Wood Products 1 .....10 credits**  
**Offered: SR ..... 9, 10, 11, 12**  
*Grad Req: Elective*  
*Prerequisite: None*

This beginning level course teaches and applies fundamental skills commonly required of individuals seeking employment in a wide variety of construction trades. Skill sets include: shop safety, drawing/drafting, shop mathematics, hand tool identification/use, machine tool identification and safety, power hand tool identification and safety, basic wood work, wood finishing and career planning.

**28939    Cabinetry and Wood Products 2 .....10 credits**  
**Offered: SR ..... 10, 11, 12**  
*Grad Req: Elective*  
*Prerequisite: Successful completion of Cabinetry and Wood Products 1*

This intermediate level course teaches and applies fundamental skills commonly required of individuals seeking employment in a wide variety of construction trades. Skill sets include: shop safety, drawing/drafting, shop mathematics, hand tool use, advanced machine tool use and safety, power hand tool use and safety, structural fabrication, advanced wood work, wood finishing and career planning.

**28041     Cabinetry and Furniture Making .....10 credits**  
**Offered: SR ..... 11, 12**  
*Grad Req: Elective*

*Prerequisite: Successful completion of Cabinetry and Wood Products 2*

Cabinetry and Furniture Making further develops basic and advanced skills required in the construction trades. Skill sets include: safety, advanced drawing/drafting, wood work, sheet goods, tool use and safety, structural fabrication and career planning. Students will design, manufacture and market a product that incorporates and applies the skills and knowledge learned in the first two years of the pathway. Students will also study and take OSHA 10 certification.

**28630     Introduction to Green Construction .....10 credits**  
**Offered: M ..... 9, 10**  
*Grad Req: Elective*  
*Prerequisite: None*

Students will be introduced to green concepts and terminology, as well as hand and machine tool identification. Additionally, students will learn to use hand and power tools safely. Students will understand the basics of energy sources, resource conservation and construction practices. No prior knowledge of construction is required.

**28531     GIS I: Maps and Spatial Information P .....10 credits**  
**Offered: P ..... 9, 10, 11, 12**  
*Grad Req: Elective*  
*Prerequisite: Successful completion of Computer Foundations 1 or teacher's recommendation*

GIS I will provide an introduction to cartographic principles needed to understand Geographic Information Systems and Spatial Science. The course will explore global reference and coordinate systems, types of maps (topographic, thematic, etc.) remote sensing and GIS (Geographic Information Systems). Students will learn navigation, compass and bearing, GPS technology, data collection with Trimble Juno's, geo caching, and ArcGIS mapping software. This is a hands-on introductory course giving students the important skill set of data visualization (think Google Earth) and GIS which is useful and employable in virtually all career fields.

**28830     GIS II: Principles of GIS P .....10 credits**  
**Offered: P ..... 10, 11, 12**  
*Grad Req: Elective*  
*Prerequisite: Successful completion of GIS I with a grade of 'C' or better, or teacher's recommendation*

GIS II will focus on the development of skills and techniques used to create, analyze, and display spatial data in a Geographic Information System. Students will use ArcGIS software to explore and answer a variety of real world spatial issues. They will learn spatial analysis tools to increase their skill sets using ArcMap. Students will use their skill sets in creek and community projects including GIS Day participation.

**28044     GIS III: Applications in GIS P .....10 credits**  
**Offered: P ..... 11, 12**  
*Grad Req: Elective*  
*Prerequisite: Successful completion of GIS II with a grade of 'C' or better, or teacher's recommendation*

GIS III will focus on the application of skills and techniques developed in GIS I and GIS II. Students will create, analyze, and display spatial data in a geographic information system to solve local, authentic problems and issues. This course will provide a practical, hands-on approach to spatial database design and data analysis with Geographic Information Systems (GIS) as applied to the natural and physical sciences. Student will work in the field with local agencies to map real world projects in our community. GIS III includes internship opportunities in GIS and Survey environments and the unique opportunity to earn 3 SRJC credits (UC transferable) through Credit by Exam for the SRJC GIS 40 Introductory GIS course.

**28045     Space Science P .....10 credits**  
**Offered: P ..... 11, 12**  
*Grad Req: Elective*

*Prerequisite: Successful completion of Physical Science P and Biology P, or previous science teacher's recommendation.*

Space Science is a college preparatory course in astronomy and space exploration. Units include developing perspective, key concepts for astronomy, learning from other worlds, a deeper look at nature, stellar alchemy, galaxies and beyond, and space exploration. Space science lab activities include the use of the SPARQ Planetarium and hands-on telescope observing labs using the SPARQ Observatory and Science Center. Space Science may be taken concurrently with GIS 1-2 or 3-4 for Geo-spatial Technology Pathway credit. This course qualifies for 'g' elective credit for UC entrance.

**28949     Sustainable Practices .....10 credits**  
**Offered: M ..... 9**  
*Grad Req: Elective*  
*Prerequisite: None*

Through this course, students will learn about ecosystems, the environment, and sustainable practices. The course will focus on "in-depth" emphasis in the areas of biodiversity and human population impact upon the planet. In addition, students will investigate the ability of humans to coexist with the environment, in a manner that maintains the natural systems that support life, protects and restores fish and wildlife habitats, fosters livable human environments, and ensures equal access to societal goods and services and promotes economic well-being for the benefit of current and future generations. Intense study of environmental issues will be covered.



# SPECIAL EDUCATION

<b>860122</b>	<b>Directed Studies 9</b> .....	<b>10 credits</b>
	<b>Offered: EA, MC, M, P, SR</b> .....	<b>9</b>
	<i>Grad Req: Elective</i>	
	<i>Prerequisite: Recommendation by the IEP Team</i>	

This course is designed for Resource Specialist Program (RSP) students to support them in their regular education classes by providing assistance with homework, assignments and projects. Directed Studies is not primarily intended to be a place for students to work on homework, nor is it meant to replace other opportunities students have for receiving help in the core curriculum, such as after school tutorial. Directed Studies is not meant to replace the instructional content of core curriculum courses in either the special education education classes or general education setting.

<b>860123</b>	<b>Directed Studies 10</b> .....	<b>10 credits</b>
	<b>Offered: EA, MC, M, P, SR</b> .....	<b>10</b>
	<i>Grad Req: Elective</i>	
	<i>Prerequisite: Recommendation by the IEP Team</i>	

This course is designed for Resource Specialist Program (RSP) students to support them in their regular education classes by providing assistance with homework, assignments and projects. Directed Studies is not primarily intended to be a place for students to work on homework, nor is it meant to replace other opportunities students have for receiving help in the core curriculum, such as Advocacy, Guided Study or after school tutorial. Directed Studies is not meant to replace the instructional content of core curriculum courses in either the special education or general education setting.

<b>860124</b>	<b>Directed Studies 11</b> .....	<b>10 credits</b>
	<b>Offered: EA, MC, M, P, SR</b> .....	<b>11</b>
	<i>Grad Req: Elective</i>	
	<i>Prerequisite: Recommendation by the IEP Team</i>	

This course is designed especially for Resource Specialist Program (RSP) students to support them in their regular education classes by providing assistance with homework, assignments and projects. Directed Studies is not primarily intended to be a place for students to work on homework, nor is it meant to replace other opportunities students have for receiving help in the core curriculum, such as Advocacy, Guided Study or after school tutorial. Directed Studies is not meant to replace the instructional content of core curriculum courses in either the special education or general education setting.

<b>860125</b>	<b>Directed Studies 12</b> .....	<b>10 credits</b>
	<b>Offered: EA, MC, M, P, SR</b> .....	<b>12</b>
	<i>Grad Req: Elective</i>	
	<i>Prerequisite: Recommendation by the IEP Team</i>	

This course is designed especially for Resource Specialist Program (RSP) students to support them in their regular education classes by providing assistance with homework, assignments and projects. Directed Studies is not primarily intended to be a place for students to work on homework, nor is it meant to replace other opportunities students have for receiving help in the core curriculum, such as Advocacy, Guided Study or after school tutorial. Directed Studies is not meant to replace the instructional content of core curriculum courses in either the special education or general education setting.

<b>890965</b>	<b>RSP Project Workability</b> .....	<b>Credits awarded based on number of hours worked</b>
	<b>Offered: EA, MC, M, P, SR</b> .....	<b>10, 11, 12</b>
	<i>Grad Req: Elective</i>	
	<i>Prerequisite: Active IEP, age 16 or older, valid work permit</i>	

The Workability program assists students with obtaining work experience credits that count toward graduation, finding a job and exploring post-secondary opportunities and options. In order to participate in the workability program, the student must have an active IEP, be employed in a job in which the employer pays worker's comp, be age 16 or over, and have an active work permit.

<b>860271</b>	<b>Career Awareness (SDC)</b> .....	<b>10 credits</b>
	<b>Offered: EA, MC, M, P, SR</b> .....	<b>9</b>
	<i>Grad Req: Elective</i>	
	<i>Prerequisite: Recommendation by the Individualized Education Program (IEP) Team</i>	

This course is designed to develop a breadth of knowledge regarding work and careers. Students must complete a significant amount of coursework in vocational settings in the school and in the community. Graded or Credit/No Credit to be determined by IEP.

<b>860273</b>	<b>Career Exploration (SDC)</b> .....	<b>10 credits</b>
	<b>Offered: EA, MC, M, P, SR</b> .....	<b>10</b>
	<i>Grad Req: Elective</i>	
	<i>Prerequisite: Successful completion of Career Awareness and recommendation by the IEP Team</i>	

This course is designed to help students identify their interests, abilities and personal values, as well as begin to master job specific vocational skills that generalize across various industry work environments. Graded or Credit/No Credit to be determined by IEP.

<b>860272</b>	<b>Career Preparation (SDC)</b> .....	<b>10 credits</b>
	<b>Offered: EA, MC, M, P, SR</b> .....	<b>11</b>
	<i>Grad Req: Elective</i>	
	<i>Prerequisite: Successful completion of Career Exploration and recommendation by the IEP Team</i>	

This course will provide more intensive instruction in specific occupations and career pathways based on individual student aptitudes and preferences, with a goal of development of independent work skills. Graded or Credit/No Credit to be determined by IEP.

<b>860270</b>	<b>Personal Management I (SDC)</b> .....	<b>10 credits</b>
	<b>Offered: EA, MC, M, P, SR</b> .....	<b>9</b>
	<i>Grad Req: Elective</i>	
	<i>Prerequisite: Recommendation by the IEP Team</i>	

Students develop basic knowledge related to personal health, goal setting, time management and organization; and adult life in the community.

<b>860269</b>	<b>Personal Management II (SDC)</b> .....	<b>10 credits</b>
	<b>Offered: EA, MC, M, P, SR</b> .....	<b>10</b>
	<i>Grad Req: Elective</i>	
	<i>Prerequisite: Successful completion of Personal Management 1 and recommendation by the IEP Team</i>	

This course is intended for those students who can be successfully employed citizens upon completion of their secondary program, but may be unable to complete all of the diploma requirements. The student population for this course may require direct instruction in life skills and in community settings in order to master knowledge in a way that will be applied successfully upon completion. This course is needed as part of a sequential and complete curriculum leading to a Certificate of Vocational Completion.

<b>860268</b>	<b>Personal Management III (SDC)</b> .....	<b>10 credits</b>
	<b>Offered: EA, MC, M, P, SR</b> .....	<b>11</b>
	<i>Grad Req: Elective</i>	
	<i>Prerequisite: Successful completion of Personal Management 2 and recommendation by the IEP Team</i>	

The course addresses major areas of life skills including self-advocacy, complex social interaction skills such as conflict resolution, child development, independent health maintenance, management of the home including responses to emergencies, the rights and responsibilities of citizenship and community access and services.

