



# HOME OF THE SAINTS

## Student Handbook 2024-2025

San Dimas High School places a high value on academic success. The purpose of this handbook is to promote an orderly campus that provides that success. The most current edition of this handbook is available online at [SanDimasHigh.com](http://SanDimasHigh.com).

# **Bonita Unified School District**

## **Board of Education**

**Greg Palatto, President**

**Chris Ann Horsley, Vice President**

**Derek Bahmanou, Clerk**

**Jim Elliot, Member**

**Glenn Creiman, Member**

## **BUSD Superintendent**

**Matt Wien, Superintendent**

**Bonita Unified School District**

**115 W. Allen Avenue**

**San Dimas, CA 91773**



# **SAN DIMAS HIGH SCHOOL ADMINISTRATION**

**Omar Mayen- Principal**

**Jack Nance- Assistant Principal of Campus Culture  
Students A-G**

**Joel Ravelo- Assistant Principal of Student Services  
Students H-N**

**Dr. Brianna Nix- Assistant Principal of Academic Success  
Students O- Z**

**San Dimas High School  
800 West Covina Blvd  
San Dimas, CA 91773**

**(909) 971- 8230**

**School Colors:  
Blue and Gold**

**School Mascot:  
Saints**

## Vision Statement

Our vision is to be an inclusive and caring community of inspired, well-rounded, educated learners, that will pursue their purpose.

## Mission Statement

Our Mission at San Dimas High School is to educate, empower, and encourage all students to be caring, contributing citizens who thrive in an evolving world.

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## **PARENT - SCHOOL COMMUNICATION**

A Parent Newsletter is emailed home and posted on the website every other month. All school activities and schedules are posted on the School Calendar located on [SanDimasHigh.com](http://SanDimasHigh.com).

The Bulletin is a list of announcements read over the school intercom (except during special events) to inform the student body of pertinent information about academic and extracurricular programs. The Bulletin can be delivered to any email address at the request of a parent or community member. To subscribe to the Bulletin, please contact the school.

Parents are encouraged to visit the school, especially your child's classrooms when school resumes. It is advisable to make an appointment. To visit a classroom, please contact the teacher at least 24 hours before you plan to visit. A visit can be arranged by calling our receptionist at (909) 971-8230 extension 0.

## **SCHOOL AND DISTRICT WEBSITE**

The San Dimas High School website is located at [SanDimasHigh.com](http://SanDimasHigh.com) The Bonita Unified School District website is located at [do.bonita.k12.ca.us](http://do.bonita.k12.ca.us)

The Bonita Unified School District is an equal opportunity employer and does not discriminate based on any class protected by law.

## **Academic Success**

### **Academic Policy**

San Dimas High School students are expected to maintain a high standard of learning at all times. With this, we would like to remind all students that attendance is mandatory and grades will reflect the work done in classes.

**Grading:** Grades will be determined by teachers as outlined in their course syllabus, including writing assignments, projects, and assessments. Students must actively engage in classroom activities and must communicate with the teacher regarding any questions or concerns they have.

### **Student Progress Reports**

Students receive a progress report every quarter and can review their grades through the student portal on Aeries.

### **Transcript Requests**

Students may request a transcript using the service Parchment that may be accessed through the school website under “Academics.” There is a fee associated with the request. For more details, please visit the transcript request page on the school website.

### **Student Service Coordinators (Counselors)**

A Student Service Coordinator (SSC) serves the student body with assistance in educational and career planning. SSCs are also available to students who may need counseling in social or emotional issues that arise during the school year. SSCs are available in case of an emergency at any time; however, for general help students will need to make an appointment. To make an appointment, students should complete a “Request to Meet with an SSC” form that is available in the administration building. Parents may also call or make an appointment to meet with their child’s SSC.

### **Course Changes**

Students may email their counselor to schedule an appointment to discuss changes to their schedule.



Last Names	Counselor	Email
A-Gi	Marianne Brennecke	<a href="mailto:brennecke@bonita.k12.ca.us">brennecke@bonita.k12.ca.us</a>
Go-N	Maria Bravo	<a href="mailto:bravo@bonita.k12.ca.us">bravo@bonita.k12.ca.us</a>
O-Z	Courtney O'Connell	<a href="mailto:coconnell@bonita.k12.ca.us">coconnell@bonita.k12.ca.us</a>

### **Homework Policy**

Each teacher will issue a course syllabus that clearly outlines homework expectations for the particular class. When a student repeatedly fails to do their homework, parents/guardians will be notified by the teacher. Parents should know the homework their children are responsible for completing. Parents are encouraged to provide time for their child to complete their homework and to check-up on their progress, but are requested to allow their children to practice independently. Information on assignments is available on the [Aeries.net](http://Aeries.net) Grade book located online through [SanDimasHigh.com](http://SanDimasHigh.com)

### **Academic Integrity Policy - Bonita Unified School District**

Education is a partnership between students, teachers, parents, and staff. The goals of our school community depend on the acceptance of responsibility for conduct in both social and academic endeavors. Every faculty member and student belongs to a community of scholars where academic integrity and the pursuit of excellence are fundamental commitments. Students are participating in distance learning not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work but also build character. This pursuit is characterized by individual responsibility for personal learning as well as by giving credit to sources of information.

- [For access to our complete Academic Policy, please use this link.](#)

### **Citizenship Grades**

**“O” Outstanding** - Will be assigned to those who exhibit positive behavior daily. These students go the extra mile to help establish a positive and cooperative classroom environment. These students always demonstrate and follow all classroom expectations, school rules, and policies.

**“S” Satisfactory** - Will be assigned to those who routinely exhibit positive behavior and cooperate fully with all students and teachers. The majority of students generally receive satisfactory citizenship.

**“N” Needs improvement** - Will be assigned to those who exhibit inappropriate conduct/ behavior in the classroom in one or more areas.

5 to 6-period tardies (including 1<sup>st</sup> period) 3-period truancies (including 1<sup>st</sup> period) 3 or more documented teacher interventions w/ 1 parent contact 2 5<sup>TH</sup> period tardies 1 5<sup>th</sup> period truancy Two or more office referrals

**“U” Unsatisfactory** - Will be assigned to those who exhibit on-going patterns of inappropriate behavior. An unsatisfactory grade may also be given to a student who exhibits extreme behavior on occasion which may be disruptive, hurtful, disrespectful, dangerous, and/or threatening in nature. The following may result in a “U” citizenship grade:

- 7 or more period tardies (including 1st period)
- 4 or more period truancies (including 1st and 5th)
- 5 or more documented teacher interventions w/ at least 2 parent contacts
- 3 5TH PERIOD tardies
- 2 or more 5th-period truancies
- 3 or more office referrals

### **Field Trips**

San Dimas High School believes that field trips provide an extra-curricular opportunity for students to further explore an area of study. Many academic departments run field trips throughout the year. All students must obtain parent permission on a “Permission to Participate in School Activity” form. Teachers will provide make-up assignments for students cleared to attend field trips. Donations are sometimes requested for a field trip, however, no student will be denied participation due to not donating.

Before going on the field trip, students must get their homework assignments for the classes they will miss. Students are responsible for all work assigned and must turn in homework the next school day to receive credit. Students may choose not to go on a field trip. The advisor sponsoring the field trip also has the option of not allowing a student to go if behavior and/or attendance are a concern. A teacher with a concern about a student’s participation will contact the advisor and work out a mutually agreeable solution.

### **San Dimas Connection Project**

The SDCP is a portfolio-based project that provides all SDHS students with opportunities to examine their skills and abilities and to articulate their plans for the future as it relates to the School Wide Learning Objectives(SLOWs). The SDCP components include a Personal Story, Best Work samples from each school year,

Community Volunteer Service completed each year, a High School and Beyond Plan, and the Senior Presentation. The Bonita Unified School District (BUSD) Board of Education determines the culminating project as a mandatory non-credit graduation requirement. Thus, students must complete and pass all components of the SDCP to be eligible for a diploma in the BUSD. Please note, four years of participation in AVID (Advancement Via Individual Determination) will fulfill the senior SDCP graduation requirement. See the SDCP Handbook on [SanDimasHigh.com](http://SanDimasHigh.com)

### **Sex Education**

California Education Code 51938 states that a school will “notify the parent or guardian of each pupil about instruction in comprehensive sexual health education and HIV/AIDS prevention education and re on pupil health behaviors and risks planned for the coming year.”

The following courses include or may include one or more class sessions and materials in which the human reproductive organs as well as HIV/AIDS education may be discussed and/or detailed. Also, instruction and/or films may be shown regarding the prevention of sexually transmitted diseases and/or HIV/AIDS:

- Anatomy
- Biology
- Physical Education
- Single Survival
- AP Human Geography
- Human Geography
- AVID 9

A parent/guardian of a student enrolled in one of these classes who wishes to deny this information to his/her student should submit a written request to the school principal asking that the student be excused from these lessons. Such requests will be valid for the academic school year during which it is received and may be withdrawn by the parent at any time. Alternative instruction may be provided to the students that are not participating in these class sessions. Parents and guardians that wish for their student(s) to receive all of the above-listed instructions do not need to take action.

If a parent or guardian wishes to review the class materials before making a decision, an appointment must be made with the school administration. Please contact the school at (909) 971-8230 Ext. 3033 to make an appointment with an assistant principal.

### **Email Policy**

All Bonita Unified Students receive a district email address to utilize for academic purposes only. Students are responsible for the contents of their emails and should report any inappropriate emails to their administrator immediately. Students should protect their passwords and not share them at any time. When emailing a staff

member, please give one workday for the staff member to reply. The administration has the right to monitor emails and any virtual meeting.

Here is some helpful information regarding student email accounts:

- USER NAME is First Name, last initial and last 4 of 9-digit permanent ID then @busd.school
  - EX: Sara Smith, ID 012345678 saras5678@busd.school
- Password for students is their 8-digit birthdate
  - EX: July 5, 2002, would be 07052002.

### **Online/Internet Services: User Obligations and Responsibilities**

Any person using District equipment or using the District network (hereto referred to as "User") are expected to follow the items below:

1. The User shall keep personal account numbers and passwords private and shall use only the account they have been assigned.
2. Users shall use the District's system safely, responsibly, and solely for assigned educational purposes.
3. Users shall not use the system to engage in commercial or other for-profit activities.
4. Users shall not use the system to encourage the use of drugs, alcohol, or tobacco, nor shall they promote unethical practices or any activity prohibited by law or Board Policy or administrative regulations.
5. Users shall not access, post, submit, publish, or display harmful or inappropriate matter that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion, or political beliefs. Harmful matter includes matter, taken as a whole, which to the average person, applying contemporary statewide standards, appeals to the prurient interest and is a matter which depicts or describes, in a patently offensive way, sexual conduct and which lacks serious literary, artistic, political, or scientific value for minors. (Penal Code 313)
6. Users shall not use the system to threaten, bully, intimidate, harass, ridicule, or otherwise cause a disruption to the educational environment for other students or staff. (See Ed Code 48900.2, 48900.4, 48900k)
7. Copyrighted material shall be posted online only in accordance with applicable copyright laws. Any materials utilized for re projects should be given proper credit as with any other printed source of information.
8. Users shall not intentionally upload, download, or create computer viruses and/or maliciously attempt to harm or destroy district equipment or materials or manipulate the data of any other user, including so-called "hacking." AR 6163.4, Exhibit 1 Revised: July 2016

9. Users shall not attempt to interfere with other users' ability to send or receive an email, nor shall they attempt to read, delete, copy, modify, or use another individual's identity.
10. Users shall report any security problems or misuse of the system to the teacher or principal.
11. Unless otherwise instructed by school personnel, users shall not disclose, use, or disseminate personal identification information about themselves or others when using email or other forms of direct electronic communication. Users also shall be strongly cautioned not to disclose such information by other means to individuals contacted through the Internet without the permission of their parents/guardians. Personal information includes names, addresses, telephone numbers, Social Security numbers, or other personally identifiable information.
12. Users shall not use encryption to intentionally hide electronic activity while using a District-owned device or while using the District network.