**860267 Personal Management IV (SDC) .....10 credits**  
**Offered: EA, MC, M, P, SR..... 12**  
*Grad Req: Elective*  
*Prerequisite: Successful completion of Personal Management 3 and recommendation by the IEP Team*

This course is for Special Day Class Students only and is a senior level course. This course is for students working for the Certificate of Vocational Education Achievement. Students will demonstrate good coping, anger management, and conflict resolution skills.

**860274 SDC Internship.....10 credits**  
**Offered: EA, MC,P ..... 12**  
*Grad Req: Elective*  
*Prerequisite: Concurrent enrollment in Personal Management 4 and recommendation by the Individualized Education Program (IEP) Team*

Graded or Credit/No Credit to be determined by the IEP Team. Students will demonstrate independent skills by obtaining a job and demonstrate work related communication skills. Entry-level employment skills will be learned by activities that include: job shadowing, internship, community service, unpaid and/or paid work experience. This will involve students currently employed and/or volunteering during a portion of the school day.

**860352 Functional Reading .....10 credits**  
**Offered: EA, M..... 9, 10, 11, 12**  
*Grad Req: English*  
*Prerequisite: Identified Special Needs student through her/his IEP*

This course is designed for identified Special Day Class (SDC) students who require a self-contained classroom in order to better support the development of their reading, writing, listening and speaking skills.

**860353 Functional Math .....10 credits**  
**Offered: EA, M..... 9, 10, 11, 12**  
*Grad Req: Math*  
*Prerequisite: Identified Special Needs student through her/his IEP*

This course is designed for identified Special Day Class (SDC) students who require a self-contained classroom in order to better support the development of their math skills.

**860355 Functional Self-Help .....10 credits**  
**Offered: EA, M..... 9, 10, 11, 12**  
*Grad Req: Elective*  
*Prerequisite: Recommendation by the IEP Team*

Graded or Credit/No Credit to be determined by the IEP Team

**860356 Functional Social Skills .....10 credits**  
**Offered: EA, M..... 9, 10, 11, 12**  
*Grad Req: Elective*  
*Prerequisite: Recommendation by the IEP Team*

Graded or Credit/No Credit to be determined by the IEP Team

**860354 Functional Vocational.....10 credits**  
**Offered: EA, M..... 9, 10, 11, 12**  
*Grad Req: Elective*  
*Prerequisite: Recommendation by the IEP Team*

Graded or Credit/No Credit to be determined by the IEP Team

**860357 Functional Physical Education .....10 credits**  
**Offered: EA, M..... 9, 10, 11, 12**  
*Grad Req: Physical Education*  
*Prerequisite: Recommendation by the IEP Team*

Graded or Credit/No Credit to be determined by the IEP Team

**ALL COURSES SUBJECT TO AVAILABILITY BASED ON ENROLLMENT AND STAFFING.**  
Classes are organized by department. Each course is listed by title, grade level and number of units.  
The following abbreviations are used to indicate where each course is taught:  
**EA**–Elsie Allen, **MC**–Maria Carrillo, **M**–Montgomery, **P**–Piner, **SR**–Santa Rosa.

# PHYSICAL EDUCATION

**73700 Physical Education 1 .....10 credits**  
**Offered: EA, MC, M, P, SR..... 9, 10, 11, 12**  
*Grad Req: Physical Education*  
*Prerequisite: None*

Required: Uniform. This course helps students to develop a personalized fitness program for a healthy lifestyle. California State Physical Education fitness tests will be done in the second semester. Activities will consist of individual and dual sports as well as rhythms and dance as well as non-traditional activities.

**73701 Physical Education 2 .....10 credits**  
**Offered: EA, MC, M, P, SR..... 10, 11, 12**  
*Grad Req: Physical Education*  
*Prerequisite: Successful completion of PE 1*

Required: Uniform. This course assists students in analyzing skills for effective movement through the study of combatives, team activities, non-traditional activities and analysis of movement.

**73933 Advanced Basketball Training .....5 credits**  
**Offered: P ..... 10, 11, 12**  
*Grad Req: Physical Education*  
*Prerequisite: Successful completion of one year of PE or permission of teacher.*

Required: Uniform. This class is designed to enhance and develop sports specific skills and strategies related to basketball. After a semester/year of a class, students will have created a conditioning program that will increase fitness for basketball and increase overall fitness.

**73935 Advanced Soccer Training .....5 credits**  
**Offered: M, P ..... 10, 11, 12**  
*Grad Req: Physical Education*  
*Prerequisite: Successful Completion of 20 credits of PE*

Required: Uniform. This class is designed to enhance and develop sports specific skills and strategies related to soccer. After a semester/year of a class, students will have created a conditioning program that will increase fitness for soccer and increase overall fitness.





**73707 Physical Education 3 .....10 credits**  
**Offered: EA, MC ..... 11, 12**  
*Grad Req: Physical Education*  
*Prerequisite: Successful completion of 20 credits of PE and / or Dance*  
Required: Uniform. This course emphasizes assisting students in selecting activities for the pursuit of individual excellence. Through varied activities of student interest, students will hone skills and apply their knowledge of exercise physiology in planning and pursuing a lifestyle conducive to maintaining optimum health.

**73032 Physical Education Special Activity .....10 credits**  
**Offered: M ..... 11, 12**  
*Grad Req: Physical Education*  
*Prerequisite: Successful completion of 20 credits of PE and / or Dance*  
Required: Uniform. This course emphasizes assisting students in selecting activities for the pursuit of lifetime fitness. Through varied activities of student interest including and not limited to individual and dual as well as team sport activities, students will hone skills and apply their knowledge of movement in planning and pursuing a lifestyle conducive to maintaining optimum health.

**73031 Weight Training 1 .....10 credits**  
**Offered: M, P, SR ..... 11, 12**  
*Grad Req: Physical Education*  
*Prerequisite: Successful completion of two years of PE.*  
Required: Uniform. This course assists students in selecting activities for the pursuit of lifetime fitness. Students, who are interested specifically in body conditioning, will hone skills and apply their knowledge of exercise physiology in planning and pursuing a lifestyle conducive to maintaining optimum health.

**73708 Advanced Weight Training .....10 credits**  
**Offered: M, SR ..... 11, 12**  
*Grad Req: Physical Education*  
*Prerequisite: Successful completion of 20 credits of PE and / or instructor's permission*  
Required: Uniform. This course emphasizes power lifting and cardiovascular exercise for the benefit of strength and conditioning.

**73702 Advanced Badminton .....10 credits**  
**Offered at sites year to year based on demand ..... 11, 12**  
*Grad Req: Physical Education*  
*Prerequisite: Successful completion of years of PE and / or instructor's permission*  
Required: Uniform. This course emphasizes the development of advanced badminton skills.

**73713 Independent Study Physical Education .....5 credits per semester**  
**Offered: EA, MC, M, P, SR ..... 9, 10, 11 12**  
*Grad Req: Physical Education*  
*Prerequisite: Successful completion of PE 1*  
*State, regional, or national competition in a physical activity*  
This course is intended for high school students who are currently involved in state, regional or national level competition in dance, or individual/ team sports, and is taken in lieu of enrolling in Physical Education classes. In order to qualify, a student must meet several requirements including minimum of ten hours per week training throughout the entire semester or school year under the direct supervision of an authorized coach, and satisfactory completion of all regularly assigned ISPE written reports. A student must also pass 5 out of the 6 California State Physical Fitness Tests that are administered during the spring semester of first year physical education classes. Students may only apply after successfully completing one year of physical education.

**73716 Advanced Yoga Training Yoga and .....10 credits**  
**Mindfulness Training**  
**Offered: M ..... 10, 11, 12**  
*Grad Req: Physical Education*  
*Prerequisite: Successful completion of PE 1*  
Required: Uniform. This class is designed to introduce, develop, and involve students in the universal practice of Hatha Yoga, This lifetime activity is partnered with a mindfulness curriculum designed to encourage self-awareness, and promote skills and techniques for wellness (anti-stress and anxiety).

**73940 Interscholastic Athletics ..... 5 credits per sport**  
**(10 credits maximum)**  
**Offered: EA, MC, M, P, SR ..... 10, 11 12**  
*Grad Req: Physical Education*  
*Prerequisite: Successful completion of PE 1*  
Student must actively participate and complete a season in a CIF sanctioned Interscholastic athletic sport (one full season equates to 5 units). Student must have 10 or less absences from practice and competition, there is no retroactive credit allowed and all paperwork must be complete by the season deadline posted on the District and/or school site website. See the main office for a detailed instruction sheet.

**73711 Dance 1 .....10 credits**  
**Offered: EA, MC, M, P, SR ..... 10, 11, 12**  
*Grad Req: Elective*  
*Prerequisite: Successful completion of PE 1*  
Required: Uniform. This course teaches students introductory techniques of modern dance, ballet, jazz, hip hop, cultural and a broad range of other dance forms using a creative approach through improvisation and composition. Emphasis is placed on stretching, flexibility, coordination, fitness and nutrition, and locomotive and rhythmic analysis.

**73712 Dance 2 .....10 credits**  
**Offered: EA, MC, M, P ..... 10, 11, 12**  
*Grad Req: Elective*  
*Prerequisite: Audition and / or consent of instructor*  
Required: Uniform. In this intermediate course, students will continue their study of the standards outlined in Dance 1 above

**73700 Adaptive Physical Education .....10 credits**  
**Offered: EA ..... 9, 10, 11, 12**  
*Grad Req: Physical Education*  
*Prerequisite: Identified Special Needs student through her/his IEP*  
This Physical Education course is intended for high school students who are identified as needing unique physical education accommodations through the IEP process.

# VISUAL ARTS

**825157 AP Studio Art: 3D Design HP .....10 credits**  
**Offered: MC, SR, P ..... 12**  
*Grad Req: Fine Arts or Elective*  
*Prerequisite: Successful completion of Three Dimensional Design 3 P or AQ Visual Fine Arts 3, and/or art teacher's recommendation.*

The content of this college level course is primarily defined by the College Board. Students will address sculptural and/or three-dimensional design issues, with ancient to contemporary historical and cultural connections, and demonstrate evidence of accomplishment in three different areas. The three portfolio areas are identified as Range of Approaches, Sustained Investigation, and Selected Works. Students document and prepare work for the Portfolio to submit to the College Board. A successful score is recognized by many colleges and universities as having earned college credit for this course and/or as a waiver for introductory course requirements. However, due to varying university policies, students should check with individual colleges to determine AP credit procedures and criteria.

**82093 AP Studio Art: 2D Design and Drawing HP .....10 credits**  
**Offered: P, MC, SR ..... 10, 11, 12**  
*Grad Req: Fine Arts or Elective*  
*Prerequisite: Successful completion of Art 3 P, AQ Visual Fine Arts 3, AQ Digital Arts 3, AQ Photography 3, and/or art teacher's recommendation.*

The content of this college level course is primarily defined by the College Board. This course emphasizes drawing, painting, collage, mixed media, digital arts, photography or any other 2-D media, with ancient to contemporary historical and cultural connections. Students will demonstrate evidence of accomplishment in three different areas. The three portfolio areas are identified as Range of Approaches, Sustained Investigation, and Selected Works. Students document and prepare work for the Portfolio to submit to the College Board. A successful score is recognized by many colleges and universities as having earned college credit for this course and/or as a waiver for introductory course requirements. However, due to varying university policies, students should check with individual colleges to determine AP credit procedures and criteria.

**82730 Appreciation of the Arts P .....10 credits**  
**Offered: M .....9, 10, 11, 12**  
*Grad Req: Fine Arts or Elective*  
*Prerequisite: None*

This college preparatory course is designed to introduce students to the fine arts through an exploration of the interrelationship between film, art, history, music, drama, and dance.

**82731 Art 1 P 10 credits**  
**Offered: EA, MC, M, P, SR .....9, 10, 11, 12**  
*Grad Req: Fine Arts or Elective*  
*Prerequisite: None*

This course focuses on the production of art and the development of two dimensional techniques through experimentation with a variety of media. Quality of design and personal expression are stressed. Students will be studying artists, cultures, and artworks from art history as well as the contemporary art world. They will explore concepts and vocabulary, learn techniques, and participate in class discussions and critiques aimed at building knowledge and appreciation of art. Throughout the duration of this course, students will learn fundamental skills and concepts that support the five components of art education. They will do so through the elements and principles of art, which will be explored and referred to throughout the year.

**ALL COURSES SUBJECT TO AVAILABILITY BASED ON ENROLLMENT AND STAFFING.**  
Classes are organized by department. Each course is listed by title, grade level and number of units.  
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**82930 Art 2 P .....10 credits**  
**Offered: EA, MC, M, P, SR ..... 10, 11, 12**  
*Grad Req: Fine Arts or Elective*  
*Prerequisite: Successful completion of Art 1P or Art teacher's recommendation.*

In this intermediate course, students continue their study of the visual arts outlined in Art 1 P. More emphasis is placed on the development of portfolios and art criticism. Students will begin to pursue independent projects and investigations. Students will participate in critiques and will be assigned sketchbook assignments.

**82030 Art 3 P .....10 credits**  
**Offered: EA, MC, P, SR ..... 10, 11, 12**  
*Grad Req: Fine Arts or Elective*  
*Prerequisite: Successful completion of Art 2 P or Art teacher's recommendation.*

In this advanced course, students will prepare for Advanced Placement by creating a body of work in specific media categories, work independently on a mini-portfolio, and complete in-depth units of study in color and design theory, and life drawing.

**76094 ArtQuest Artists' Exchange Internship .....10 credits**  
**Offered: SR ..... 11, 12, 10**  
**(with instructor permission)**  
*Grad Req: Elective*  
*Prerequisite: Must be an ArtQuest or Fine Arts Pathway student; teacher recommendation may be required. 2.5 GPA or above highly recommended.*

The Artists Exchange Internship focuses on Visual, Performing and Technical Arts professions, practices and related experiences, primarily through internships at a variety of relevant sites. Students must have the ability to fulfill requirements, including transportation to and from internship placement and written parental permission. Students also meet as a class at pre-scheduled times, keep detailed record of their hours, activities and learning progress at the internship site, and work with a supervisor who communicates with the teacher about the intern's performance and provides assessment input.

**82250 ArtQuest Photography 1 P .....20 credits**  
**Offered: SR ..... 9, 10, 11, 12**  
*Grad Req: Fine Arts*  
*Prerequisite: Acceptance into ArtQuest program. Students should have their own film camera.*

ArtQuest Photography 1 P introduces students to the basic art elements and principles and to photographic composition, technique, and conceptual concerns. Students will work in black and white, traditional darkroom medium and begin to explore the history/heritage of photography while engaging in critique and artistic reflection.



**84937 Digital Photography 1 P .....20 credits**  
**Offered: P ..... 9, 10, 11, 12**  
*Grad Req: Fine Arts*  
*Prerequisite: Students should have their own camera.*

Digital Photography 1 P introduces students to the basic art elements and principles and to photographic composition, technique, and conceptual concerns. Students will work in black and white, traditional darkroom medium and begin to explore the history/heritage of photography while engaging in critique and artistic reflection.

**82251 ArtQuest Photography 2 P .....20 credits**  
**Offered: SR ..... 10, 11, 12**  
*Grad Req: Fine Arts*  
*Prerequisite: Acceptance into the ArtQuest program, successful completion of ArtQuest Photography 1 P and AQ teacher's recommendation.*

ArtQuest Photography 3-4 continues to provide in-depth training and experiences in photography. Students will expand their knowledge of darkroom techniques, various photographic papers, films, filters, , alternative processes and some digital photography. They will continue to learn about photographic history and cultural context and develop the “photographer’s eye.” Critique will become more sophisticated and students will further explore personal conceptual approaches and ideas.

**82353 ArtQuest Photography 3 P .....20 credits**  
**Offered: SR ..... 11, 12**  
*Grad Req: Fine Arts*  
*Prerequisite: Acceptance into the ArtQuest program, successful completion of ArtQuest Photography 3 P and/or AQ teacher's recommendation.*

ArtQuest Photography 3 P has students work independently and in groups on more complex and involved photographic projects. Greater emphasis is placed on using alternative processes. Students expand their learning with more readings, field trips, gallery reviews, guest artist visits, research papers, in-depth critiques and mentoring less experienced students. Related careers and higher education opportunities in photography are explored.

**82750 ArtQuest Visual Fine Arts 1 P .....20 credits**  
**Offered: SR ..... 9, 10, 11, 12**  
*Grad Req: Fine Arts*  
*Prerequisite: Acceptance into ArtQuest program.*

ArtQuest Visual Fine Arts 1 P students begin to develop a breadth and depth of technical skills and conceptual concerns through the use of a wide range of materials, resources, and traditional and contemporary forms. Art elements and principles, cultural and arts historical context, arts vocabulary and various critique formats are introduced.

**82950 ArtQuest Visual Fine Arts 2 P .....20 credits**  
**Offered: SR ..... 10, 11, 12**  
*Grad Req: Fine Arts*  
*Prerequisite: Acceptance into ArtQuest program, successful completion of ArtQuest Visual Fine Arts 1P and/or AQ teacher's recommendation.*

ArtQuest Visual Fine Arts 2 P builds upon the introductory course with more in-depth exploration and training. Acute observation, visual memory and imagination are engaged while building a strong foundation in the elements and principles of art and the importance of concept. The drawing process as a form of visual thinking is emphasized through a variety of techniques and media. Diverse perspectives on art history and heritage are interwoven and in-depth critique is expanded.

**82050 ArtQuest Visual Fine Arts 3 P .....20 credits**  
**Offered: SR ..... 11, 12**  
*Grad Req: Fine Arts*  
*Prerequisite: Acceptance into ArtQuest program, successful completion of ArtQuest Visual Fine Arts 2 P and/or AQ teacher's recommendation.*

ArtQuest Visual Fine Arts 3 P students refine their skills and continue their in-depth training and exploration, using the annual ArtQuest theme and other cultural and personal concerns to investigate, inform, and inspire works of art. Students will learn about a wide range of arts-related career and higher education opportunities through guest artists and presenters. The contemporary art world is further addressed and critique is vital, embedded with sophisticated art vocabulary and understandings.

**82230 Ceramics / Sculpture 1 P .....10 credits**  
**Offered: EA, MC, M, P, SR ..... 9, 10, 11, 12**  
*Grad Req: Fine Arts or Elective*  
*Prerequisite: None*

This course is designed to help students understand the basic hand building skills of working with clay. Through this course students will come to understand how a ceramics studio works, and how an art studio can act as a community for sharing ideas. We will explore concepts and vocabulary, learn techniques, and participate in class discussions and critiques aimed at building their knowledge of how one can express ideas through the medium of clay.

**82231 Ceramics / Sculpture 2 P .....10 credits**  
**Offered: EA, MC, P, SR ..... 10, 11, 12**  
*Grad Req: Fine Arts or Elective*  
*Prerequisite: Successful completion of Ceramics/Sculpture 1P or art teacher's recommendation.*

In this intermediate course students will have new and greater responsibilities in running the studio. Students will be asked to participate in class discussions and critiques of professional artworks as well as those of their fellow classmates.

This is a sequential program in which new skills and concepts build on those that have been previously learned. During the first semester, students will be asked to recall the hand building techniques they learned the previous year and apply them in sophisticated, professional ways. These techniques will be utilized throughout the year to create original works of art. Students will also develop their skills on the potter’s wheel, which was introduced during the first year.

**82232 Ceramics / Sculpture 3 P .....10 credits**  
**Offered: EA, MC, P, SR ..... 10, 11, 12**  
*Grad Req: Fine Arts or Elective*  
*Prerequisite: Successful completion of Ceramics/Sculpture 2 P or art teacher's recommendation.*

In this advanced course, students will study in greater depth the standards outlined in Ceramics/Sculpture 2 P.

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**82031 Commercial Art and Design P .....10 credits**  
**Offered: EA, P ..... 11, 12**  
*Grad Req: Local VAPA, or Elective*  
*Prerequisite: Successful completion of Art 1 P or consent of teacher*

This course will introduce students to basic principles of graphic design emphasizing concepts and imagery for commercial art. Projects will incorporate the development of ideas and creative themes using symbolic representation, image-based logos, branding and corporate identity, multi-media advertising campaigns and commercial images for products. Students will also learn about silk screening and other processes for garment imagery. Traditional and modern techniques will be used to produce the artwork.

**82392 Visual Arts IB HL1 .....10 credits**  
**Offered: M ..... 11, 12**  
*Grad Req: Fine Arts or Elective*  
*Recommended Prerequisites: Successful completion of Art 1P, Appreciation of the Arts or art teacher's recommendation.*

The first year of a two year IB Art program which teaches students to explore and investigate subjects of personal interest. Emphasis is placed on gaining the broad range of skills, knowledge and experience needed to express original and creative ideas. The students will be trained to imagine, investigate, construct and reflect.

**82094 Visual Arts IB HL2 .....10 credits**  
**Offered: M ..... 11, 12**  
*Grad Req: Fine Arts or Elective*  
*Prerequisite: Successful completion of Art 1 P or art teacher's recommendation.*

The second year of a two year IB Art program. Students will continue to use an investigative approach to develop a focus for their studies. Students may elect to participate in the exam process which will require them to turn in photographs of Investigation Workbook Pages and the related Studio Works. These same students will also have a one person show and produce a video of themselves discussing the work

**82235 Film Study 1 P .....10 credits**  
**Offered: MC, P, M, SR ..... 9, 10, 11, 12**  
*Grad Req: Fine Arts or Elective*  
*Prerequisite: Student must submit to the instructor a parent-signed permission slip for viewing selected "R" rated films before enrolling in this course.*

Film Studies is a comprehensive and in-depth study of the art, history, language, and techniques of cinema that filmmakers use to entertain, enlighten, instruct, and manipulate viewers. Students explore the art of filmmaking and the elements of cinematic composition including arrangement within the frame (mise en scene), sound, camera movement, lighting and color. Students will learn to perceive and respond to films using the vocabulary of the industry to express their observations. Consult with counselor to make sure that the course is part of a Pathway sequence. Student must submit to the instructor a parent-signed permission slip for viewing selected "R" rated films before enrolling in this course.

**82236 Film Study 2 P 10 credits**  
**Offered: MC ..... 10, 11, 12**  
*Grad Req: Fine Arts or Elective*  
*Prerequisite: Successful completion of Film Study 1 P or consent of teacher.*

This intermediate course continues the study of the standards outlined in Film Study 1 P above. Student must submit to the instructor a parent-signed permission slip for viewing selected "R" rated films before enrolling in this course.

**82390 IB Film Study 1HP .....10 credits**  
**Offered: M ..... 11, 12**  
*Grad Req: Fine Arts or Elective*

This course emphasizes the skills necessary to achieve creative independence in students' knowledge, experience, and enjoyment of film. Through viewing, discussing, and making films, this course develops critical analytical and creative skills and knowledge, and applies them to the understanding and enjoyment of film. International films, shorts, and documentaries from all eras serve as the primary focus of study. The full curriculum is taught over a two year cycle, but students can take it for a single year. Core projects to satisfy IB requirements include an oral presentation on a selected film, an independent study presented in the form of a documentary script, and a student-produced film with accompanying written commentary. Other projects, reading assignments, and class work are focused on preparing students for these core IB assignments. Student must submit to the instructor a parent-signed permission slip for viewing selected "R" rated films before enrolling in this course.