### **Possible Consequences for Misuse**

The District reserves the right to monitor the use of the district's systems for improper use without advance notice or consent. Users shall be informed that computer files and electronic communications, including email, are not private and may be accessed by the District to ensure proper use. Whenever a user is found to have violated Board policy, administrative regulation, or the District's Acceptable Use Agreement, a user may have increased supervision of their district technology use and their privileges may be limited and/or canceled. Inappropriate use may also result in disciplinary action and/or legal action following the law and Board policy.

### **Career Center Ext. 3065**

The SDHS Career Center is located in the Media Center. The Career Center has a variety of resources available to students. The Career Center is open daily, during the break, and lunch. Students may also arrange appointments during the school day with Career Center staff provided a teacher approves the appointment. Please call (909) 971-8230 Ext. 3065 with questions.

The Career Center can aid students with the following:

- Work Permit and Work Experience Applications
- ROP Class Registration
- Career information, career interest testing, and job applications
- College catalogs and information
- Scholarship applications and financial aid information
- Meetings with College Representatives and Military Recruiters
- College Night and Career Day events run by SDHS and BUSD

### **Library Media Center Ext. 3092**

The SDHS Library Media Center is open daily from 8:00 am - 4:30 pm with some exceptions during testing and campus events. The computers and book collections are available for re and study sessions. The Library Media Center is operated under the direction of the Librarian and Media Center Assistant. Questions regarding the Library Media Center can be answered by calling (909) 971-8230 Ext 3091.

To make the most of the Media Center, students are asked to do the following:

- Work quietly while in the Library Media Center.
- Be accompanied by a teacher or have a hall pass signed by their teacher allowing the student to be in the media center during class periods.
- Use a current student ID to check out any material.
- Reimburse the school for lost or damaged materials checked out to them. Students who have an unpaid fee for lost or damaged library books or who have an overdue book will not be permitted to check out library materials.

### **Textbooks**

In accordance with the Williams Act, all students will be issued books for courses in which books are required. Textbooks will be distributed through the Library Media Center; classroom teachers may issue required novels in their class or have the Library Media Center distribute the novels. Students are expected to adhere to the following textbook regulations:

- Advise the Media Center Assistant of any unusual marks or damage to a book before issuance to prevent the student from being charged for the damage.
- Sign their name and teacher's name in ink in the proper place on the inside cover of an issued textbook.
- Pay a fine for excessive wear or damage to a book that was created while in a student's possession.
- Be responsible to keep track of their books; a lost book will result in a replacement fee.
- Take care of all fines as soon as possible in the Finance Office.

### **Registrar Ext. 3050**

The SDHS Registrar is responsible for enrolling and releasing students from San Dimas High School. The registrar is also responsible for maintaining the academic records of SDHS. Students and parents should contact the registrar immediately regarding a change in residency, a change in phone numbers, a change in a student's legal guardian, a student name change, or with requests to transfer schools. Any registration questions, updating contact information, or academic transcripts can be directed to our Registrar at (909) 971-8230, extension 3050.

Transcripts: SDHS alumni and current students can request a copy of their transcripts through the Registrar's page on [Sandimashigh.com](http://Sandimashigh.com) using an electronic transcript service for a \$5.00 fee.

### **Transfer Procedures**

If a student is leaving San Dimas High, a parent or guardian should contact SDHS to initiate the checkout process. A check out form is provided to the student. In this form, a student will collect current grade information from all of his or her teachers and a release from the Media Center and Finance Office in regards to outstanding materials or fees owed to the school. All school materials and fees must be turned in before the transfer can be completed.

### **Inter/Intra District Permits**

Inter-district forms need to be collected from the school of residency and are submitted to the district office. The forms will be reviewed at the district level and then forwarded to the school site. When the form is received from the district, our registrar will contact the parent for information regarding the child's grades, attendance, and discipline. Intra-district paperwork can be picked up and returned to the home school. Completed paperwork will be forwarded to the school of choice for approval.

## **CAMPUS CULTURE**

### **Student Identification Cards**

Students will take their ID pictures during registration in August 2023. The photo will be used in the yearbook as well. All students are expected to utilize MINGA for their official school ID or have an ID card each day class is in session. The school ID serves as identification for students who belong on campus, for book checkouts, Finance Office payments, and discipline. The Minga ID, or a separate school-issued ID, may also include permission for Internet use, lunch pass, open period, or ROP classes. The Minga ID should be presented when asked for by any staff member. Students may also utilize the features of the MINGA app on their BUSD issued chromebook if they do not have access to a smartphone.

### **ASB Ext. 3902**

The Associated Student Body (ASB) of San Dimas High School oversees all extracurricular and co-curricular activities on campus. Under the direction of the ASB Director, the ASB Leadership Class runs assemblies, sporting events, lunchtime and after-school activities, and fundraisers for the betterment of campus life. All students

are encouraged to participate in activities and volunteer to participate in events. The ASB Director can be reached at (909) 971-8230 extension 3302.

**VIP Card:** One of the first ways a student can support the activities on campus is by purchasing an VIP Card. The funds from the sale of VIP cards are put directly back into the school and the enrichment of campus life. An VIP card entitles the holder to discounted rates at many school dances and functions, including free admission to all Valle Vista League football, basketball, and wrestling competitions. VIP monies fund the cost of all athletic programs on campus including the cost of officials and some equipment, uniforms, and awards. Upon the purchase of a VIP Card, students are issued a school ID with “VIP” imprinted on their Minga ID card. Students will be asked to present this card as proof of purchase at any sporting or school event before a discount or free admission can be granted.

### **Link Crew**

Link Crew is an organization on campus built to pair our freshmen students with a peer mentor (Link Crew Leader). All freshmen are assigned a leader. Leaders are available to assist freshmen and can be contacted by emailing [j.distelrath@bonita.k12.ca.us](mailto:j.distelrath@bonita.k12.ca.us).

**Dances:** SDHS students are supported both academically and socially. With this in mind, there are many school dances during the school year. A student must be in good standing with the school to attend a school dance. ‘**Good standing**’ is defined as any student who has no **pending** Saturday Schools, detentions, or suspensions when tickets are purchased. A student in good standing has also paid all fines and fees owed to the school. In addition, good standing includes **positive attendance** defined in the attendance section. To be nominated for a dance court, students must have purchased an ASB card. Students who are on suspension from school during the days leading up to the dance will not be allowed to attend. Refunds for ticket costs will not be issued to students who lose their dance attendance privilege due to disciplinary actions. [Dance Contract](#)

**Refunds:** No refunds for any reason even if the SDHS student can no longer attend.

**Dance Court Eligibility:** When a student has a minimum GPA of 2.0 on their most recent grade report, has no more than one day of suspension during the current school year, and is on track for graduation as determined by credits completed and San Dimas Connection Project status, they are eligible for dance court. A student may only sit on one court per school year. The ASB will run a selection process to choose members of dance courts.



**Dance Guests:** Students may bring guests who are non-students if they are currently enrolled in 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, or 12<sup>th</sup> grade. Graduates may also be invited if they are 18, 19, or 20 years old at the time of the dance. The guest must stay with the SDHS student at ALL TIMES. All guests must have completed a guest pass and must have submitted it to the school administration for approval before ticket purchase. Once SDHS student ticket is purchased AND guest pass is approved, then guest ticket may be purchased. No refunds if the SDHS student can no longer attend.

Students are responsible to provide a clear copy of the guest's photo ID with the guest pass application; faxes and emails to school staff are not acceptable. Ticket sales that include a guest pass will conclude one day earlier than regular ticket sales. See the guest pass in the finance office for details.

**Dance Dress Code and Behavior:** Appropriate dress and behavior should be demonstrated at all SDHS activities. Students found to be wearing overly suggestive or disruptive apparel may be refused dance admission with no refund. Students dancing or behaving provocatively or suggestively risk removal from the dance. Details of dance dress and behavior are on the back of all dance ticket applications and guest passes. Students may be required to take a breathalyzer test at any time before, during, or after a dance.

**Secret Clubs:** Membership in secret clubs are prohibited.

**Selling of Merchandise:** The sale of any merchandise on campus not approved by the Director of Student Activities is prohibited.

### **Student Store/Webstore Access**

The student store is open during the school day at Break, Lunch and Afterschool. The Webstore is also accessible by following the directions below:

SDHS has a web store where you can purchase many of these items. The webstore will be open the Wednesday before registration and you can purchase all items at your convenience 24 hours a day online. Go to [bit.ly/SDHSstudentstore](http://bit.ly/SDHSstudentstore) and find the Web Store link. Instructions on how to establish an account for students and/or parents are provided online (You will need to know your student's school ID number). Once paid, students will bring the printed/screenshot/email receipt with them to check in and pick up the paid items.

### **Athletics Ext. 3106**

San Dimas High School is proud of its rich athletic history. Today, SDHS offers sports teams for boys and girls in 14 different sports. Interscholastic CIF competitions are

held throughout the year; SDHS is a member of the Valle Vista League. Listed below are the sports and the seasons in which the teams compete.

**Athletic Eligibility:** As with all San Dimas activities, the student members of our athletic teams represent San Dimas High School and the student body. As a school representative, all athletes are to display good sportsmanship and exemplary behavior on and off the competitive field. To be eligible for a team, students must be ‘cleared’ through the athletic department. Athletic clearance includes a physician-completed physical, a current GPA of 2.0 or higher on the most recent grade report, a 2.0 on any grade report during the competitive season, and no encumbrance to the school (monetary or material).

Questions regarding any sports program on campus should be directed to our Athletic Directors (A.D.). They can be reached at (909) 971-8230. Ext. 3106. These are the tentative sports we will offer:

Baseball Cheer/Stunt Cross Country Football	Boys and Girls Basketball Boys and Girls Soccer Boys and Girls Tennis Boys and Girls Water Polo Boys and Girls Wrestling Boys and Girls Volleyball	Golf Softball Swimming Track and Field
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**Finance Office Ext. 3060**

The Finance Office is located in the administration building and is open every school day. Students or parents may come into the Finance Office during break, lunch, before or after school. The office, under the direction of the ASB Director and Administration, sells school supplies, PE clothes, yearbooks, and ASB cards as well as providing information regarding dances, school activities, and student medical insurance (see the insurance section under school policies for details). The Finance office also collects donations, fundraiser money, and fees for lost or damaged school materials.

The Finance Office accepts cash, money orders, personal checks, Visa, and MasterCard for any service or fee charged to a student’s account. Personal checks that are returned for insufficient funds (NSF) will result in a \$15 NSF charge placed on a student’s account. The finance office will no longer accept personal checks after the second NSF incident. **After May 1<sup>st</sup> of the current academic year, the Finance Office cannot accept personal checks.**

Many parents find the online web store very useful for purchasing items sold at SDHS. The web store is available 24 hours a day and charges 3% of the total sale. The online store accepts MasterCard and Visa payments. Questions regarding the Finance Office can be directed to our Finance Clerk at (909) 971-8230 Ext. 3060.

### **Student Charge Cards**

Every student is entitled to public education at no cost to them; however, if items are lost, stolen, or damaged, a fee will be issued. Students who are issued textbooks and/or library books and then lose or damage the books will be assessed a replacement fee in the form of a charge card. Club advisors and coaches also issue charge cards for damage or non-return of school-issued uniforms, equipment, club funds, fundraiser materials, and other school property. Students will be denied participation in extra-curricular and co-curricular activities to remind students of their pending debt. Participation in activities will resume as soon as the debt is paid or the materials are returned in good condition.

### **Work Permits**

According to California State Law, no student under 18 years of age may work without a permit. The permit can be obtained through the Career Center. If at any time, the work that a student is doing outside of school interferes with his or her health, school attendance, or schoolwork, his or her permit may be revoked. Any student, regardless of age, must maintain a 2.0-grade point or their work permit will be revoked.