**82092 Film IB HL 2 .....10 credits**  
**Offered: M ..... 12**  
*Grad Req: Fine Arts or Elective*  
*Prerequisite: Successful completion of IB HL1 or consent of teacher.*

This is the second year of a two-year program. The curriculum is essentially the same as for Film IB HL1 (see above), but the material is pursued at a deeper level, with more extensive projects and products expected. Students must submit to the instructor a parent-signed permission slip for viewing selected "R" rated films before enrolling in this course.

**76032 Oral Interpretation 1 P .....10 credits**  
**Offered: MC .....11, 12**  
*Grad Req: Elective*  
*Prerequisite: None*

Oral Interpretation is a performance-based course designed to develop the public speaking skills of students interested in debate, oration, dramatic and humorous interpretation, and spontaneous speaking. This course offers students opportunities to interpret published works as well as study rhetoric in order to create and enhance their own works created for performance. Students will critically analyze oral interpretations by amateur and professional performers and speakers. In addition, the course requires students to perform outside of the classroom setting, in community and competitive arenas.

**82732 Three Dimensional Design P .....10 credits**  
**Offered: SR ..... 9, 10, 11, 12**  
*Grad Req: Fine Arts or Elective*  
*Prerequisite: None*

This is a beginning level studio art course with emphasis on exploration and production of 3-D art. Some power tools will be used. Mixed media will be explored and emphasis will be placed on art criticism and art history, as well as, art production. Gallery responses will be assigned each semester.



# PERFORMING ARTS

**76752    A Cappella Choir P.....10 credits**  
**Offered: EA, MC, SR ..... 9, 10, 11, 12**  
*Grad Req: Fine Arts*

*Prerequisite: Audition or Choral Music teacher's recommendation.*

Requirement: Performance attire. This course emphasizes developing individual voice and musicianship skills through learning as a performing group. The group is involved in performances throughout the year, which include winter and spring concerts, and State Festival. This class prepares students for Concert Choir/ Chamber Singers.

**76094    ArtQuest Artists' Exchange Internship .....10 credits**  
**Offered: SR .....11, 12 (10 with instructor permission)**  
*Grad Req: Elective*

*Prerequisite: Must be an ArtQuest or Fine Arts Pathway student; teacher recommendation may be required.2.5 GPA or above highly recommended.*

The Artists Exchange Internship focuses on Visual, Performing and Technical Arts professions, practices and related experiences, primarily through internships at a variety of relevant sites. Students must have the ability to fulfill requirements, including transportation to and from internship placement and written parental permission. Students also meet as a class at pre-scheduled times, keep detailed record of their hours, activities and learning progress at the internship site, and work with a supervisor who communicates with the teacher about the intern's performance and provides assessment input.

**76750    ArtQuest Dance 1 P .....20 credits**  
**Offered: SR ..... 9, 10, 11, 12**  
*Grad Req: Fine Arts*

*Prerequisite: Acceptance into ArtQuest program and previous dance training and/or skill in ballet, modern, jazz, tap, hip hop or other dance forms. Some performance experience is preferred.*

ArtQuest Dance 1 focuses on the development of technical and conceptual skills in the expressive language of dance. A blend of contemporary and more traditional strategies are used to create and respond to artistic works. Students will participate in both individual and group performances in a wide variety of settings.

**76950    ArtQuest Dance 2 P .....20 credits**  
**Offered: SR ..... 10, 11, 12**  
*Grad Req: Fine Arts*

*Prerequisite: Successful completion of ArtQuest Dance 1 P and/or ArtQuest dance teacher's recommendation.*

ArtQuest Dance 2 has students continue to explore artistic perception and the creative process by solving problems in choreography and performance. Students begin to learn about diverse historical and cultural perspectives of dance and different dance styles and genres. Critique and reflection are emphasized and technique is increasingly developed, paired with conceptual integrity and interest.

**76050    ArtQuest Dance 3 P .....20 credits**  
**Offered: SR ..... 11, 12**  
*Grad Req: Fine Arts*

*Prerequisite: Successful completion of AQ Dance 2 P and acceptance by audition into ArtQuest Dance Company.*

The purpose of ArtQuest Dance Company (Dance 3) is to build on the work of the previous years with greater depth and intensity. The majority of class time will be spent in developing choreographic ideas, performance and dance productions. Intense personal focus, as well as full collaboration and camaraderie is required. In-depth critique and reflection is emphasized and a professional approach and commitment to creating and performing dance is a necessity.



**76751    ArtQuest Theatre Arts 1 P .....20 credits**  
**Offered: SR ..... 9, 10, 11, 12**  
*Grad Req: Fine Art*

*Prerequisite: Acceptance into ArtQuest program.*

This is the introductory course to intensive actor training in the ArtQuest Drama Conservatory. It is designed for a select group of talented and motivated students who have designated drama as their special interest or major. Theatre Arts approaches and concerns will be explored in depth. Group and individual work are required.

**76951    ArtQuest Theatre Arts 2 P .....20 credits**  
**Offered: SR ..... 9, 10, 11, 12**  
*Grad Req: Fine Arts*

*Prerequisite: Acceptance into ArtQuest program, successful completion of ArtQuest Drama 1 P and/or AQ Drama teacher's recommendation.*

This course is in part a continuation of the first year's training and experience. The curriculum is primarily based on the work of Shakespeare and the course focuses on developing the tools needed to handle the demands of this material, including intense vocal training, sensitized kinesthetic response and deep analysis of text including vocabulary, figures of speech, principles of logic, and dramaturgy. This level also includes the deeper exploration of psychophysical relationships of actor/ character/environment. The majority of students will be selected by the teacher and students from AQ Theatre Arts 1 P as well as returning AQ Theatre Arts 2 P.

**76051    ArtQuest Theatre Arts 3 P .....20 credits**  
**Offered: SR ..... 10, 11, 12**  
*Grad Req: Fine Arts*

*Prerequisite: Acceptance into ArtQuest program, successful completion of ArtQuest Drama 2 P and/or AQ Drama teacher's recommendation.*

ArtQuest Theatre Arts 3 is a continuation of the second year's training to further deepen the student's psychophysical response to others and the imagined environment to expand their vocal range with more sensitivity and openness and to explore oneself in more depth. This level demands the ability to maintain a sharp focus of one's attention, substantial line memorization, detailed analysis of plays and characters, and so on.

**76754    Vocal Music .....10 credits**  
**Offered: SR ..... 9, 10, 11, 12**  
*Grad Req: Fine Arts*

*Prerequisite: Acceptance into the ArtQuest program.*

Vocal Music students have three or four main concerts each year, as well as other choral events and opportunities. Classes focus on the rehearsal/performance process and also have the goal of building musicians out of singers by developing music reading skills, interval recognition, rhythmic proficiency and building musical vocabulary. Students are placed by audition into the appropriate vocal group, which currently include; A Capella, Las Choralistas, Concert Choir and/or Chamber Singers. At SRHS, this class is a combination of ArtQuest and elective choral students.

**76734    Beginning Guitar .....10 credits**  
**Offered: EA, SR..... 9, 10, 11, 12**  
*Grad Req: Fine Arts or Elective*  
*Prerequisite: None*

This non-college preparatory course is designed for the student who is serious about learning to play the guitar. Emphasis is on chords, strum patterns, learning to read musical notation and guitar tablature. Students are tested in class weekly. Students are expected to practice regularly and performance attendance is required.

**76738    Chamber Singers P .....10 credits**  
**Offered: EA, MC, M, P, SR..... 9, 10, 11, 12**  
*Grad Req: Fine Arts*  
*Prerequisite: Audition or Choir teacher's recommendation; requires concurrent enrollment in an advanced choir course.*

Requirement: Performance attire. This course is designed for the most dedicated students who will perform throughout the community and state. Students who are accepted into Chamber Singers are expected to be able to tour with the group and need to be conscientious in all classes. The group sings the most challenging literature written for small choral ensembles.

**76934    Chamber Wind Ensemble P .....10 credits**  
**Offered: SR ..... 10, 11, 12**  
*Grad Req: Fine Arts*  
*Prerequisite: Audition or band teacher's recommendation.*

Requirement: Band performance attire. This advanced course is designed for the upper level musician. The class consists of one player per part, giving each member soloist responsibilities. In-depth study, analysis and performance of a major band repertoire are essential components of the class. Performance attendance is mandatory.

**76731    Concert Band P .....10 credits**  
**Offered: EA, MC, M, P, SR..... 9, 10, 11, 12**  
*Grad Req: Fine Arts*  
*Prerequisite: Audition or band teacher's recommendation.*

Requirement: Band performance attire. This course is designed for students who play a wind, brass or percussion instrument. Students learn fundamental concepts and study and perform a wide variety of musical literature. Members of the class are expected to practice regularly and performance attendance is mandatory.

At SRHS, this class is a combination of ArtQuest and elective band students. This course meets the "f" requirement of the a-g requirements

**76737    Concert Choir.....10 credits**  
**Offered: M, SR, P, EA ..... 9, 10, 11, 12**  
*Grad Req: Fine Arts*  
*Prerequisite: None (SRHS & MHS by audition only)*

Requirement: Performance attire. This course presents music of various styles and periods in performance. This course emphasizes developing individual voice, musicianship and music reading skills through learning as a performing group. The group is involved in performances throughout the year, which include concerts and festivals. At SRHS, this class is a combination of ArtQuest and elective band students. This course meets the "g" requirement of the "a-g" requirements.

**76930    Dance 1 P .....10 credits**  
**Offered: EA, MC, M, SR ..... 9, 10, 11, 12**  
*Grad Req: Fine Arts*  
*Prerequisite: None*

Required: Dance uniform. This course teaches students introductory techniques of modern dance, ballet, jazz, and a broad range of other forms using a creative approach through improvisation and composition. Emphasis is placed on stretching, flexibility, coordination, fitness and nutrition, and locomotive and rhythmic analysis.



**76931    Dance 2 P .....10 credits**  
**Offered: EA, MC, M ..... 10, 11, 12**  
*Grad Req: Fine Arts*  
*Prerequisite: Dance teacher's recommendation or audition.*

Required: Dance uniform. In this intermediate course, students will continue their study of the standards outlined in Dance 1 P above.

**76030    Dance 3 P .....10 credits**  
**Offered: MC, M..... 11, 12**  
*Grad Req: Fine Arts*  
*Prerequisite: Successful completion of Dance 2 P or dance teacher's recommendation, or audition.*

Required: Black dance pants, black leotard, dance shoes. In this advanced course, students will further refine their technical skills and develop their skill in choreography. Designed for those with previous experience in dance, students will participate in various aspects of dance production, including choreography, improvisation, costuming, staging, and organization in preparation for two evening performances.

**76730    Drama 1 P .....10 credits**  
**Offered: EA, MC, M, P, SR..... 9, 10, 11, 12**  
*Grad Req: Fine Arts*  
*Prerequisite: None*

Beginning Drama 1P introduces students to the world of Theater Arts and Acting. Students learn the basics of Acting Technique, Theater Vocabulary, and Analysis of Character and Scene. Students have ample opportunity to overcome stage fright and to build self-confidence. Students work collaboratively in groups, with partners, and solo. Students memorize lines for monologues and duets (two person scenes), which are performed in front of the class. This course meets the "g" requirement of the "a-g" requirements

**76932    Drama 2 P .....10 credits**  
**Offered: EA, MC, M, P, SR..... 10, 11, 12**  
*Grad Req: Fine Arts*  
*Prerequisite: Drama teacher's recommendation or audition.*

Drama 2P continues the development of Acting Technique, Character Study, and Scene Performance, as well as showcasing the work of students with an evening performance. More focus is spent on theatrical periods and styles, including Shakespearean and contemporary realism. Students analyze scripts, make acting choices, do character research, reflect and critique works of theater and theatrical artists on the basis of aesthetic qualities. Students also learn the business of theater and its Organizational Structure.

**76031 Drama Production P.....10 credits**  
**Offered: EA, M, P..... 11,12**  
*Grad Req: Fine Arts*  
*Prerequisite: Successful completion of Drama 2 P or drama teacher's recommendation or audition.*

This course produces the fall and spring plays. Students must audition to get into the class or have permission from the instructor to participate. This class requires a strong commitment from actors or technicians as after school rehearsals and weekend set building are mandatory. Actors are engaged in the rehearsal process, while technicians help with lighting, sound, stagecraft, costume, makeup, and publicity. Students who perform or help produce the shows come away with enormous skills on a variety of levels, which enables them to get into some of the best schools in the country for the performing arts. The skills learned can easily be transferred to the job market.

**76091 Music Group Performance IB SL.....10 credits**  
**Offered: M ..... 11, 12**  
*Grad Req: Fine Arts*  
*Prerequisite: Prior experience in advanced music performance class and knowledge of fundamental concepts of music theory.*

This course develops performance skills, oral and written analysis, knowledge of musical styles and theory, an appreciation of the political, social and cultural context out of which music grows and to which it contributes, and cross-cultural comparisons. Students will refine their performance skills through group music making. Students must be concurrently enrolled in a music performance class (choral or instrumental).

**76092 Music Solo Performance IB SL.....10 credits**  
**Offered: M ..... 11,12**  
*Grad Req: Fine Arts*  
*Prerequisite: Prior experience in advanced music performance class and knowledge of fundamental concepts of music theory.*

This course develops performance skills, oral and written analysis, knowledge of musical styles and theory, an appreciation of the political, social and cultural context out of which music grows and to which it contributes, and cross-cultural comparisons. Students will refine their performance skills through solo music making. Students must be concurrently enrolled in a music performance class (choral or instrumental).

*Music Group Performance IB SL*  
*Music Solo Performance IB SL*

This course requires concurrent enrollment in a musical performing arts class. IB Music Standard Level is a 75 hour lecture class that dives deeper into the music being studied in musical performing arts classes, while also providing a non-western view of the history and development of musical cultures. In addition we learn the best practices in properly analyzing music through listening, score study, and combinations of these methods. Lastly, the course will include the in depth analysis of a large musical work and a study on the links between two distinct musical cultures. This course is designed to prepare students to take the Standard Level IB Music exam, as well as develop their musicianship beyond what is found in their performance-focused classes.

*Music Group Performance IB HL*  
*Music Solo Performance IB:HL*

This course requires concurrent enrollment in a musical performing arts class, as well as completion of IB Music Standard Level. IB Music Higher Level is a 90 hour lecture class that dives deeper into the music being studied in musical performing arts classes, while also providing a non-western view of the history and development of musical cultures. In addition we learn the best practices in properly analyzing music through listening, score study, and combinations of these methods. Lastly, the course will include the in depth analysis of two large musical works and a study on the links between two distinct musical cultures. This course is designed to prepare students to take the Higher Level IB Music exam, as well as develop their musicianship beyond what is found in their performance-focused classes.

**76739 Instrumental Music – Piano P.....10 credits**  
**Offered: MC, M..... 9, 10, 11, 12**  
*Grad Req: Fine Arts or Elective*  
*Prerequisite: None*

In this piano class students study the basics of music and develop piano skills through the year. Students learn to compose and notate a short piece. Students at all levels of piano skill are accepted.

**76935 Instrumental Music Guitar P.....10 credits**  
**Offered: M, SR..... 9, 10, 11, 12**  
*Grad Req: Fine Arts or Elective*  
*Prerequisite: None*

In this college preparatory course, students study Guitar. Working independently and in small groups, students are expected to practice daily and prepare weekly solo and group performances for the class. In addition the class will cover: musical notation, rhythm, ear training, and other related elements of music. Finally, all students are expected to perform in the final concert at the end of the year.

**76732 Jazz Band P .....10 credits**  
**Offered: EA, MC, M, SR ..... 9, 10, 11, 12**  
*Grad Req: Fine Arts*  
*Prerequisite: Audition or band teacher's recommendation; requires concurrent enrollment in Concert or Symphonic Band or Orchestra.*

Requirement: Band performance attire. This course is designed for dedicated and experienced jazz musicians. Instrumentation is restricted to saxophone, trumpet, trombone, bass, guitar, piano and drum set. Members of the class are expected to practice regularly.

**76032 Oral Interpretation P.....10 credits**  
**Offered: MC.....11, 12**  
*Grad Req: Elective*  
*Prerequisite: None*

Oral Interpretation is a performance-based course designed to develop the public speaking skills of students interested in debate, oration, dramatic and humorous interpretation, and spontaneous speaking. This course offers students opportunities to interpret published works as well as study rhetoric in order to create and enhance their own works created for performance. Students will critically analyze oral interpretations by amateur and professional performers and speakers. In addition, the course requires students to perform outside of the classroom setting, in community and competitive arenas.

**76733 Orchestra P .....10 credits**  
**Offered: SR..... 9, 10, 11, 12**  
*Grad Req: Fine Arts*  
*Prerequisite: Audition or band teacher's recommendation.*

Requirement: Band performance attire. This course is a performing organization designed specifically for qualified string players. Students will be familiarized with string and orchestral literature through concert and community performances. String literature emphasis might include small wind ensembles as well as full orchestral repertoire. Members of the class are expected to practice regularly and performance attendance is mandatory. This class is a combination of ArtQuest and elective band students.

**76933 Symphonic Band P .....10 credits**  
**Offered: MC, M, SR..... 10, 11, 12**  
*Grad Req: Fine Arts*  
*Prerequisite: Audition or band teacher's recommendation.*

Requirement: Band performance attire. This advanced course is designed for students to develop a higher level of musical ability. Students study and perform a wide variety of musical literature. Members of the class are expected to practice regularly and performance attendance is mandatory. This class is a combination of ArtQuest and elective band students.

**76736 Treble Choir P .....10 credits**  
**Offered: MC, M, P ..... 9, 10, 11, 12**  
*Grad Req: Fine Arts*  
*Prerequisite: None*

This college preparatory course presents various styles and periods in performance. Students learn correct vocal production techniques and how to read music. Performance attendance and attire are required.

**76937 Jazz Choir P .....10 credits**  
**Offered: MC ..... 10, 11, 12**  
*Grad Req: Fine Arts*  
*Prerequisite: Audition or Choir teacher's recommendation; requires concurrent enrollment in an advanced choir course.*

Requirement: Performance attire. This advanced course is designed for the most dedicated, self-motivated and conscientious students interested in performing vocal jazz. This group sings the most challenging literature written for small choral ensembles and performs throughout the community and state.

**825608 AP Music Theory .....10 credits**  
**Offered: MC ..... 11, 12**  
*Grad Req: Fine Arts*  
*Prerequisite: Acceptance into the ArtQuest program.*

This class is designed to provide the serious music student with an experience equivalent to first year college music courses in theory, ear training and sight singing. The ultimate goal is to develop the student's ability to recognize and understand the processes, styles, structures and notations found in music.

**76092 Dance IB SL .....10 credits**  
**Offered: M ..... 12**  
*Grad Req: Fine Arts*  
*Prerequisite: Completion of Dance 1P with grade of B or higher, or instructor permission. Completion of summer work.*

IB Dance SL is an advanced dance course which offers a holistic approach including practice and presentation of dance, study of dance around the world and dance composition. Students will continue to develop and demonstrate their technical and performance skills. Students will also study and explore dance composition and analysis (the making of dances). This class facilitates the development of students who may become choreographers, dance scholars, performers or those, more broadly, who seek life enrichment through dance. Students completing the IB SL curriculum will be eligible for the standard level IB certificate in Dance by successfully passing the IB Dance SL exam.

**76095 Dance IB HL 2 .....10 credits**  
**Offered: M 12**  
*Grad Req: Fine Arts*  
*Prerequisite: Completion of Dance IB SL with grade of C or higher.*

IB Dance HL 2 is a continuation of the IB Dance SL curriculum. It offers a holistic approach including practice and presentation of dance, study of dance around the world and dance composition. Students will continue to develop and demonstrate their technical and performance skills. Through dancing, classroom activity and individual investigation, students will study a variety of dance traditions and dance cultures—past, present and looking towards the future. Students will also study and explore dance composition and analysis (the making of dances). This class facilitates the development of students who may become choreographers, dance scholars, performers or those, more broadly, who seek life enrichment through dance. It is expected that students who complete Dance IB HL2 will take the IB Dance Higher Level exam.

**76741 Instrumental Music- Percussion .....10 credits**  
**Offered: M ..... 9, 10, 11, 12**  
*Grad Req: Fine Arts*  
*Prerequisite: None*

This music course explores all the ways in which percussion is used around the world, with an emphasis on classical and marching drums. Students do not need to have any prior experience with any instruments and all levels are accepted. Performance attendance is not required, but there are many opportunities to play throughout the year including: Sporting events, rallies, middle and elementary school visits, and community events such as the Luther Burbank Rose Parade.

# TECHNICAL ARTS

**84751 ArtQuest Digital Arts 1 P .....20 credits**  
**Offered: SR ..... 9, 10, 11, 12**  
*Grad Req: Fine Arts*  
*Prerequisite: Acceptance into ArtQuest program.*

Digital Arts offers a strong foundation in the visual language of art, while focusing on computer skills used to create art, such as painting, drawing and image manipulation software. Color, composition, and the elements and principles of art will be introduced. Critiques of work will be included and students will keep sketchbooks of hand drawings and journaling of ideas. Various artists' work in digital media, as well as more traditional forms, will be shown, analyzed and used for inspiration.

**84951 ArtQuest Digital Arts 2 P .....20 credits**  
**Offered: SR ..... 10, 11, 12**  
*Grad Req: Fine Arts*  
*Prerequisite: Acceptance into ArtQuest program. Successful completion of ArtQuest Digital Arts 1 P and/or AQ teacher's recommendation.*

ArtQuest Digital Arts 2 P expands upon the basic skills learned in the introductory course with explorations in lighting, viewpoint, texture, surfaces, modeling and symbolism to create powerful and meaningful works of art. Students are challenged to build on technical skills, combine them with conceptual considerations, and to explore personal artistic possibilities. Some animation may be introduced..

**84051 ArtQuest Digital Arts 3 P .....20 credits**  
**(Credits may vary due to section availability)**  
**Offered: SR ..... 11, 12**  
*Grad Req: Fine Arts*  
*Prerequisite: Acceptance into ArtQuest program. Successful completion of ArtQuest Digital Arts 2 P and/or AQ teacher's recommendation.*

ArtQuest Digital Arts 3 P continues the groundwork laid in previous ArtQuest Digital Arts levels and also encourages students to work independently and in groups, to produce more complex computer generated work. Students will practice the creative problem solving skills and collaboration needed in the professional world of one of the fastest growing industries: computer animation and digital imaging. Students are required to utilize a sketchbook and journal to chronicle projects and personal artistic growth and to participate in various critique venues to hone conceptual and technical excellence.

**84750 ArtQuest Video Arts 1 P .....20 credits**  
**Offered: SR ..... 9, 10, 11, 12**  
*Grad Req: Fine Arts*  
*Prerequisite: Acceptance into ArtQuest program.*

ArtQuest Video Arts 1 P introduces and begins to prepare students for work in the areas of video, television or film production. Students learn to use video cameras and computer-based editing systems to produce a variety of works. The elements and principles of visual art are introduced at this level, while the vocabulary of film, video arts and video production is integrated throughout the course. Various films and videos are viewed and analyzed, and students begin to critique their own and others' work.