To be eligible to be issued a Work Permit from Bonita Unified School District, a student must:

1. Have no more than 5 unexcused periods or all-day absences in the previous 9 week grading period.
2. Be within 10 credits of the graduation expectations for the grade level in which the student is enrolled.

During the school year, student records will be inspected to ensure eligibility before the Work Permit is issued. Work Permits may be revoked during the school year if the student's performance falls below the criteria listed above. Work permits can be obtained by contacting the front office. To obtain a work permit during the summer, students must visit the district webpage to download the application <https://do.bonita.k12.ca.us/documents/Student%20Services/Work%20Permit%20Request%20and%20Information.pdf> Students will receive a digital copy of their permit once it is approved.

### **Deliveries and Visitors for Students**

To ensure minimal instructional disruptions, students may not receive visitors or deliveries of any kind during the academic school day. The administration office will not hold money, lunches, homework, sports equipment, birthday grams, or any other delivery for a student to pick up at a later time. However, deliveries are allowed “over the fence” during break and lunchtime for students who need something delivered. Students are not allowed to wait on the front steps or meet their delivery in the parking lot.

### **Off-Campus Lunch Passes**

The governing board of the Bonita Unified School District, pursuant to section 44808.5 of the Education Code, has decided to permit qualified pupils enrolled at San Dimas High School to leave the school grounds during the lunch period. The Off-Campus Lunch Pass is considered a privilege and can be revoked at any time due to academic, attendance, or behavioral issues. Section 44808.5 of the Education Code further states: “Neither the school district nor any of its officers or employees thereof shall be liable for the conduct nor safety of any pupil during such time as the pupil has left the school grounds pursuant to this section.”

### **Off-Campus Lunch Policy**

- Eligible juniors and seniors will be issued an off-campus lunch pass only upon the receipt of a completed and signed authorization form.
- Issuance of lunch pass is dependent upon maintaining a 2.0 or higher GPA, as well as good behavior, and positive attendance.
- Lunch passes will be re-evaluated at the beginning of each quarter.
- Students exercising this privilege should exit for lunch through the gate between the office and the R building.
- Students will be checked at the assigned exit by a campus supervisor and must have a valid lunch pass in hand.
- Students are expected to show their ID cards with their lunch pass when requested.
  - If the student has forgotten their lunch pass they may request an emergency pass from the Student Services Office.
  - Only one emergency pass will be given per quarter.
- Students will responsibly drive vehicles and will be held accountable for accidents or damages resulting from the use of such vehicles.
- If a student does not return to school at all, the student (if 18 years of age) or the parent must call the school that same day, before 3:30 PM.
  - Failure to do so will result in truancy and a Friday/Saturday School date.
- Students may lose their “Off-Campus” privilege for the following reasons:
  - Disrespect to school staff.

- Passing a card to another student.
- Transporting unauthorized students.
- Visiting other schools or interfering in any way with community activities.
- Failing to return punctually and regularly from lunch to 6th-period class.
- Poor attendance
- Failure to attend Friday/Saturday School
- Issuance of a Suspension
- Students who lose their off-campus privilege may re-apply at the beginning of any quarter.
- Requirements will be re-evaluated at the end of each quarter. Students that do not meet the academic, attendance, and behavioral requirements will have their privilege revoked for the following quarter.

### **Extended Lunch Opportunity**

The work completed by students each quarter determines if they will be included in a study period or an extended lunch period for the following quarter. Students that have not yet earned an extended lunch will be enrolled in a study period (period 5). This will give students a quiet place during the school day to complete homework, classwork, and/or get help from tutors. A junior or senior who qualifies for an extended lunch period may receive an off-campus lunch pass if parent/guardian completes the application.

<https://www.sandimashigh.com/Forms/Off-Campus-Lunch-Pass-/index.html>

All students earn their extended lunch for the first quarter based on their work in the 4<sup>th</sup> quarter of last year. The work completed by students in each subsequent quarter determines if they will be included in a study period or an extended lunch period for the following quarter. No ninth grade students will be allowed to have the extended lunch opportunity for the first quarter.

Seniors that receive a failing grade on the San Dimas Connection Project (SDCP) during any quarter will be added to the study period for the following quarter. Seniors that do not turn in an SDCP Portfolio by the due date will be added to the study period until the portfolio is complete.

The first week of quarters 2, 3, and 4 will be a transition period as grades are posted and students are assigned to study period/extended lunch. Students will attend the previous quarter's study period/extended lunch assignment this week.

### **Extended Lunch Requirements**

Students can earn an extended lunch by meeting all of the following requirements:

- Academics: 2.0 unweighted GPA with no grade lower than "C"

- 2.5 unweighted GPA for any grade of “D.” No grade of “F” (including SDCP)
- Citizenship: No U’s in Citizenship, No Suspensions or Class Suspensions. Tardies and Truancies are included in Citizenship Marks
- Proficiency: (April/May tests affect Q1) Met or Exceeded on Math and English SBAC (CAASPP) or 5% growth in both (8th-grade scores are baseline).
- Students with IEP or 504 plans must complete all of the same tasks in accordance with any modifications in that plan.
- Attendance: Maintain positive attendance defined in the attendance section the previous quarter (no excessive absences or tardies).

### **Telephone Use**

School telephones are primarily for the transaction of the school business. Requests to call teachers or students to a telephone during instructional time will be granted only in cases of emergency. Students needing to place a phone call to a parent will be granted permission during break or lunch if the situation is urgent and there is a phone available for use at the time of the request. Students may also use a cell phone provided they abide by the policy regarding cell phones detailed earlier in this section.

### **Food Deliveries**

While we encourage students to bring their lunch or purchase lunch from the cafeteria, we understand that some families may choose for students to purchase food and have it delivered by a food delivery service. To ensure student and staff safety, please adhere to the following guidelines:

1. Food must be ordered during passing periods. Students may not order food in class.
2. Students will not be allowed to leave class (including the 5<sup>th</sup> period) to pick up food orders.
  - a. If a student has a 5th-period class, they must schedule their food to be delivered after 5<sup>th</sup> period.
  - b. The front office will NOT hold food orders.
3. Students must pick up their food at the front gate nearest the R building. **FOOD DELIVERIES TO THE OFFICE ARE PROHIBITED.**
  - a. Students who attempt to have their food delivered through the staff lot gates will be considered out of bounds and will receive consequences.
4. Food deliveries must arrive no later than approximately 15 minutes before the end of lunch.
  - a. Regular schedule 12:59 Lunch ends @ 1:29 b. Collaboration Day 12:09 Lunch ends @ 12:39. All food deliveries are subject to .

## **Restrooms**

Restrooms are to be used only for their intended purpose. Restrooms are not lunch areas or meeting halls. To use the restroom during class time, all students should request a hall pass from their teacher before leaving the class. Loitering in or around the restrooms is strictly prohibited. Cell phone or camera equipment used in a restroom or locker room is also strictly prohibited. Students found to be using this equipment in a restroom or locker room will have the electronics confiscated. The equipment will be returned under the guidelines of the electronic devices policy found in the Behavior and Discipline section and additional discipline may apply.

## **Transportation**

The San Dimas Law Enforcement Report indicates that currently, conditions do not exist in any part of the community that would eliminate any particular route to school as a safe route based on an identified crime problem. However, certain procedures must be followed to ensure safe ingress and egress to and from school for students, staff, and parents. Those procedures are:

- Students walking to school are not to walk along the railroad tracks and are not to cross the tracks other than at marked, controlled street crossings.
- Pedestrians entering the school are not to cross Covina Blvd. except in the crosswalks at the freeway entrances, Saints' Court, and/or Lone Hill Avenue.
- Vehicles dropping off or picking up students are to use the student drop off/pick up lane accessed from Saints' Court via the third entrance south of Covina Blvd or drop off along the sidewalk on the south side of Covina Blvd east of the bus lane.

## **Cars**

- Student parking is allowed in specific areas of the parking lot with a permit.
- Permit applications are available in the office for a fee.
- Vehicles that are parked illegally or without a permit are subject to a citation from the Sheriff's Department and/or towing at the owner's expense.
- Students who drive unsafely while in the parking lot are subject to loss of parking privilege without refund, citation from the Sheriff's Department, and/or towing at the owner's expense.

## **Bicycles**

- Bikes are to be secured in the designated area in front of the school.
- Bikes may not be ridden at any time on campus or used in such a way as to interfere with the instructional program.
- The Bonita Unified School District and San Dimas High School are not responsible for lost, stolen, or damaged bicycles.
- Students must wear protective helmets while riding bicycles to and from school. Students found riding bicycles in the parking lot without a helmet or found riding in restricted areas will be subject to disciplinary action.

### Skates, Skateboards, Rollerblades, and Scooters

Skates, skateboards, rollerblades, and motorized scooters are prohibited on campus and may not be ridden at any time including in the parking lot. Students should leave these items at home.

- Non-motorized scooters or skateboards can be appropriately locked in the skateboard rack at the student's risk.

Bonita Unified School District and San Dimas High School are not responsible for lost, stolen, or damaged skateboards or scooters.

### Buses

- Information on applications for bus passes and fees is sent out before the beginning of the school year and before the beginning of the second semester. Contact the Transportation Department at the District Office for questions concerning the fee schedule. The phone number of the Transportation Dept. is (909) 971-8200 Ext 5261.
- Students must adhere to all school rules while riding the bus.
- Students who violate the rules will receive a warning from the driver. Receipt of a bus ticket may result in the revocation of bus riding privileges.
- Serious violations on the bus or at the bus stop may result in suspension from the bus, from school, or other disciplinary measures.
- The bus riding rules follow:
  1. Arrive at least five minutes before the scheduled departure time, but never more than 10 minutes early.
  2. Wait in a safe place, a reasonable distance from the street.
  3. At the bus stop and while riding the bus, observe the same rules that apply at school. (No smoking, fighting, profanity, defacing property, throwing objects, etc.)
  4. Line up in an orderly manner as the bus approaches. Have your bus pass ready to present to the driver. Be ready to surrender the pass, if requested to do so.
  5. Students who lose their bus pass can have it replaced for \$5.00. Contact the District Transportation Dept. for details. (909) 971-8200 Ext 5261.
  6. Wait until the bus has come to a complete stop and the driver has opened the door before attempting to board or leave the bus.
  7. Be courteous and follow all directions given by the driver.
  8. Sit where the driver directs. Remain seated at all times until disembarking. Always face forward with both feet on the floor.
  9. Do not shout, make loud noises, or cause disturbances or distractions that will divert the driver's attention while the bus is in motion; it is a safety hazard.
  10. Keep the center aisle clear of feet and objects at all times.



11. Food, drink, glass containers, animals, and insects may not be taken on the bus. Sack lunches may be taken on the bus but must not be opened while aboard.
12. Do not tamper with the bus controls, the emergency exit doors, or make unauthorized exits from the bus.
13. Follow the driver's instructions when crossing the street.
14. Go directly home after leaving the bus from the ride home after school.

### Visitors

Parents, guardians, and other adults are encouraged to visit the school. We request that you contact the campus before your visit so that proper arrangements can be made. These arrangements must be made 24 hours in advance. They can be made with a teacher who will then inform the administration that an adult visitor will be coming to campus. Effective September 15, 2017, SDHS implemented the use of the new Raptor Visitor Management System, to allow us to track visitors, contractors, and volunteers on campus, and provide for a safer environment for our students and staff. Upon entering SDHS, visitors are asked to present a valid state-issued ID, which is scanned into the system. The Raptor system checks to ensure that registered sexual offenders are not allowed entrance to campus. The Raptor system only scans the visitor's name, date of birth, and photo for comparison with a national database of registered sex offenders.

Once an entry is approved, the Raptor system issues a badge that identifies the visitor, date of visit, and purpose of visit. California Penal Code 653g states that visitors to campus without a permit are loiterers. "Every person who loiters about any school or public place at or near which children attend or normally congregate is a vagrant, and is punishable by a fine not exceeding \$500 or by imprisonment in the county jail for no longer than 6 months or by both fine and imprisonment."

### Visiting Other Schools (Prohibited)

Students are not allowed to visit other students or teachers on any other campus at any time and must remain off other school campuses during normal school hours. In the past, some students have made arrangements to visit a teacher on another campus and may have received approval from that teacher for the visit. Under no circumstances is it acceptable to make those arrangements with other teachers. If you show up on another school campus, no excuse will be accepted. Disciplinary action, including suspension, may result.

**PLEASE NOTE:** Visitors without a permit are loiterers. Penal Code, State of California, 653g: "Every person who loiters about any school or public place at or near which children attend or normally congregate IS A VAGRANT, and is

punishable by a fine of not exceeding five hundred dollars or by imprisonment in the county jail, not exceeding six months or by both such fine and imprisonment.”

### **SDHS Awards and Recognition**

- **Renaissance ( Academic Awards Celebration)**

The Renaissance program at SDHS provides meaningful incentives to students who reach specific levels of academic excellence. It is designed to motivate and encourage all students by rewarding academic excellence. The Renaissance program aims to create and maintain a culture in which academic achievement has the same prestige as athletic and artistic achievement. We provide tangible and visible incentives to students who achieve high levels of academic success and positive attendance for the previous spring and fall semesters.

- Renaissance Program
  - 3.5 GPA Awards
  - Perfect Attendance
  - Junior Honor Guard
- Star Awards (Grades 9,10,11)
  - Scholars 3.5+
  - Participation in at least one sport (JV or V) or advanced art discipline

- **Senior Awards**

- Gold Stole Award: Students who earn a weighted GPA of 4.0 or higher for all four years (7 semesters + a quarter) at SDHS are awarded a gold stole to wear at graduation.
- Golden Tassel: Students who earn a weighted GPA of 4.0 for their senior year (three quarters), are awarded a gold tassel to wear at graduation.
- Distinguished Scholar Award: This title is bestowed upon top senior students who are in the running for valedictorian and salutatorian.
- Artist and Athlete Scholar Awards: Students who participate in 1 or more sport or advanced art discipline during their senior year AND earn at least a 3.5 GPA or above

## **Graduation Requirements**

To graduate from SDHS, a student must complete a minimum of 220-semester credits of coursework. There are eight areas of study where students are required to take courses. Within these 220 credits, a student must complete specified, subject-specific courses, which include the following:

Subject Requirement A-G	SDHS Graduation Requirements	Credits	UC/CSU Requirements for Freshman Admission 'C-' or better
<b>A</b> - Social Studies/History	<b>3 Years</b> World History, US History, US Government/Economics	<b>30</b>	<b>2 Years</b> World History & US History
<b>B</b> - English	<b>4 Years</b> English I, II, III, and IV	<b>40</b>	<b>4 Years</b>
<b>C</b> - Math	<b>2 Years</b> Integrated Math I and Other Math Course	<b>20</b>	<b>3 Years Required, 4 years Recommended</b>  Integrated Math I,II, & III
<b>D</b> - Science	<b>2 Years</b> Physical Science and Biological Science	<b>20</b>	<b>2 Years Required, 3 Years Recommended</b>
<b>E</b> - Language Other Than English	N/A	<b>0</b>	<b>2 Years Required in the same language,  3 Years Recommended</b>  Or waiver exam
<b>F</b> - Visual/Performing Arts	<b>1 Year</b>	<b>10</b>	<b>1 Year</b>

<b>G - College Preparatory Course</b>	<b>N/A</b>	<b>0</b>	<b>1 Year</b>
<b>Physical Education</b>	<b>2 Years</b> Physical Education or Sports P.E.	<b>20</b>	<b>N/A</b>
<b>Career Technical Education</b>	<b>10 Credits</b>	<b>10</b>	<b>N/A</b>
<b>Electives</b>	<b>70 Credits</b> A maximum of 20 elective service credits (i.e. Teacher Assistant, Office Aide, etc.)	<b>70</b>	<b>N/A</b>
<b><i>Completion of the SDCP</i></b>			

Please be aware that 4-year college and university admission requirements often differ from the prescribed coursework for graduation from San Dimas High School. Students are strongly encouraged to pursue an academic path that prepares them for college admission requirements.

Listed below are the requirements to apply for a UC and earn the distinction of an A-G completer:

<u>Subject Requirement</u>	<u>Years Required</u>	
Social Studies/History	2	
English	4	
Mathematics	3	4 recommended
Science	2	3 recommended
Language Other Than English	2	3 recommended
Visual-Performing Arts	10	
College Preparatory Electives	10	

<u>Subject Requirement</u>	<u>Credits</u>	<u>Required Courses (if applicable)</u>
Social Studies/History	10 10 5 5	World History United States History United States Government Economics
English	40	English I, II, III, and IV
Mathematics	10 10	Integrated Math 1 Other Math Course
Science	10 10	Physical Science Biological Science
Visual-Performing Arts	10	
Physical Education	20	P.E. or Sports P.E.
Vocational Education	10	
Electives	70	A maximum of 20 elective service credits (i.e. Teacher Assistant, Office Aide, etc.)
Total	220	

### Graduation Regalia Policy

1. Students will purchase or rent a cap/gown from Jostens. These items are ordered in the fall of senior year. It is the student/guardian's responsibility to order their cap and gown. Jostens will be on campus to assist parents and students in ordering these items. Students can also borrow a cap and gown from a recent graduate.
2. Graduates are allowed to wear the following items at graduation:
  - a. White stoles purchased from student store
  - b. Pins for service in a club at San Dimas High School.
  - c. Cords and stoles earned for completing *specific programs or requirements* at San Dimas High School.
  - d. Medals received from San Dimas High School.
  - e. Armed Forces Stoles for those enlisted to serve our country.
  - f. Stoles that represent the students' traditional tribal regalia or recognized objects of religious or cultural significance

*All other items are subject to prior administrator approval.*

# Student Support

## Mental Health

BUSD and SDHS are committed to providing extended resources for our students. Students needing counseling are encouraged to reach out to the dedicated professionals listed below.

Mental Health Counselor	Diana Zuniga -	<a href="mailto:zuniga@bonita.k12.ca.us">zuniga@bonita.k12.ca.us</a>
Mental Health Counselor	Alex Korhely-Day-	<a href="mailto:Day@bonita.k12.ca.us">Day@bonita.k12.ca.us</a>
Foster Youth/Homeless Liaison	Crystal Alvarenga -	<a href="mailto:alvarenga@bonita.k12.ca.us">alvarenga@bonita.k12.ca.us</a>
Psychologist - Special Ed	Karen Romo -	<a href="mailto:romo@bonita.k12.ca.us">romo@bonita.k12.ca.us</a>
Psychologist - Special Ed		
Counselor /students A-Gi	Marianne Brennecke -	<a href="mailto:brennecke@bonita.k12.ca.us">brennecke@bonita.k12.ca.us</a>
Counselor /students Go-N	Maria Bravo -	<a href="mailto:bravo@bonita.k12.ca.us">bravo@bonita.k12.ca.us</a>
Counselor /students O-Z	Courtnei O'Connell -	<a href="mailto:coconnell@bonita.k12.ca.us">coconnell@bonita.k12.ca.us</a>

Additional resources are available for students through this link:

<https://sites.google.com/bonita.k12.ca.us/bonitausdwellnessresources>

## Multi-Tiered Interventions

San Dimas High School has high expectations in regards to the behavior of students. Students are expected to arrive at classes on time, stay attentive, be on task during class instruction, and work diligently towards graduation. In instances where misbehavior occurs, San Dimas will apply a progressive discipline policy to change behavior and encourage students to make better choices in the future.

Each teacher publishes classroom behavior guidelines in their classes. School-wide rules of conduct are listed in the PBIS behavior matrix on the next page.

## PBIS (Positive Behavior Interventions and Supports)

PBIS aids teachers and administrators in teaching, modeling, and reinforcing PBIS in the classroom, hallway, Quad/Common Areas, Office, restroom, during assemblies, etc. The purpose of a PBIS behavior matrix is to identify and display positive behaviors that meet behavioral expectations across all school contexts and settings.

PBIS exists under the umbrella of Multi-tiered Systems of Support (MTSS) and operates on a continuum of school-wide instructional and positive behavior support. The three tiers are:

### **Primary Prevention**

- Universal- All students

- School-wide
- Culturally Relevant


### Secondary Prevention

- Under-resourced (“At Risk”) Students
- Classroom and Small Group Strategies

### Tertiary Prevention

- High-Risk Students
- Individualized Intervention

Progressive discipline consequences are issued when a student violates the code of conduct. Those consequences may include teacher-student conferences, Behavior Reflection Intervention assignment, parent contact, a disciplinary referral, suspension from class, a referral to the student study team (SST) for review of the educational program placement, an administrative hearing to consider involuntary transfers and/or expulsion.

 SDHS Code of Conduct	Classroom	Public areas (Hallways, quad, etc.)	Restrooms	Office	School Events and Activities
<b>Respect</b>	<ul style="list-style-type: none"> <li>• Use Appropriate language</li> <li>• Actively listen and respect the opinions of others</li> <li>• Honor diversity</li> <li>• Get permission before using personal technology (phones, earbuds, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Use Appropriate language</li> <li>• Be respectful of your surroundings and others' personal space</li> <li>• Leave up banners and posters</li> <li>• Listen to and follow adult requests</li> <li>• Be aware if using earbuds (use only one in public spaces)</li> </ul>	<ul style="list-style-type: none"> <li>• Flush the toilets</li> <li>• Use the restroom for its intended purpose</li> <li>• Respect privacy</li> <li>• One person per stall</li> <li>• Wash your hands and put trash in trash can</li> </ul>	<ul style="list-style-type: none"> <li>• Use Appropriate language and low volume</li> <li>• Listen to and follow adult requests</li> <li>• Wait patiently and use good manners</li> <li>• Keep your phone out of sight</li> <li>• Respect visitors and the privacy of others</li> </ul>	<ul style="list-style-type: none"> <li>• Show school spirit, stand and participate during the Alma Mater</li> <li>• Represent your school positively</li> <li>• Respect visiting teams</li> <li>• Respect other people's property</li> <li>• Give speakers your full attention</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>• Clean up after yourself</li> <li>• Treat others the way you want to be treated</li> <li>• Use materials for their intended use</li> <li>• Produce your own quality work</li> </ul>	<ul style="list-style-type: none"> <li>• Use hall passes</li> <li>• Clean up after yourself</li> <li>• While on campus, walk Scooters, bikes and Skateboards and lock them in the appropriate area</li> <li>• Dress in school appropriate attire</li> <li>• See something say something</li> </ul>	<ul style="list-style-type: none"> <li>• Clean up after yourself</li> <li>• One person to a stall</li> <li>• Keep electronics out of sight</li> <li>• Use restroom pass</li> </ul>	<ul style="list-style-type: none"> <li>• Enter and exit with purpose</li> <li>• Behave in a professional manner w/ staff &amp; guests</li> <li>• Knock and wait patiently for approval to enter individual offices</li> </ul>	<ul style="list-style-type: none"> <li>• Represent your school in a positive manner</li> <li>• Dress in event appropriate attire</li> <li>• Follow event guidelines</li> <li>• Clean up after yourself</li> <li>• See something say something</li> </ul>
<b>Ready to Learn</b>	<ul style="list-style-type: none"> <li>• Arrive on time and stay on task</li> <li>• Come prepared</li> <li>• Ask for help</li> <li>• Use technology wisely</li> </ul>	<ul style="list-style-type: none"> <li>• Use low volume while classes are in session</li> <li>• Remain in designated areas</li> <li>• Make good choices</li> </ul>	<ul style="list-style-type: none"> <li>• Go during break or passing period</li> <li>• Be brief / don't loiter</li> </ul>	<ul style="list-style-type: none"> <li>• Follow Office rules and etiquette</li> <li>• Use inside voice</li> <li>• Keep electronics off and out of sight</li> </ul>	<ul style="list-style-type: none"> <li>• Represent your school in a positive manner</li> <li>• Show School Spirit</li> <li>• Support each other</li> </ul>

### Community Resources

There are additional community resources available for students and families of Bonita Unified. For a list of community resources, please use this link:

<http://do.bonita.k12.ca.us/Resources/Support-Resources/index.html>.