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**84950     ArtQuest Video Arts 2 P .....20 credits**  
**Offered: SR ..... 10, 11, 12**  
*Grad Req: Fine Arts*

*Prerequisite: Acceptance into ArtQuest program. Successful completion of ArtQuest Video 1 P and/or AQ teacher's recommendation.*

ArtQuest Video Arts 2 P expands upon skills learned in the introductory course with student-produced features that usually include both live action and animation. Diverse artistic approaches to filming are explored giving students a foundation in single and multiple camera recording styles and techniques. Post-production work includes signal processing, audio enhancements and special effects. Continued emphasis on analysis and critique of films and video of historical/cultural significance, as well as student work in the class.

**84050     ArtQuest Video Arts 3 P .....20 credits**  
**(Credits may vary due to section availability)**

**Offered: SR ..... 11, 12**  
*Grad Req: Fine Arts or Specialized Program*

*Prerequisite: Acceptance into ArtQuest program. Successful completion of ArtQuest Video Arts 2 P and/or AQ teacher's recommendation.*

ArtQuest Video Arts 3 P encourages students to continue to work independently and in groups, to produce more complex film and video projects. Students will continue to practice the creative problem solving skills and collaboration needed in the professional world of film-making and will learn to chronicle and present project concepts through the use of story boards, sketchbooks and journals. Students are required to participate in personal and group artistic critiques and will employ aesthetic choice and judgment skills at an increasingly sophisticated level. Investigation of potential applications and adaptations to career, educational and personal goals will be emphasized and encouraged.

**76094     ArtQuest Artists' Exchange Internship .....10 credits**  
**Offered: SR .....11, 12 (10 with instructor permission)**

*Grad Req: Elective*  
*Prerequisite: Must be an ArtQuest student; teacher recommendation may be required.2.5 GPA or above highly recommended.*

The Artists Exchange Internship focuses on Visual, Performing and Technical Arts professions, practices and related experiences, primarily through internships at a variety of relevant sites. Students must have the ability to fulfill requirements, including transportation to and from internship placement and written parental permission. Students also meet as a class at pre-scheduled times, keep detailed record of their hours, activities and learning progress at the internship site, and work with a supervisor who communicates with the teacher about the intern's performance and provides assessment input.

**84931     Video Arts and Technology P .....10 credits**  
**Offered: M ..... 10, 11, 12**

*Grad Req: Local Arts or Elective*  
*Prerequisite: Successful completion of Appreciation of the Arts.*

Students will learn the fundamentals of video production using digital camcorders and professional level non-linear video editing software. Students produce a wide range of video projects, including profiles, commercials, public service announcements, music videos, and projects for the school, such as intermittent video bulletins, and introductions to public performances. Students will be responsible for producing a weekly video bulletin as well as a variety of other video production projects. The basics principles of visual communication are explored, along with the essential phases of video production, technical skills of videography and editing, and basic animation, titling, and motion graphics. Teamwork, understanding the relationship between client and audience, and other organizational aspects of video production are also explored.

**84932     Computer Animation P .....10 credits**  
**Offered: M ..... 10, 11, 12**

*Grad Req: Local Arts or Elective*  
*Prerequisite: Successful completion of Computer Foundations 1 or Computer Applications 1 or Computer Animation teacher's recommendation.*

This college preparatory course explores the history, theory and practice of Computer Animation. Through lecture, discussion and individual practice, students will learn the basics of 2D Computer Animation and will complete several in-class projects as a way to demonstrate their level of mastery.

**84733     Stagecraft P .....10 credits**  
**Offered: MC ..... 9, 10, 11, 12**

*Grad Req: Fine Arts or Elective.*  
*Prerequisite: Drama teacher's recommendation or interview.*

This is a hands-on college preparatory course designed to familiarize students with the many elements of artistic productions including set design, scenery, properties, costumes, make-up, lighting, sound and management. Students build the sets, hang and focus the lights and run all of the behind-the-scenes functions necessary for the school's theatrical, choral, musical and dance productions.

**84731     Yearbook 1 .....10 credits**  
**Offered: EA, MC, M, P, SR ..... 9, 10, 11, 12**

*Grad Req: Local Arts or Elective*  
*Prerequisite: Successful completion of English P (any grade level) with a "C" or better and Yearbook teacher's recommendation.*

This course has students assume responsibility for producing, designing, editing, and selling the school yearbook. Students learn fundamental skills in photography, page design, and writing as these relate to producing the yearbook. Students learn and work intensively with either an online program or pro level software to create the yearbook. Students must be competent in English and word processing; be willing to sell advertisements in the business community; be able to follow directions and complete assignments precisely; and meet deadlines to ensure that the school's yearbook is produced on time and within budget. This class may require a significant amount of time outside regular classroom hours, including evenings and weekends. Attendance at a summer workshop is desirable.

**84935     Yearbook 2 .....10 credits**  
**Offered: EA, MC, SR ..... 10, 11, 12**

*Grad Req: Local Arts or Elective*  
*Prerequisite: Successful completion of English P (9-11) with a "C" or better and Yearbook teacher's recommendation.*

In this intermediate course, students will continue their study of the standards outlined in Yearbook 1. This class requires a significant amount of time outside regular classroom hours, including evenings and weekends. Attendance at a summer workshop is desirable.

**84030     Yearbook 3 .....10 credits**  
**Offered: EA, MC, SR ..... 11, 12**

*Grad Req: Local Arts or Elective*  
*Prerequisite: Successful completion of English P (10) with a "C" or better and Yearbook teacher's recommendation.*

In this advanced course, students will continue their study of the standards outlined in Yearbook 2, taking on positions of responsibility for production, such as editor and business manager. This class requires a significant amount of time outside regular classroom hours, including evenings and weekends. Attendance at a summer workshop may be required.

**84732     Journalism 1 P .....10 credits**  
**Offered: MC, SR ..... 9, 10, 11, 12**

*Grad Req: Fine Arts or Elective*  
*Prerequisite: Successful completion of English 8 or P (9-11) with a "C" or better and Journalism teacher's recommendation.*

This college preparatory course has students assume responsibility for producing the school's newspaper. Students learn the basic concepts and skills of journalism, including news gathering and judgment, interviewing, writing articles and editorials, taking photographs, page design and selling ads. Students also learn the role of newspapers in society, as well as the legal and ethical responsibilities that govern the media. This class requires a significant amount of time outside regular classroom hours, including evenings and weekends.

**84936     Journalism 2 P .....10 credits**  
**Offered: MC, SR ..... 10, 11, 12**

*Grad Req: Local Arts or Elective*  
*Prerequisite: Successful completion of English P (9-11) with a "C" or better and Journalism teacher's recommendation.*

In this intermediate course, students will continue their study of the standards outlined in Journalism 1 P. This class requires a significant amount of time outside regular classroom hours, including evenings and weekends

# INDUSTRIAL TECHNOLOGY

**28741 Auto Mechanics 1 .....10 credits**  
**Offered: SR ..... 9, 10, 11, 12**  
*Grad Req: Elective*  
*Prerequisite: None*

This beginning automotive class introduces students to the theory and practice of automotive repair. Students will perform tasks such as brake repair, engine rebuilding, engine tune-up, and general servicing of the car.

**28744 Auto Mechanics 2 .....10 credits**  
**Offered: SR ..... 10, 11, 12**  
*Grad Req: Elective*  
*Prerequisite: Completion of Auto Mechanics 1 with a grade of "C" or better or teacher's recommendation.*

This intermediate class extends students knowledge and skills gained in the Auto Mechanics 1 course. This course provides further knowledge and skills in topics such as: engine construction, brakes, suspension, steering, tires, electrical and engine performance.

**28049 Auto Mechanics 3 .....10 credits**  
**Offered: SR ..... 11, 12**  
*Grad Req: Elective*  
*Prerequisite: Completion of Auto Mechanics 2 with a grade of "C" or better or teacher's recommendation.*

This advanced class consists of students continuing their education in the field of auto mechanics.

**28950 Automorphosis (Electric Car Conversion) .....10 credits**  
**Offered: MC ..... 11, 12**  
*Grad Req: Elective*  
*Prerequisite: Completion of Automotive Technology 3 with a grade of "C" or better or teacher's recommendation.*

This course is designed to inform students about the design, construction, and viability of electric vehicles. The class will learn the advantages of using an electric drive train, including cost savings, environmental impact, and ease of use. The course includes background theory on electrical power, including definitions and terms (ex: amps, volts, watts, watt-hours, energy, power, aerodynamics, rms voltage, electric mpg, and more). The course also includes a brief history and current status of EV technologies and career possibilities in electric transportation industry. Students will modify an internal combustion engine (ICE) vehicle to battery electric drive. Students will use basic automotive skills and knowledge to complete the conversion. No special engineering skills are necessary.

**28742 Automotive Technology 1 .....10 credits**  
**Offered: MC ..... 9, 10, 11, 12**  
*Grad Req: Elective*  
*Prerequisite: None*

The Automotive Technology 1 class is designed to inform and train students in the various areas of automotive maintenance and repair, such as braking systems, suspension and steering systems, electronic systems, heating and air conditioning systems, and computer diagnostics. Students learn concepts in the computer simulation lab and apply their knowledge in the garage facility.

**28947 Automotive Technology 2 .....10 credits**  
**Offered: MC ..... 10, 11, 12**  
*Grad Req: Elective*  
*Prerequisite: Completion of Automotive Technology 1 with a grade of "C" or better or teacher's recommendation.*

This intermediate course extends students knowledge and skills gained in the Automotive Technology 1 course.

**28050 Automotive Technology 3 .....10 credits**  
**Offered: MC ..... 11, 12**  
*Grad Req: Elective*  
*Prerequisite: Completion of Automotive Technology 2 with a grade of "C" or better or teacher's recommendation.*

This advanced course extends students knowledge and skills gained in the Automotive Technology 2 course. The curriculum is focused on engine performance, automotive electrical systems, advanced diagnostic skills, training for industry certification, and entry-level employment.

**28743 Manufacturing 1 .....10 credits**  
**Offered: SR ..... 9, 10, 11, 12**  
*Grad Req: Elective*  
*Prerequisite: None*

This beginning manufacturing class teaches and applies fundamental skills commonly required of individuals seeking employment in a variety of manufacturing fields. Fundamental skills include: safety, drafting, hand and machine tool identification and use, basic sheet metal and iron work, and various forms of cutting and welding.

**28948 Manufacturing 2 .....10 credits**  
**Offered: SR ..... 10, 11, 12**  
**Grad Req: Elective**  
**Prerequisite: Completion of Manufacturing 1 with a grade of "C" or better, or teacher's recommendation.**

This intermediate manufacturing class further develops the fundamental skills taught in Manufacturing 1. In addition, this course will introduce advanced skills that are commonly required of individuals seeking employment in a variety of manufacturing fields.

**28051 Manufacturing 3 .....10 credits**  
**Offered: SR ..... 11, 12**  
*Grad Req: Elective*  
*Prerequisite: Completion of Manufacturing 2 with a grade of "C" or better, or teacher's recommendation.*

In this advanced manufacturing class, students will continue to develop fundamental and advanced skills in manufacturing through project-based assignments. Students completing the course with a 'C' or better will be adequately prepared for entry level work in manufacturing or a variety of post-secondary educational opportunities.

**28745 Project Make .....10 credits**  
**Offered: P ..... 9, 10, 11, 12**  
*Grad Req: Elective*  
*Prerequisite: None*

Project Make provides a rich "making" environment, including access to diverse tools and materials from which students can develop and apply academic, aesthetic, technical and interpersonal skills by creating and building meaningful products.