## **Health and Safety**

### **Internet Contracts (Pursuant to Board Policy 5131)**

All students who intend to use the computers and Internet services provided by San Dimas High School are required to complete an Internet Terms of Use Contract. These forms are first made available during student registration and can be obtained from the administration office throughout the school year. The terms of this contract are to be followed by all students any time they use campus computers including use before, during, and after the school day. If a student chooses not to follow the rules in the contract they can lose their school computer privileges, be referred to counseling, be suspended from school, and/or be removed from computer classes with failing marks on computer-based assignments.

### **Technology**

Students may contact the BUSD Computer Information Services team regarding technology issues with district-issued technology. The CIS Team can be contacted by calling (909) 971-8200 extension 8880 on Monday - Friday from 7:30 am - 4:00 pm PST.

### **Fire and Disaster Drills**

State law dictates that fire and disaster drills are completed during the school year. Teachers and staff members are well advised of the school safety plan and will instruct students on what to do in the event of an emergency. Students are required to follow the directions of staff members quickly, quietly, and exactly.

### **Emergency Information**

Parents are required to update student information regularly through Aeries. Parents are sent this information at the beginning of each school year through InfoSnap. Parents may contact the school for help updating their Aeries information.

### **Health Office Ext. 3020**

The Health Office is located in the Administration Building and is a welcoming place for injured and ill students. We ask that parents/guardians keep the school informed of any changes in emergency contact information and telephone numbers.

### **Passes to the Health Office**

Please be aware that a student must have a pass signed by a staff member to enter the Health Office. If a student becomes ill at school, and it is determined that he or she must go home, the student must obtain an Off-Campus pass from the Health



Office. An injured or ill student who leaves campus without a Health Office contact is required by law to be marked truant.

### **Medications**

Student medications that need to be taken during the school day (prescribed or over the counter) must be administered through the Health Office. The student must have a completed authorization form on file before we may administer the medication. The form includes both a physician and a parent signature. The medication form can be obtained through [SanDimasHigh.com](http://SanDimasHigh.com) or by clicking [here](#). Students may NOT carry their medication on their person. Please have all medication sent to the health office.

### **Physician Orders**

A physician's order is needed if a student requires any assistive devices at school such as a wheelchair, crutches, etc. A physician must also clear a student to return to school following hospitalization, serious and/or contagious illness, or a 911 transport from the school site following an injury.

Any questions regarding Health Office procedures can be referred to our Health Clerk at (909) 971-8230, extension 3020.

## **Student Behavior and Discipline**

### **Basic School Rules**

#### **Show Compassion**

- Be patient when navigating courses
- Show kindness at all times
- Assume the best intentions of all participants

#### **Demonstrate Teamwork**

- Work with staff towards your educational goals
- Take care of all school-issued property
- Make sure you are free of distractions during class, including your phone, background noise, and anything inappropriate for the class in your camera view

#### **Integrity**

- Do your work independent from outside help and encourage others to do the same
- Turn in assignments on time

#### **Effectiveness**

- Actively engage in your classes to make sure you understand the material being presented

- Ask questions when you need something clarified

### **Work Ethic**

- Show grit while working through your courses

### **San Dimas High School Appropriate Wear**

Bonita Unified School District and San Dimas High School have adopted school appropriate wear that allows for personal style without causing disruption or intimidation. As you dress for school each day, please adhere to the following guidelines:

At San Dimas High School, clothing should be NEAT and SAFE.

- The following are appropriate for SDHS students:
  - Clothing/hats/accessories that have San Dimas High logos
  - Clothing/hats/accessories that represent SDHS athletics, arts, academics, and activities
  - Clothing/hats/accessories that depict non-violence, no weapons, are not sexually suggestive, alcohol free, tobacco free, and/or drug free
  - Shirts that cover bare midriffs, shirts with shoulder straps, shirts that are not low cut and shirts that cover both sides
  - Shorts/skirts that cover buttocks at all times
  - Pants that cover underwear at all times
  - Ripped jeans that cover buttocks and underwear at all times
  - Belts, wristbands, or other jewelry that are not dangerous
  - Sneakers, tennis shoes, fashion boots (steel-toed shoes and fuzzy slippers are not appropriate)
  - Pajama pants that have a secure front flap

Consequences for Violation of SDHS Appropriate Wear:

- First offense: Warning, phone call home, change clothes
  - No flipping shirt inside out
  - No zipping up/covering with jackets
- Second offense: 30 min. detention, phone call, change clothes
- Third offense: 1 hr. Detention, phone call, change clothes
- Fourth offense: Saturday School (4 hrs.), phone call

Consequences for referrals are based on the infraction, and the frequency of the behavior, in accordance with the Bonita Unified School District Code of Discipline.

### **Attendance**

## **Positive Attendance**

*Positive Attendance at San Dimas High is defined as having less than 10% full-day absences (unexcused and excused) and tardies. Students should also have less than 3 period truancies per quarter. Students not in Positive Attendance standing will be subject to disciplinary consequences outlined in the student handbook (see Dances, Lunch Passes, Awards, and Athletics). Students may reconcile their Positive Attendance standing by attending Saturday School. Please see administration for more information.*

## **Absences**

Students need to maintain regular attendance in all classes. If a student is unable to attend school, the absence must be reported to the school's attendance office within three days by calling (909) 971-8230 extension 3040 or emailing [bjackson@bonita.k12.ca.us](mailto:bjackson@bonita.k12.ca.us). Please be prepared to share your student's name, grade, and reason for the absence. Please also provide your name and phone number on the note.

It is the student's responsibility to make sure all absences are cleared within 3 days of the occurrence. Parents may clear an absence after the 3-day deadline; however, any resulting consequences will remain. If a student is absent for medical reasons, please provide a medical note to clear the absence.

## **Excused Absences**

An excused absence is recorded when it is verified by a parent or guardian due to illness, death in the immediate family, medical appointment, court appearance, quarantine, or attendance at a religious event. Prolonged, illness-related absences may require verification from a physician showing the student was under medical care. Court appearances may also require verification from the court. Make-up work for these absences is required. If a student is absent for medical reasons, please provide a medical note to clear the absence.

## **Tardies**

Students are expected to be in their classroom, prepared to learn, before the instruction begins. Tardiness is disruptive to the learning environment and will not be tolerated. Teachers will accurately record tardies and consequences will be assigned according to the progressive discipline policy. *No phone calls or notes will be accepted to clear tardies. Excessive tardies will result in a referral to administration and appropriate consequences.*

## **Truancy**

Truancy is defined as being absent from school without the parent/guardian's permission. A student missing from a single period of more than 30 minutes is also required by law to be considered truant. State law defines habitual truancy as missing 3 or more single periods of school without a valid, verified excuse. Truancies will be handled according to the progressive discipline policy (E.C. 48260.5). E.C. 48260.5 states, "For a pupil under 18 years of age but 13 years of age or older, that the pupil may be subject to suspension, restriction, or delay of the pupil's driving privilege pursuant to Section 13202.7 of the Vehicle Code." Teachers are not responsible for providing make-up work for students who were truant from their class. Out of bounds includes, but not limited to, the following: parking lots, athletic fields/courts, or any other authorized or isolated area. *Any period truancy will result in a 30 minute detention.*

### **SART Contract**

A SART contract may be issued when a student has failed to maintain Positive Attendance as defined in the student handbook. A parent meeting will be held and the SART contract will be implemented requiring medical notes to clear all absences.

### **Citations due to Attendance**

After a SART contract has been implemented and the student's attendance has not improved the counselor or administrator will contact the school resource officer and request him to review the student's attendance and possibly issue a citation to the student and/or parent. In some attendance situations, a citation may be issued to a student without a SART contract.

### **SARB Contract/Hearing**

After a SART contract has been implemented, student attendance will be reviewed every 30 days for the duration of the SART contract. If attendance has not improved, A SARB hearing request will be sent to the district office by the school administration.

### **Home Hospital Instruction**

A student with a temporary disability which makes school attendance impossible or inadvisable shall receive individual instruction in the student's home or a hospital or other residential health facility. This instruction applies to students incurring a temporary physical, mental or emotional disability after which they can reasonably be expected to return to regular day classes or an alternative education program without special intervention. Please see your student's counselor for more information.

### **Short Term Independent Study**

Students who must miss five or more consecutive days of school due to vacations, personal business, etc. may be placed on a Short Term Independent Study Program.

Parents must notify their student’s counselor at least 10 school days before the first day of absence by written note or phone call. State law prohibits SDHS from offering Short Term Independent Study after the fact. Students and Parents will be given an Independent Study Agreement Form and assignment sheets. All work must be completed and returned to the Office upon the student’s return to school.

Students are responsible for and accountable for work assigned through the short term independent study contract. If work is not turned in, failing grades on the assignments may result and attendance is recorded as an unexcused absence from school.

### **Checking Attendance**

Students and parents can check their student’s attendance records (along with grades, discipline, and transcript) on [Aeries Browser Interface \(ABI\) Portal](#). If you need assistance with the parent portal, contact Student Services. The site is accessible from SanDimasHigh.com. It is the student’s responsibility to check their attendance in ABI; students with perfect attendance will be posted once per quarter and any discrepancy must be cleared the same week as the posting.

### Disciplinary Measures for Attendance

San Dimas High School understands the importance of attendance as a means to support classroom instruction and the education for all students. Tardies, period absences, and full day absences will be monitored separately for multiple occurrences.

The following is the progressive discipline policy based on the number of tardies and absences students accumulate throughout the school-year.

#### **# of Tardy Occurrences**

<b>1-3</b>	<b>Automated Phone Call Home</b>
<b>4-6</b>	<b>School Contact</b>
<b>7-9</b>	<b>30min Detention</b>

**\*Students will receive a 30 minute detention for every 3 tardies accumulated after 10 tardies.**

**\*\*SARTs will be initiated for any student who fails to maintain Positive Attendance defined by the student handbook.**

#### **# of Full-Day Absent Occurrences (unexcused and excused)**

<b>1-3</b>	<b>Automated Phone Call Home</b>
<b>4-6</b>	<b>Attendance Letter 1</b>
<b>7-9</b>	<b>Attendance Letter 2</b>

10+

### Attendance Letter 3/SART

**\*\*Students will receive a Saturday School for every 3 unexcused absences accumulated after 10 absences (unexcused and excused).**

**\*\*SARTs will be initiated for any student who fails to maintain Positive Attendance defined by the student handbook.**

#### Counselors Alpha Distribution

<u>Student Last Name</u>	<u>Counselor</u>	<u>Counselor Email</u>
A-Gi	Mrs. Brennecke	brennecke@bonita.k12.ca.us
Go-N	Mrs. Bravo	bravo@bonita.k12.ca.us
O-Z	Ms. O'Connell	coconnell@bonita.k12.ca.us

#### Administrators Alpha Distribution

<u>Student Last Name</u>	<u>Administrator</u>	<u>Administrator Email</u>
A-G	Mr. Nance	nance@bonita.k12.ca.us
H-N	Mr. Ravelo	ravelo@bonita.k12.ca.us
O-Z	Dr. Nix	bnix@bonita.k12.ca.us

Consequences for referrals are based on the infraction, and the frequency of the behavior, in accordance with the Bonita Unified School District Code of Discipline.

#### Disciplinary Measures

San Dimas High School believes in teaching students appropriate behaviors to be used on campus. If a student is needed to be held accountable for their actions, staff will proceed with the following measures:

- 1st offense: call home by teachers and offense recorded in Aeries
- 2nd offense: call home by teachers, offense recorded in Aeries, and referral to an administrator
- 3rd offense: call home by teachers, offense recorded in Aeries, and Parent/Teacher/Student/Administrator Conference
- Additional offenses: Additional consequences may include suspension, expulsion, student contract, Saturday School, Behavior Contracts, and Behavior Reflection Intervention assignment.

#### Administrators Alpha Distribution

Students with last names beginning with	Administrator	Administrator Email
A-G	Mr. Nance	nance@bonita.k12.ca.us
H-N	Mr. Ravelo	ravelo@bonita.k12.ca.us

O-Z	Dr. Nix	bnix@bonita.k12.ca.us
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### **Alcohol and Drugs**

San Dimas High School has a zero-tolerance policy for drugs and alcohol. This extends to distance learning. Students may not be under the influence of drugs or alcohol of any kind during school-related activities. Any infraction of this policy will be reported to the administration immediately for disciplinary action.

### **Anti-bullying Policy**

No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images as defined in Education Code 48900. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity to damage that person's reputation.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employees so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3. The student who is the alleged victim of the bullying shall be allowed to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

### **Investigation and Resolution of Complaints**

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with the law and the district's uniform complaint procedures specified in AR 1312.3.

If during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

### **Unauthorized Access to Student Records**

Unauthorized access and/or modification of the content of a student record, whether physically or electronically, is a serious violation of the Academic Integrity Policy.

Also, unauthorized modification of the contents of a student record is considered to be a theft of District property under California Education Code 48900(g).

Unauthorized access/modification includes, but is not limited to, the following:

- A student who accesses a Bonita Unified staff account without permission from the account holder, whether or not any changes are made.
- A student who makes changes to their own or another student's records, (whether or not he/she derives personal benefit as a result of making changes).
- A student who requests or knowingly allows changes to be made to his/her record, even if he/she is not aware of the details of the changes.
- A student who facilitates unauthorized access to a staff account or a student record by any means.

Consequences for unauthorized access and/or modification of the content of a student record, whether physically or electronically, even for a first offense, may include:

- Suspension for up to 5 days.
- Recommendation for involuntary transfer within the district.
- Recommendation for expulsion.
- Report to law enforcement.

### **Teacher Detentions**

Teachers may assign students merits and demerits. Students can earn merit when they follow the School Code of Conduct: respect, responsibility, and ready to learn.

Students that receive merit may win one of many prizes donated by the community. A demerit results in a detention and varies between 30 minutes (first offense) to 1 hour in length. Demerits/detentions can be served before or after school: 8:00 am- 8:30 am in the office or 3:25-4:25 pm in an assigned classroom. To avoid further consequences, students must serve detention the day it is assigned or the next day. Students who do not serve detentions may not be allowed to attend extracurricular activities and will incur additional consequences, such as Saturday School, lunch pass confiscation, no dance list placement, and 5th-period placement until all detentions are served. All students are required to carry an official school ID each day class is in session.



### **Class Suspensions**

Pursuant to California Education Code §48910, a teacher has the right to suspend a student from a single class period for two days beginning with the day of the infraction. This type of suspension requires the teacher to make a reasonable attempt to notify the parent or guardian in person or by phone on the day of the infraction.

### **Cellular Phones, Cameras, and Calculators (Pursuant to Board Policy and Administrative regulations 5131 and 6163)**

Students who choose to bring any electronic device on campus, including calculators, must assume all responsibility for the device. SDHS and Bonita Unified School District are not responsible for any lost or stolen electronic property.

If a student chooses to bring a cell phone, camera, calculator, or another electronic device, they must abide by the following rules:

- Cell Phones may be used only outside the classroom except when permission is granted by a school or District employee.
- Cell phones may be used in the event of an emergency when there is a clear and present danger in the immediate area that will result in student or staff injury and/or loss of life.
- Under no circumstances will any cell phones, cell phone cameras, or cameras be used in the locker rooms or restrooms of the school.
- Cell phones may not be used as calculators during class time unless specifically allowed by a school or District employee for educational purposes.
- Electronic devices must be deactivated and out of sight during class time and at any other time as directed by a school or District employee, unless specifically allowed by a school or District employee for educational purposes.
- The student is responsible for assuring electronic devices are turned off and not causing a disruption to themselves or others.
- Electronic devices are not to be used on district buses or field trips without permission of the bus driver or the school staff member that is accompanying the students.
- If a student chooses to use any electronic device in violation of school policy, that device is subject to confiscation. Only a parent may retrieve these devices after the school day has ended from the teacher or administrator.

- Any electronic device must be turned over to a staff member when requested. If a student chooses not to turn over the device they will be brought to the office for disciplinary action.
- Electronic devices may not be used to record other students or staff members.

### **Prohibited Items**

**Laser Pointers:** California Education Code prohibits laser pointers on a school campus. Students found in possession of laser pointer equipment will be referred to the office for disciplinary action.

**Markers and Spray Paint:** Students are not allowed to bring permanent markers or cans of spray paint on campus. Water-based markers are permitted for academic activities and under the direction of an instructor. Students found defacing, vandalizing, or ‘tagging’ school property will be held financially responsible for the damage, which may include repair, labor, and/or replacement costs. In addition to school discipline, law enforcement will be notified of any vandalism or graffiti and students may be prosecuted under California law.

**Pepper Spray:** Education Code 48900 (b) prohibits the possession of pepper spray on a school campus. Students who possess pepper spray on school grounds will receive disciplinary action consistent with bringing ‘dangerous objects’ to campus.

### **Search and Seizure**

Pursuant to Board Policy 5145.12, school administrators/designees may search individual students, their property, and district property under their control when it has been determined that reasonable suspicion exists. In our continuing effort to provide a safe and healthy learning environment for all students, Bonita Unified School District and San Dimas High School make use of a special program to minimize the presence of illegal drugs and alcohol on campus. This program, in collaboration with local law enforcement, has allowed the use of drug detection canines on campus. The use of this resource is strictly governed by Board Policy 5145.12.

### **Sexual Harassment**

California Education Code 212.5 defines sexual harassment as “unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting.” Sexual harassment from any student and/or employee will not be tolerated. The Bonita Unified Board of Education considers sexual harassment to be a serious infraction that may result in the suspension or dismissal of an employee or suspension or expulsion of a student.

### **Tobacco-Free Campus**

Tobacco of any form is prohibited from all school campuses in the Bonita Unified School District. Eighteen-year-old students are also prohibited from tobacco use on campus. Tobacco use is also prohibited during school-sponsored extracurricular activities. Possession or use of any form of tobacco (cigarettes, chewing, etc.) will result in disciplinary action, which can include suspension and/or a recommendation for expulsion. When appropriate, law enforcement will be notified.

### **Lunchtime Boundaries**

To ensure proper student supervision, all students are expected to remain in specific areas designated as “in-bounds” during break and lunch. The boundaries for lunch are detailed on the school map located at the end of this handbook. The quad between the F, G, and H buildings, the lunch shelter, and the cafeteria is considered in-bounds. Students needing to complete school business in the office may visit the administration building during break and lunch with the understanding they will return to the quad immediately after finishing their work. No one is allowed to eat in an area that is “Out-of-Bounds.”

The parking lot is considered out-of-bounds during the school day (except for juniors and seniors with a valid lunch pass). Students are not to loiter in the parking lot before or after school. Students are not to go to their car or a friend’s car without explicit permission from a staff member; an escort may be required for the student to go to their car during break and lunch. No student is allowed to go to their vehicle during instructional time.

Students found to be out-of-bounds during the school day will receive disciplinary action. A first offense will result in a warning. Multiple offenses can result in BIPs, Saturday Schools, revocation of a lunch pass, or suspension.

### **Saturday School**

Saturday Schools are conducted on select Saturdays throughout the school year from 8- 12 pm (Sat). Students attending a Saturday School will be given an assignment, but are also required to bring schoolwork and/or appropriate reading material to work on when their assignment has been completed. Students who are late or arrive with no work to complete will be denied admission and marked as absent from Saturday School. The school dress code is enforced during Saturday School; students in violation of the dress code will be denied admission. No food, electronic devices (except calculators), pillows, pajamas, or blankets are allowed. Saturday Schools are not in session on some 3-day weekends (Labor Day and Memorial Day), non-school/student days, or during prolonged breaks (Thanksgiving, Winter, and Spring Break).

Students may be assigned to a Saturday School for a variety of reasons (unexcused absences, period trancies, failure to serve detentions, truancy during lunch, etc.), as an alternative to suspension, or for disciplinary infractions as determined by the administration. Students who fail to attend Saturday School will receive additional discipline, which may ultimately include suspension from school.

### **Education Code Violations**

A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent of the school district or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions 48900 (a) to (r), inclusive:

(a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person. (2) Willfully used force or violence upon the person of another, except in self-defense.

(b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance, an alcoholic beverage, or an intoxicant of any kind.

(d) Unlawfully offered, arranged, or negotiated to sell a controlled substance, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

(e) Committed or attempted to commit robbery or extortion.

(f) Caused or attempted to cause damage to school property or private property.

(g) Stole or attempted to steal school property or private property.

(h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a pupil of the pupil's own prescription products.

(i) Committed an obscene act or engaged in habitual profanity or vulgarity.

(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

(k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. (2) Except as provided in Section 48910, those acts shall not constitute

grounds for a pupil enrolled in grades 1 to 12, inclusive, to be recommended for expulsion. This paragraph is inoperative on July 1, 2020.(3) Except as provided in Section 48910, commencing July 1, 2020, those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.

(l) Knowingly received stolen school property or private property.

(m) Possessed an imitation firearm. As used in this section, “imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

(n) Committed or attempted to commit a sexual assault

(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

(q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, “hazing” does not include athletic events or school-sanctioned events.

(r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

(1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable pupil or pupils in fear of harm to that pupil’s or those pupils’ person or property.

(B) Causing a reasonable pupil to experience a substantially detrimental effect on the pupil’s physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with the pupil’s academic performance.

(D) Causing a reasonable pupil to experience substantial interference with the pupil’s ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) (A) “Electronic act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a

telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

(i) A message, text, sound, video, or image.

(ii) A post on a social network internet website, including, but not limited to:

(I) Posting to or creating a burn page. "Burn page" means an internet website created for the purpose of having one or more of the effects listed in paragraph (1).

(II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(iii) (I) An act of cyber sexual bullying.

(II) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described in this subclause, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(III) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the internet or is currently posted on the internet.

(3) "Reasonable pupil" means a pupil, including, but not limited to, a pupil with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of that age, or for a person of that age with the pupil's exceptional needs. (s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the

following: (1) While on school grounds. (2) While going to or coming from school. (3) During the lunch period whether on or off the campus. (4) During, or while going to or coming from, a school-sponsored activity.

(t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

(u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.

(v) For a pupil subject to discipline under this section, a superintendent of the school district or principal is encouraged to provide alternatives to suspension or expulsion, using a research-based framework with strategies that improve behavioral and academic outcomes, that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in Section 48900.5

### **Expulsions**

California Education Code 48915 details grounds for expulsions.

Except as provided in subdivision (c) and (e), the Principal or the Superintendent of Schools shall recommend the expulsion of a pupil for any of the following acts committed at school or a school activity on or off school grounds, unless the principal or superintendent finds that expulsion is inappropriate, due to extenuating circumstances.

- Causing serious physical injury to another person, except in self-defense.
- Possessing any knife, explosive, or other dangerous objects of no reasonable use to the pupil.
- Unlawful possession of any controlled substance listed in Chapter 2 (commencing in Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
- Robbery or extortion.
- Assault and battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

Upon recommendation by the Principal, Superintendent of schools, or by a hearing officer or of an administrative panel pursuant to subdivision (d) of Section 48918, the governing board may order a pupil committed an act listed in subdivision (a) or subdivision (a), (b), (c), (d), or (e) of Section 48900. A decision to expel shall be based on a finding of one or both of the following:

- Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

The Principal or Superintendent of schools shall immediately suspend, according to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or a school activity on or off school grounds.