**72932 Project Make-Applied Physics .....10 credits**  
**Offered: P ..... 10, 11, 12**  
**Grad Req: Elective**  
**Prerequisite: None**

The Project Make-Applied Physics course reinforces the major themes and concepts of introductory physics by way of large format design projects. These projects will require students to develop and apply important math and English skills as well. Students in this course experience contextualized learning, multiple work-based learning opportunities, and academic sport services to ensure academic success in physics. Major emphasis is placed on engineering skills, including creativity, collaboration, communication, and critical thinking. Students demonstrate active participation in every aspect of the design process from initial planning to final presentations of work and reflection on work.

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# CULINARY ARTS



**28738 Culinary Arts 1 .....10 credits**  
**Offered: MC, P..... 9, 10, 11, 12**  
*Grad Req: Elective*  
*Prerequisite: None*

This full year course provides students with a solid foundation in cooking and kitchen skills with an emphasis on cooking techniques and recipes from a variety of traditions. First semester course work emphasizes baking, while second semester coursework focus's on hot food production. Additional units include nutrition; herbs, spices and flavorings, modern food trends, and customer service. In order to cook in our kitchen, students must earn California Food Handler's Certification. Additional training will be given in teamwork, cooperative work and work ethic. Chef coats will be issued for each student and must be returned in usable condition.

**28942 Culinary Arts 2 .....10 credits**  
**Offered: MC, P..... 10, 11, 12**  
*Grad Req: Elective*  
*Prerequisite: Completion of Culinary Arts 1 with a 'C' or 84751 better or teacher's recommendation*

This full year course builds upon food preparation techniques learned in Culinary Arts 1, and provides a professional kitchen experience. Students will refine techniques in hot and cold food production; portion allocation; food plating; baking and teamwork. Students will research and prepare national and regional cuisines from around the world. Connections to local industry are made through job shadows, guest speakers, and field trips. Chef coats will be issued for each student and must be returned in usable condition.

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**28045 Culinary Arts and Hospitality Management P .....10 credits**  
**Offered: MC, P..... 11, 12**  
*Grad Req: Elective*  
*Prerequisite: Completion of Culinary Arts 2 with a 'C' or better and teacher's recommendation.*

Course content includes the principles and practices of sound public relations, and planning and organizing events, meetings, conferences, or conventions. It prepares students for employment opportunities with trade and professional associations, consulting firms, non-profit organizations, and corporations. Integrated throughout this course are career preparation standards, which include basic academic skills, communication, interpersonal skills, problem solving, workplace safety, technology, ServSafe certification and employment literacy. This course requires a significant amount of time outside regular classroom hours, including evening and weekend catering events.

**28048 Food and Nutrition .....10 credits**  
**Offered: MC, SR..... 10, 11, 12**  
*Grad Req: Elective*  
*Prerequisite: None*

This course covers the principles of nutrition and its relationship to the foodservice and health industries. Topics include personal nutrition fundamentals, weight management, exercise, body image, nutritional analysis of recipes and menus, healthy cooking techniques, and nutrition marketing ethics. Upon completion, students should be able to apply basic nutritional concepts to food preparation and selection. This course will also provide pathway credit for Sport Medicine Pathway students.

**28729 Farm to Table P .....10 credits**  
**Offered: EA ..... 10, 11, 12**  
*Grad Req: Elective*  
*Prerequisite: None*

The Farm to Table course provides students the opportunity to make connections between local food systems and the culinary industry through project-based learning experiences in food production, processing, marketing, distribution, and consumption. This course is a blend of the Agriculture and Natural Resources and the Hospitality, Tourism, and Recreation industries, and students completing this course can earn food handler industry certification.



# HEALTH AND HUMAN SERVICES

**28946    Advanced Early Childhood Development P .....10 credits**  
**Offered: EA ..... 10, 11, 12**  
*Grad Req: Elective*

*Prerequisite: Completion of Intro to Early Childhood Development with a grade of 'C' or better or teacher's recommendation.*

This class expands upon concepts introduced in Introduction to Early Childhood Development. Students study the developmental stages of early childhood. This program provides students with the knowledge and skills necessary to obtain work as aides in child care, preschool, elementary school, including students who have special needs.

**28048    Food and Nutrition .....10 credits**  
**Offered: MC ..... 10, 11, 12**  
*Grad Req: Elective*  
*Prerequisite: None*

This course covers the principles of nutrition and its relationship to the food service and health industries. Topics include personal nutrition fundamentals, weight management, exercise, body image, nutritional analysis of recipes and menus, healthy cooking techniques, and nutrition marketing ethics. Upon completion, students should be able to apply basic nutritional concepts to food preparation and selection.

**28739    Health Science and Biotechnology 1 P .....10 credits**  
**Offered: P ..... 9, 10, 11, 12**  
*Grad Req: College Prep Elective*  
*Prerequisite: Completion of Physical Science P and concurrent enrollment in Biology P or teacher's recommendation.*

This course is designed to introduce students to fundamental concepts, principles and equipment in the fast-growing fields of medicine, biotechnology, and environmental science. Students will learn how specific scientific methods apply to critical procedures commonly performed in these industries today, as well as the ethical, legal, and social considerations involved.

**28945    Health Science and Biotechnology 2 P .....10 credits**  
**Offered: P ..... 10, 11, 12**  
*Grad Req: College Prep Elective*  
*Prerequisite: Completion of Health Science and Biotechnology 1 P with a "C" or higher and completion of Biology P or teacher's recommendation.*

This course is a natural extension of Health Science and Biotechnology 1 P. Students will continue their study within the major themes of environmental biotechnology, genetics, microbiology and health by concentrating on more specific topics. Students will explore topics including anatomy, physiology, pharmacology, health and wellness, viticulture, alternative medicine, exercise, genetic engineering, forestry and farming topics, alternative energy, and ergonomics and design.



**28047    Health Science and Biotechnology 3 P .....10 credits**  
**Offered: P ..... 11, 12**  
*Grad Req: College Prep Elective*

*Prerequisite: Completion of Health Science and Biotechnology 2 P with a "C" or higher; recommended concurrent enrollment in Chemistry or teacher's recommendation*

This college preparatory class has students explore their interests in Health and Science careers and college majors through research and internship projects. The main goal of the class is to extend the student's skills through designing and conducting an original experience in biotechnology or health sciences. Concurrent enrollment in Chemistry is recommended.

**72030    Human Anatomy and Physiology P .....10 credits**  
**Offered: EA, MC ..... 11, 12**  
*Grad Req: Biological Science, or Elective*  
*Prerequisite: Must meet one of the following criteria: successful completion of one year of Biology or Chemistry, or previous Science teacher's recommendation*

This college preparatory course provides students with theories and principles related to Human Anatomy and Physiology. Academic units focus on medical terminology, basic chemistry, cell and tissue structure, and the 11 systems of the human body (integumentary, skeletal, muscular, nervous, endocrine, circulatory, lymphatic, digestive, respiratory, urinary and reproductive). Laboratory work will include comparative anatomy dissection. This course is intended for students interested in careers that focus on Human Anatomy, Health Sciences, or Biological Sciences and qualifies for 'd' lab science credit for UC entrance.

**28740    Introduction to Early Childhood Development P .....10 credits**  
**Offered: EA ..... 9, 10, 11, 12**  
*Grad Req: Elective*  
*Prerequisite: None*

Students study the developmental stages of early childhood. This program provides students with the knowledge and skills necessary to obtain work as aides in child care, preschool, elementary school, and with students who have special needs.

**28748    Careers in Education .....10 credits**  
**Offered: EA ..... 11, 12**  
*Grad Req: Elective*  
*Prerequisites: Introduction to Child Development with a "C" or better or teacher recommendation.*

The Careers in Education course is designed to prepare students for professional or learning support positions in education, pre-kindergarten through grade twelve. Students study human development, standards, regulations and codes, positive guidance and counseling techniques, age-appropriate and grade-appropriate learning strategies, learning theories, and standards-based curriculum and instructional design. Students can apply and practice their knowledge and skills at a variety of elementary and secondary sites. The course prepares students for entry into college or university teacher-training programs.



**35830 Public Safety 1 .....10 credits**  
**Offered: EA .....10, 11**  
*Grad Req: Elective*  
*Prerequisite: None*

Students in this introductory course will explore the various careers in police, fire and medical emergency services. They will meet and talk with a wide variety of professionals involved in the field of public safety through classroom speakers and field trips to law enforcement facilities. Students will learn the art of public speaking, and participate in scenarios as they relate to public safety. Students will also participate in disaster preparedness and be certified as TeenCERT disaster responders. Students will earn CPR certification as part of the coursework.

**35032 Public Safety 2 .....10 credits**  
**Offered: EA .....11, 12**  
*Grad Req: Elective*  
*Prerequisite: Completion of Public Safety 1 with a "C" or better or teacher's recommendation.*

Students in this course will learn and discuss the various penal codes, traffic codes, and evidence collection laws. They will participate in real life scenarios that have students investigating crimes and learning report writing skills. Students will also study medical emergency requirements and learn how to prepare traffic collision reports, including documentation as it relates to emergency medical responses.

**35033 Public Safety 3 .....10 credits**  
**Offered: EA .....11, 12**  
*Grad Req: Elective*  
*Prerequisite: Completion of Public Safety 2 with a "C" or better or teacher recommendation.*

Students in this advanced course will learn about legal and constitutional principles. They will also study landmark Supreme Court cases, combined with other relevant laws and court procedures. Students will gain experience presenting cases to a court. Liability issues for public safety officers will be examined.

**35024 Sports Medicine P .....10 credits**  
**Offered: MC, SR.....11, 12**  
*Grad Req: Elective*  
*Prerequisite: Completion of Biology P with a 'C' or better, or course instructor's permission*

Sports Medicine is a hands-on course where students learn how the anatomy and physiology of the human body systems interact with each other through sports. This course provides classroom instruction in athletic training, nutrition, medical terminology, vital signs, and treatment of injuries. At the conclusion of the course, students will be able to: perform CPR and basic first aid; identify major muscles and bones of the body; identify major body systems; provide primary care to injuries; recognize and use appropriate medical terminology; perform rehabilitative exercises; demonstrate skills and knowledge of the principles of exercise; effectively apply tape and bandages; understand the breadth of medical careers that utilize the skill set students have developed; and understand the post-secondary actions needed to pursue a career in the health services industry.

**35025 Athletic Training .....10 credits**  
**Offered: MC.....12**  
*Grad Req: Elective*  
*Prerequisite: Completion of Sports Medicine with a B or better, or teacher's recommendation*

Athletic Training furthers the concepts and skills learned in Sports Medicine Pathway through increased hands-on curricular units. This course provides more in-depth classroom instruction in athletic training, nutrition, medical terminology, vital signs, and treatment of injuries. Students will participate in training assignments by placement with one of the school's athletic teams. Athletic training experience assignments will require time outside of the classroom at night or on weekends.

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# ACADEMIC SUPPORT

**78714 Intensive ELD A Lab .....10 credits**  
**Offered:** MC, P, SR  
*Grad Req: Elective*  
*Prerequisite: Students are placed based on CELDT scores and other measures.*

This lab course is designated for students who need systematic intervention to support the development of their reading, writing and listening skills. This lab is partnered with the core English course #36710, Intensive English ELD A.

**78715 Intensive English 1 Lab .....10 credits**  
**Offered:** EA, MC, SR, M ..... 9, 10, 11, 12  
*Grad Req: Elective*  
*Prerequisite: Students are placed based on CELDT scores and other measures.*

This lab course is designated for students who need systematic intervention to support the development of their reading, writing and listening skills. This lab is partnered with the core English course, #36712, Intensive English 1.

**78716 Intensive English CD/2 Lab .....10 credits**  
**Offered:** EA, MC, SR, M ..... 9, 10, 11, 12  
*Grad Req: Elective*  
*Prerequisite: Students are placed based on CST English, CELDT and other measures.*

This lab course is designated for students who need additional systematic support to build strong literacy skills in order to read proficiently. This lab is partnered with the core English course, #36713, Intensive English 2.



**378720 English 9 Support Lab .....10 credits**  
**Offered:** EA, MC, M, P, SR ..... 9  
*Grad Req: Elective*  
*Prerequisite: Students are placed based on CST English, CELDT and other measures*

This lab course is designated for students who require additional support to meet freshman level English standards. This course is part of the secondary level support system intended to accelerate student academic performance in English Language Arts. This course enables teachers to pre-teach and re-teach essential skills and content so that students working below grade level have additional time to improve their freshman reading, writing, listening and speaking skills.

**78721 English 10 Support Lab .....10 credits**  
**Offered:** EA, MC, M, P, SR ..... 9  
*Grad Req: Elective*  
*Prerequisite: Students are placed based on CST English, CELDT and other measures*

This lab course is designated for students who require additional support to meet sophomore level English standards. This course is part of the secondary level support system intended to accelerate student academic performance in English Language Arts. This course enables teachers to pre-teach and re-teach essential skills and content so that students working below grade level have additional time to improve their sophomore reading, writing, listening, and speaking skills.

# ELECTIVES



**35130 AVID 9 .....10 credits**  
**Offered: EA, M..... 9**  
*Grad Req: Elective*  
*Prerequisite: Consent of supervising staff member; acceptable academic performance and attendance*

The mission of AVID (Achievement Via Individual Determination) is to support students through study skills, techniques in note-taking and other methods that support high level study and achievement as they move toward meeting college preparation and admission requirements.

**35230 AVID 10 .....10 credits**  
**Offered: EA, M..... 10**  
*Grad Req: Elective*  
*Prerequisite: Successful completion of AVID 9 or Consent of supervising staff member; acceptable academic performance and attendance*

The mission of AVID (Achievement Via Individual Determination) is to support students through study skills, techniques in note-taking and other methods that support high level study and achievement as they move toward meeting college preparation and admission requirements.

**35330 AVID 11 .....10 credits**  
**Offered: EA, M..... 11**  
*Grad Req: Elective*  
*Prerequisite: Successful completion of AVID 10 or Consent of supervising staff member; acceptable academic performance and attendance*

The mission of AVID (Achievement Via Individual Determination) is to support students through study skills, techniques in note-taking and other methods that support high level study and achievement as they move toward meeting college preparation and admission requirements

**35430 AVID Senior Seminar P.....10 credits**  
**Offered: EA, M..... 12**  
*Grad Req: Elective*  
*Prerequisite: Successful completion of AVID 11 or Consent of supervising staff member; acceptable academic performance and attendance*

The mission of AVID (Achievement Via Individual Determination) is to support students through study skills, techniques in note-taking and other methods that support high level study and achievement as they move toward meeting college preparation and admission requirements. This course meets the “g” elective for the UC system.

**35934 Student Service .....10 credits**  
**Offered: EA, MC, M, P, SR..... 11, 12**  
*Grad Req: Elective*  
*Prerequisite: Consent of supervising staff member; acceptable academic performance and attendance.*

Students will provide community service and support to classroom teachers and staff. No letter grade. Must have parent signature in order to enroll as a Student Service worker. Credit/no-credit

**35931 Specialized Elem. Age Tutor .....10 credits**  
**Offered: EA, MC, M, P, SR..... 11, 12**  
*Grad Req: Elective*  
*Prerequisite: Consent of supervising staff member; acceptable academic performance and attendance.*

Students will provide individualized aid to students who are in elementary classes and in need of additional academic assistance. Tutoring takes place at local elementary/middle schools with parent permission. Students will tutor under the supervision of a classroom teacher. Students will receive a letter grade.

**35037 Specialized Peer Tutor .....10 credits**  
**Offered: EA, MC, M, P, SR..... 11, 12**  
*Grad Req: Elective*  
*Prerequisite: Consent of supervising staff member; acceptable academic performance and attendance.*

Students will provide individualized aid to students who are in need of additional academic assistance. Students will tutor under the supervision of a classroom teacher or counselor. Students will receive a letter grade. Must have parent permission to enroll in this course.

**35131 Early College Foundations.....10 credits**  
**Offered: P, M ..... 9**  
*Grad Req: Elective*  
*Prerequisite: Acceptance into the Early College Magnet Program.*

Early College Foundations is a beginning level course designed to provide students with a foundation in computer skills, study habits, time management, goal setting, research methodology, career and college exploration, and orientation to the performance expectations of college. This course is required for freshman students in the Early College Magnet Program.

**35035 General Psychology P .....10 credits**  
**Offered: EA, MC, SR ..... 11, 12**  
*Grad Req: Elective*  
*Prerequisite: None*

This college preparatory course is designed to introduce students to psychology. It will focus on the background of psychology, neurophysiology and neuroanatomical concepts, sensory systems, developmental psychology, biological rhythms, hormones, behavior, learning and memory, thinking and intelligence, personality, and psychological disorders.

<b>35730</b>	<b>Health/Life Skills .....</b>	<b>10 credits</b>
	<b>Offered: EA, MC, M, P, SR.....</b>	<b>9, 10, 11, 12</b>
	<i>Grad Req: Health/Life Skills (Note: May be waived by parent request)</i>	
	<i>Prerequisite: None</i>	

Life skills is a one-semester course designed to assist students in obtaining accurate information, developing lifelong positive attitudes and behaviors, and making wise decisions related to their personal health, growth and development. Study will include mental health, physical health, human sexuality, healthy relationships, drug/alcohol/tobacco use prevention and responsible independence (job skills, finances, career focus, and time management and consumer awareness). Students will also learn about HIV/AIDS (how it is transmitted and prevented).

<b>35490</b>	<b>International Baccalaureate</b>	
	<b>Theory of Knowledge IB .....</b>	<b>10 credits</b>
	<b>Offered: M .....</b>	<b>11, 12</b>
	<i>Grad Req: Elective</i>	
	<i>Prerequisite: Previous social science teacher's recommendation.</i>	

Theory of Knowledge (TOK) explores the world's major philosophies, systems of knowledge, political concepts, and aesthetic principles. Students engage in deep, inter-disciplinary critical thinking, considering such issues as the nature of truth and knowledge. TOK is required for IB diploma candidates. It may also be taken as an elective but offers no college credit for students who are not diploma candidates.

<b>35090</b>	<b>Social and Cultural Anthropology IB SL .....</b>	<b>10 credits</b>
	<b>Offered: M.....</b>	<b>11, 12</b>
	<i>Grad Req: Elective</i>	
	<i>Prerequisite: Must meet one of the following criteria: a "B" or better in World History P, "B" or better in H World History HP or previous social science teacher's recommendation.</i>	

This college preparatory course provides students with an introduction to social anthropology. Through selected readings, class discussions, presentations, and independent research students will explore what it means to be human. This course will examine the role of culture in human life and the breadth of cultural diversity among human groups.

<b>35731</b>	<b>On Your Own .....</b>	<b>5 credits</b>
	<b>Offered: EA, MC, SR .....</b>	<b>9, 10, 11, 12</b>
	<i>Grad Req: Elective</i>	
	<i>Prerequisite: None</i>	

On Your Own is a course designed to prepare students for independent living through the acquisition of skills and resources necessary for a successful transition to adulthood. Pertinent topics integrated throughout the course include: decision making, employment, personal management, resource management, housing, consumer skills, healthy eating, and other health and safety issues. Students will explore careers, colleges and other technical school opportunities. They will learn job search skills, including resume writing and interviewing.

<b>35732</b>	<b>Student Government .....</b>	<b>10 credits</b>
	<b>Offered: EA, MC, M, P, SR.....</b>	<b>9, 10, 11, 12</b>
	<i>Grad Req: Elective</i>	
	<i>Prerequisite: Successful election and/ or interview process and overall GPA of 2.00 or better.</i>	

This course involves students in creating, planning, organizing and implementing a student-based program at the high school level. Note: Students are required to participate outside of class time in activities/projects supporting the school.

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**ALL COURSES SUBJECT TO AVAILABILITY BASED ON ENROLLMENT AND STAFFING.**

Classes are organized by department. Each course is listed by title, grade level and number of units.

The following abbreviations are used to indicate where each course is taught:

**EA**–Elsie Allen, **MC**–Maria Carrillo, **M**–Montgomery, **P**–Piner, **SR**–Santa Rosa.

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<b>35023</b>	<b>Zoology .....</b>	<b>10 credits</b>
	<b>Offered: MC.....</b>	<b>11, 12</b>
	<i>Grad Req: Elective</i>	
	<i>Prerequisite: Successful completion of two years of high school science.</i>	

This elective course provides a survey of animal life with respect to cell organization, genetics, evolution, diversity, anatomy/physiology and interaction of animals with their environments. Special emphasis is placed on invertebrates. This course is designed to enhance student knowledge of the animal kingdom through hands on experimental labs including some dissection. Students are given the opportunity to earn a certificate of completion from the City of Santa Rosa Bioassessment of Local Creeks Program

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# CONTACT PHONE LIST

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	Assistant Superintendent, Curriculum & Instruction K-12: Anna Maria Guzman, Ed. D ..	528-5284
	Assistant Superintendent, Student and Family Services: Steve Mizera .....	528-5272
	<b>Elsie Allen High School</b>	
	Principal: Mary Gail Stablein .....	528-5021
	Counseling Offices .....	528-5025
	University Center Program Director: Jenny Fleischer .....	975-1659
	<b>Lawrence Cook Middle School</b>	
	Principal: Matt Pollack .....	528-5157
	Counseling Offices .....	528-5347
	<b>Maria Carrillo High School</b>	
	Principal: Vicki Zands .....	528-5785
	Counseling Offices .....	528-5449
	<b>Rincon Valley Middle School</b>	
	Principal: Ed Navarro .....	528-5256
	Counseling Offices.....	528-5257
	<b>Montgomery High School</b>	
	Principal: Randy Burbank .....	528-5512
	Counseling Offices .....	528-5366
	International Baccalaureate Program Director: Tracy Maniscalco or Jim Rudesill .....	528-5522
	<b>Herbert Slater Middle School</b>	
	Principal: Shellie Cunningham .....	528-5082
	Counseling Offices .....	528-5360
	<b>Piner High School</b>	
	Principal: Tim Zalunardo .....	528-5356
	Counseling Offices .....	528-5346
	Early College Magnet Program Director: Karen Coster .....	528-5230
	<b>Hilliard Comstock Middle School</b>	
	Principal: Laura Hendrickson .....	528-5267
	Counseling Offices.....	528-5213
	<b>Santa Rosa High School</b>	
	Principal: Brad Coscarelli .....	528-5292
	Counseling Offices.....	528-5302
	ArtQuest Program Director: Jan Sofie .....	535-4842
	<b>Santa Rosa Middle School</b>	
	Principal: Tom Fierro.....	528-5054
	Counseling Offices.....	528-5397

# Santa Rosa City Schools



Elsie Allen High School



Maria Carrillo High School



Piner High School



Montgomery High School



Santa Rosa High School



Herbert Slater Middle School



Hilliard Comstock Middle School



Lawrence Cook Middle School



Rincon Valley Middle School



Santa Rosa Middle School

## Santa Rosa City Schools

District Office

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Santa Rosa, CA 95401-4386

(707) 528-5388

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## Santa Rosa City Schools Goals:

- Provide a coherent, rigorous and relevant teaching and learning program to graduate students who are ready for college and career.
- Increase student wellness and family engagement through the full service community school model.
- Serve all students with a fair, just and equitable distribution of resources: personnel, financial and institutional.
- Create safe, inviting learning environments and provide relevant, current and fully supported technologies.

*Through a district culture intentionally built on trust, respect, collaboration, and the assumption of best intentions.*



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