- Possessing, selling, or otherwise furnishing a firearm. The subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred by the principal or the designee of the principal.
- Brandishing a knife at another person.
- Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.

Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.

## San Dimas High School TELEPHONE DIRECTORY

School Phone (909) 971-8230

School Fax (909) 971-8239

Principal	Mr. Mayen	3011
Assistant Principal	Mr. Ravelo	3032
Assistant Principal	Mr. Nance	3031
Assistant Principal	Dr. Nix	3036
Associated Student Body (ASB)	Mrs. Carson	3302
Athletic Directors	Mr. Holman	3106
	Mr. Prestesater	3105
<u>Attendance Office</u>	Mrs. Jackson	3040
Career Center	Mrs. Eide	3090
Finance Office	Mrs. Kutin	3060
Health Office	Mrs. Clark	3020
Media Center	Ms. Cruz	3091
Registrar	Ms. Stijepovic	3050

### Secretaries



Principal's Secretary	Mrs. Perez	3011
Culture and Curriculum Secretary	Mrs. Egan	3033
Student Support Secretary	Mr. Hollingquest	3054

Student Service Coordinators

A-Gi	Mrs. Brennecke	3051
Go-N	Mrs. Bravo	3052
O-Z	Ms. O'Connell	3053

800 West Covina Boulevard San Dimas, California 91773

Phone: (909) 971-8230 Fax: (909) 971-8239

SanDimasHigh.com

***BONITA UNIFIED SCHOOL  
DISTRICT  
HIGH SCHOOL HANDBOOK  
and  
COURSE HANDBOOK***



***2024-2025***

**BONITA HIGH SCHOOL**  
3102 D. STREET  
LA VERNE, CALIFORNIA 91750  
Telephone - (909) 971-8220

Kenny Ritchie, Principal  
Nikole Burgess, Assistant Principal  
Joy Lindsay, Assistant Principal  
Josh Richards, Assistant Principal

**SAN DIMAS HIGH SCHOOL**  
800 WEST COVINA BOULEVARD  
SAN DIMAS, CALIFORNIA 91773  
Telephone - (909) 971-8230

Omar Mayen, Principal  
Jack Nance, Assistant Principal  
Brianna Nix, Ed.D., Assistant Principal  
Joel Ravelo, Assistant Principal

**CHAPARRAL and VISTA HIGH SCHOOLS**  
**at the ED JONES EDUCATIONAL CENTER**  
121 WEST ALLEN AVENUE  
SAN DIMAS, CA 91773  
Telephone - (909) 971-8240

Sean Casey, Principal  
Kendra Lewis, Dean of Students  
Valé Herrera, Counselor

**Board of Education**  
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## **PART I - GENERAL INTRODUCTION**

### **INTRODUCTION**

This manual is intended to provide students, teachers, parents, and counselors with a guide to academic requirements and course descriptions at the high schools in Bonita Unified School District. The information contained in this document can be a valuable tool in planning for high school and beyond.

### **NONDISCRIMINATION**

The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. District programs and activities shall be free from discrimination, harassment, intimidation, and bullying of any student based on the student's race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, gender transition, transgender status, or gender nonconformity; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

The Governing Board shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. School staff and volunteers shall carefully guard against segregation, bias, and stereotyping in instruction, guidance, and supervision.

## GENERAL INFORMATION

### GRADUATION REQUIREMENTS FOR ALL STUDENTS

#### Subject and Credit Requirements

A minimum of 220-semester credits must be earned to meet all Bonita Unified School District graduation requirements. In addition to the subject requirements listed below, all students must complete a senior project/experience prior to graduation.

<b>SUBJECT REQUIREMENT</b>	<b>SEMESTER CREDITS</b>	<b>COURSE</b>
English	40	I, II, III, IV
Social Studies/ History	10	World History
	10	U. S. History
	5	Government
	5	Economics
Mathematics	10	Integrated 1 or higher
	10	Other Math Course
Science	10	Physical Science
	10	Biological Science
Physical Education	20	
Career Technical Education	10	
Visual/Performing Arts	10	
Electives	70	
<b>Total</b>	<b>220</b>	

+ *Electives/Service Credits: A maximum of 20 elective service credits may be counted toward graduation. Examples: Teacher Assistant, Library Assistant, Office Assistant, Lab, or Shop Assistant.*

#### Alternative Requirements for Students in Foster Care or Identified as Homeless

California Education Code 51225.1 and 51225.3 allow for students in foster care, or students identified as homeless, who change schools following the completion of their second year of high school, and who do not have sufficient time to complete all Bonita Unified graduation requirements by the end of their fourth year, to be offered two options for earning a high school diploma. The first option would allow the student to complete the minimum California state requirements (130-semester credits) for a high school diploma listed below, by the end of their fourth year. The second option would allow the student to remain for a fifth year of high school to complete all Bonita Unified requirements (See 'Subject and Credit Requirement' above). Entering students are reviewed on a case-by-case basis to determine available options.



***California State Minimum Requirements for Earning a High School Diploma***

A minimum of 130-semester credits must be earned.

<b>SUBJECT REQUIREMENT</b>	<b>SEMESTER CREDITS</b>	<b>COURSE</b>
English	30	Up to 20 credits from courses I or II + up to 20 credits from courses III or IV
Social Studies/ History	10	World History
	10	U. S. History
	5	Government
	5	Economics
Mathematics	10	Integrated 1 or higher
	10	Other Math Course
Science	10	Physical Science
	10	Biological Science
Physical Education	20	
Foreign Language or Career Technical Education or Visual/Performing Arts	10	
<b>Total</b>	<b>130</b>	

**Senior Project/Experience**

**Bonita High School**

The Senior P.A.C.E. (Purposeful, Active, Career Exploration) project at Bonita High School is designed to be a culminating experience, allowing students to expand their knowledge about – and gain hands-on experience with– a meaningful and exciting topic. Housed in the Senior English class, it consists of four phases, all of which must be completed at an acceptable level to pass English and graduate.

The first phase is the physical project, requiring students to spend a minimum of 20 hours outside of the school day engaged in a future career option, a service project, or a personal growth experience.

The second phase is an 8-9 page research paper that follows strict Modern Language Association (MLA) guidelines. The Master Draft of the paper is read by BHS teachers across disciplines.

The third phase is an e-portfolio which displays students' work from the year including evidence of their project, the research paper, narratives, and more.

The fourth and final phase is a speech covering the information from the research paper and the experience gained from the project hours. Students deliver the speech to a board of three to six faculty members and community volunteers.

### **San Dimas High School**

The San Dimas Connection Project (SDCP) is a portfolio-based graduation requirement at San Dimas High School that includes the following components:

- *Best Work* (samples submitted each year by all students)
- *Community Volunteer Service* (completed each year by all students)
- *Senior Presentation* (seniors)
- *High School and Beyond Plan* (part of the Senior Presentation)
- *Personal Story* (part of the Senior Presentation)

Each student must complete all components of the SDCP to an acceptable level to graduate.

### **Chaparral High School**

The Senior Experience gives students an opportunity to create a post-graduation plan, expand their knowledge, and refine their public speaking skills. Students will choose a career and supportive educational path beyond high school to research and present. All Chaparral students will conduct a career exploration with a college/training plan, create a website, and present their plan before a panel of judges.

### **Eligibility for a Bonita Unified School District High School Diploma**

To receive a Bonita Unified School District High School diploma, seniors must remain enrolled in a full schedule of five or six classes during the last semester of attendance. For mid-year graduates, the last semester of attendance is the fall semester. For June graduates, the last semester of attendance is the spring semester. To participate in commencement ceremonies, seniors must have completed all district requirements by the close of senior checkout day.

### **California Proficiency Exam In Lieu Of Diploma**

Persons who are 16 or older, or have enrolled in grade 10 for one school year or longer, or will complete one school year of enrollment in grade 10 at the end of the semester during which the next regular examination will be conducted may take the California Proficiency Program (CPP) Test. The CPP has replaced the California High School Proficiency Exam (CHSPE) established by California Education Code Section 48412.

The HiSET-Proficiency test will be the first test which measures proficiency in mathematics and language arts. After passing the language arts and mathematics subtests of the proficiency program, the student will earn a State Board of Education issued Certificate of Proficiency which is the legal equivalent to a high school diploma issued by the State of California. After passing the CPP, the student may choose to remain in high school or exit with a parent or guardian's permission. A student who passes the CPP Test does not qualify for a Bonita Unified School District High School Diploma and is only eligible for District high school graduation ceremonies at Chaparral High School and Vista School.

Once a student has taken the CPP, passed both language arts and mathematics subtests and exited high school, they may choose to take the remaining HiSET-Equivalency subtests in science and social studies to earn their California High School Equivalency Certificate, opening even more doors than the Certificate of Proficiency alone. There is a fee for taking all subsets of this test. More information at California Department of Education's website at [California Proficiency Program](#).

### **High School Credit for College Courses**

To earn high school credit for a class taken at an accredited college or university, students must first see their Counselor to complete a Petition to Enroll in a Community College Course for Transfer/Non-Transfer of Course Credit. There are certain criteria/requirements that a student must meet to be eligible.

### **Online and Correspondence Courses**

Online courses are offered by a wide range of schools and agencies. They are an option students can choose if a course is **NOT** offered in one of our schools, or to make up a course that was taken unsuccessfully. Students interested in taking online courses for original or make-up credit should see their Counselor before making a commitment to any program. Prior to taking an online course, students must follow the approval process outlined in BUSD's Board Policy and Regulations. The Counselor can provide interested students with the forms needed to apply for credit for the online course. The principal/designee will review the course to determine if it is offered through an accredited program and if the course offers the academic rigor found in traditional Bonita Unified School District high school courses. Credit may not be granted for the completion of an online course without prior approval.

## **GRADING SYSTEM**

The grade given in any course represents the teacher's considered judgment of the degree to which the student has achieved the goals and objectives of the course. It represents the teacher's professional judgment of the quality of the student's work and the student's degree of mastery. An administrator cannot change a mark issued by a teacher unless a clerical or mechanical mistake, fraud, bad faith or incompetence can be demonstrated through a review process (California Education Code 49066).

## **Grade Point Average (GPA)**

Grade point average is calculated by multiplying grade points earned for each grade in each course by credits, adding the results for all courses, and dividing by the number of credits attempted. Credit is earned for grades of A through D in all courses. Standard classes receive 5 credits for each semester course passed. An extra grade point (A=5, B=4, C=3) is added to Honors and Advanced Placement level courses that are approved by the University of California. The GPA calculated each semester is recorded on the student's transcript.

A = 4 grade points (5 in Honors and Advanced Placement classes)  
B = 3 grade points (4 in Honors and Advanced Placement classes)  
C = 2 grade points (3 in Honors and Advanced Placement classes)  
D = 1 grade point  
  
F, WF, I, P/F, NM = 0 grade point

*For example, the grade point average of a student who took six classes and earned 2 A's, 2 B's, 1 C, and 1 D in a semester is calculated below.*

*A = 4 x 5 credits = 20  
A = 4 x 5 credits = 20  
B = 3 x 5 credits = 15  
B = 3 x 5 credits = 15  
C = 2 x 5 credits = 10  
D = 1 x 5 credits = 5*

*85*

*85 grade points ÷ 30 credits = 2.83 GPA*

### **Definition of A – F Grades and Other Marks**

A = Superior Achievement. The student has excelled and has done work of exceptional quality.

B = Above Average Achievement. The student has done more than is expected of a student who satisfactorily completed the objectives.

C = Average achievement. The student has satisfactorily accomplished the course objectives.

D = Below Average Achievement. The student has poorly met the minimum requirements. The University of California does not recognize courses completed with a grade of D or lower.

F = Failure to meet the minimum requirements. No credit and no grade points are awarded.

WF = Withdraw Failure. Issued for a course that is dropped after the first four weeks of school.

I = Incomplete Work. Issued with the approval of the teacher. Assignments required by the teacher must be made up within 6 weeks of the start of the semester.

P = Passing. A mark of Pass (P) or Fail (F) must be used in assigning grades to all service classes. BHS – Pass/Fail may be assigned to students taking Honors and AP classes with parent and teacher's consent.

NM = No Mark. Issued to students transferred into a class too close to the grading period to have earned a grade.

*NOTE: Foster students withdrawing mid-semester will be issued partial credits, not exit grades in each course in which the student is earning a passing grade.*

### **Citizenship/Work Habit Marks**

Citizenship and/or Work Habits are indicated on the student report cards to inform parents. These marks appear only on report cards and progress reports and will not appear on a student's transcript. Citizenship marks and Work Habit Marks are defined as follows:

- O = Outstanding
- S = Satisfactory
- N = Needs to Improve
- U = Unsatisfactory

A mark of N or U may disqualify students from some honor societies, scholarships, Valedictorian and/or extra-curricular activities.

### **Report Cards**

Report cards are issued and mailed home at the end of each semester (San Dimas High School sends home semester one report cards with students and mails home semester two report cards). First and third quarter report cards are progress reports and do not appear on the transcript. Semester grades issued twice per school year are final grades and appear on the student's transcript.

### **Notice of Unsatisfactory Performance**

Warning of possible failure in courses will be sent home after four to five weeks of a nine-week quarter or may be sent by teachers at any time. The purpose of such notification is to document reasons for unsatisfactory performance.

### **Eligibility for Athletics and Extracurricular Activities**

Students who participate in athletics or extra-curricular activities must pass at least four classes and earn a minimum grade point average of 2.0. Grades will be checked quarterly to determine eligibility. Classes taken Pass/Fail are not calculated in the GPA, but may count toward the four passed classes.

### **Athletic Probation**

A student who passed at least 20 semester credits but earned less than a 2.0 grade point average on a 4.0 scale may apply for probationary status through the assistant principal in charge of athletics. A probation period is limited to one quarter. Students may be on probation no more than two quarters during the student's entire high school experience. No two probation quarters may be back to back. Students must achieve eligibility at least once before the second probation can be used.

### **Repeating Courses**

Courses that may be repeated for credit will be noted in the course description. A student may also elect to repeat a course without earning additional credit for the purpose of earning a higher grade in the course.

### **Class Change/Withdrawal Policy – BHS and SDHS**

Requests to change classes must be submitted to the student's counselor no later than the end of the fourth week of the semester (BHS - end of 2nd week). Changes will be made only if class size limits will not be exceeded. Parent or guardian approval is required for all student requests for schedule changes except for correction of errors. Students must attend all classes in which they are enrolled until an official program change has been made and signed by the counselor and the teacher.

#### **Requests considered acceptable for class changes:**

1. Schedules showing less than a minimum day (5 classes)
2. Student failed a course in the spring and cannot continue in the next course in the fall because of the failure.
3. To make up a graduation requirement if the course is not offered in summer sessions or adult school.
4. School Service, R.O.P. and Work Experience classes may be added with appropriate approval.
5. Level changes require parent, teacher, and COUNSELOR approval and petition.

#### **Requests considered unacceptable for class changes:**

1. Change from a requested elective to a different elective.
2. Change from one teacher to a different teacher in the same subject.
3. Change the period order of subjects or teachers.
4. Drop a required subject.

### **Withdrawal from a Course**

Withdrawal from class without penalty of an F grade for the semester must be made within the first four weeks of the semester (First 7 weeks at BHS). Limited second-semester class space may prevent the replacement of classes dropped during the fall semester. Withdrawals from class after the fourth week of a semester will result in a "WF" mark for the class on the transcript. Withdrawals from class for excessive truancy or disciplinary reasons will receive a grade of "WF." Withdrawals require a conference with the parent, administrator, and student.

## **Final Examinations**

A final examination schedule is in effect during the closing days of each semester. The purpose is to provide students the best opportunity to prepare for and take final examinations during an extended uninterrupted class period, with the least possible pressure and distraction. Final examinations are to be taken seriously and every effort should be made to meet this responsibility.

Students will not be permitted to take final examinations before the scheduled examination period. Students may make up final examinations when arrangements are made in advance with the teacher, counselor, or administrator.

## ACADEMIC INTEGRITY

Education is a partnership between students, teachers, parents, and staff. The goals of our school community depend on the acceptance of responsibility for conduct in both social and academic endeavors. Every faculty member and student belongs to a community of scholars where academic integrity and the pursuit of excellence are fundamental commitments. Students come to this school not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. This pursuit is characterized by individual responsibility for personal learning as well as giving credit to sources of information.

This Academic Integrity Policy intends to promote and protect an atmosphere of trust, fairness, and respect. Academic Integrity requires that students produce work that is their own. If questioned, each student can explain all work products to demonstrate an understanding of the material.

### **Demonstrating and Supporting Academic Integrity**

Administrators and Counselors Will:

- Ensure that all faculty, students, and parents have been informed of and have access to the Academic Integrity policy.
- Create a school-wide environment that promotes honesty and integrity in work.
- Maintain cumulative records of reported violations.
- Enforce appropriate disciplinary actions when violations of the policy occur.

Teachers Will:

- Provide students with explicit requirements and directions for both work and technology.
- Structure positive conditions for testing.
- Be specific as to whether work is to be cooperative or individual.
- Teach and review the correct method of documentation.
- Refer to the Academic Integrity Policy for policies and procedures.

Students Will:

- Complete all work individually unless the teacher gives explicit permission otherwise, and use technology appropriately when producing work.
- Avoid situations that might contribute to academic dishonesty.
- Protect work they have completed or is completing from being used by others.
- Document borrowed materials by citing sources.
- During a test or quiz, ensure all answers are products of their own knowledge, and refrain from discussing tested materials with other students until directed to do so.
- Be able to explain all work products if questioned to show understanding of the material.
- Ask the teacher when unclear about a topic or assignment, either in directions or content.

Parents/Guardians and Other Adults Supporting Students Will:

- Support the student's effort to complete work themselves.
- Be aware of a student's need for supplies and a quiet time and place to work.



- Know about the Academic Integrity Policy and the student’s consequences of not abiding by it, and provide a positive example for adhering to and supporting the enforcement of the policy.
- Reduce the pressure for “success at any cost”, and give support, even when their best effort does not earn an “A”.

### **Violations of Academic Integrity Expectations**

#### ACADEMIC CONSEQUENCES

If a student violates any of the expectations for academic honesty, the teacher of the course in which the incident occurs may:

- 1) Lower the grade for the assignment(s) on which the academic dishonesty occurred, including assigning a zero for the assignment(s).
- 2) Lower the citizenship mark issued on the semester report card for the term the incident occurred, including issuing a “U”, even for a first offense.

#### DISCIPLINARY CONSEQUENCES

Teachers and administrators may elect to issue academic and/or disciplinary consequences for incidents which violate the expectations listed in this policy’s “Demonstrating and Supporting Academic Integrity” section.

*Consequences for violations of the Academic Integrity Policy are cumulative for the school year in which the first incident occurs, plus the entire following school year.*

In addition to the academic and/or disciplinary consequences that teachers and administrators may issue, students in violation of any aspect of the Academic Integrity Policy may also be subject to:

- Removal from a teacher's assistant or office assistant assignment
- Removal from a leadership position within the school
- Loss of eligibility for honor societies and academic recognition

### **Unauthorized Access to Student Records**

Unauthorized access and/or modification of the content of a student record, whether physically or electronically, is a serious violation of the Academic Integrity Policy.

In addition, unauthorized modification of the contents of a student record is considered to be a theft of District property under California Education Code 48900(g).

Unauthorized access/modification includes, but is not limited to, the following:

- A student who accesses a Bonita Unified staff account without permission from the account holder, whether or not any changes are made.

- A student who makes changes to their own or another student's records (whether or not he/she derives personal benefit as a result of making changes).
- A student who requests or knowingly allows changes to be made to their record, even if they are not aware of the details of the changes.
- A student who facilitates unauthorized access to a staff account or a student record by any means.

Consequences for unauthorized access and/or modification of the content of a student record, whether physically or electronically, even for a first offense, may include:

- Suspension for up to 5 days.
- Recommendation for involuntary transfer within the district.
- Recommendation for expulsion.
- Report to law enforcement.

### **ATTENDANCE, ABSENCES, TARDINESS, AND TRUANCY**

Good attendance should be emphasized as a priority within our school and community. Academic and social success is significantly related to regular attendance. The State of California mandates that the student attend school. The parent is responsible for seeing that the student attends. Attendance is taken in each class every day.

#### **Duty to Remain at School**

A student may not leave the school premises at any time of the school day except when cleared by the Attendance Office.

#### Absences per Education Code 48205

Excused absences are granted for the following reasons:

- (1) Due to illness.
- (2) Due to quarantine under the direction of a county or city health officer.
- (3) For the purpose of having medical, dental, optometrical, or chiropractic services rendered.
- (4) For the purpose of attending the funeral services of a member of the student's immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
- (5) For the purpose of jury duty in the manner provided for by law.
- (6) Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent.
- (7) For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of the student's religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the student's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.

- (8) For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
- (9) For the purpose of spending time with a member of the student's immediate family, who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.

### **Notification of Absences**

A parent/guardian is expected to contact the school attendance office on the day the student is absent. If prior contact is not possible, a parent call or note on the day the student returns is required. If the absence is not cleared within three school days, the absence may be recorded as Unexcused.

If a student is placed on an attendance contract as a result of a School Attendance Review Team (SART) or School Attendance Review Board (SARB) meeting, additional requirements may be put in place in order to clear absences.

Students with a documented truancy cannot participate in any extracurricular activity that day.

### **Illness at School**

If a student becomes ill at school and plans to go home, he or she must be checked out from the Attendance or Health Office by a parent before leaving campus. If the student leaves campus without being checked out at the Attendance or Health Office, the student may be marked truant, which may also result in disciplinary action.

### **Tardies**

Tardiness is defined as the student not being in the classroom when the tardy bell rings. Tardiness is a disruption in the process of education. Continued tardiness will have a negative effect on the learning process and progress in a class, and may result in disciplinary action for the student.

### **Truancy**

In Bonita Unified, a student is considered truant from class or school if it is determined that the student willfully missed a scheduled class, including being more than 30 minutes late to a scheduled class. A student who is truant may face disciplinary action and may be referred to law enforcement for a citation.

A student who is chronically truant may be subject to attendance intervention steps, up to and including a referral to the Los Angeles County District Attorney for mediation.

**Chronic Absenteeism**

A student is considered to be chronically absent if, at any time during the school year, the number of absences, for any reason, exceeds 10% of the days of enrollment.

A student who is chronically absent may be subject to attendance intervention steps, up to and including a referral to the Los Angeles County District Attorney for mediation.

**AWARDS AND RECOGNITION**

**Honor Roll (BHS, SDHS)**

Students with outstanding academic achievement at the end of each semester are recognized by being placed on the Honor Roll. The following guidelines determine Honor Roll eligibility.

<u>Grade Point Average</u>	<u>Honor Roll - SDHS only</u>
4.0	Principal’s Honor Roll
3.5 – 3.9	High Honors’ Honor Roll
3.0 – 3.4	Honors
<u>Grade Point Average - unweighted</u>	<u>Honor Roll- BHS only</u>
4.0	Principal’s Honor Roll
3.5 – 3.9	Academic Honor Roll

**California Scholastic Federation (BHS, SDHS)**

The California Scholastic Federation (CSF) is a statewide high school honor society based on academic achievement with membership open to sophomores, juniors, and seniors. Freshmen are eligible for membership at the end of their first semester. There are three membership levels: Life Membership, 100% Membership, and Exemplary Membership. A minimum of four semesters (during the sophomore to senior years) of membership qualifies students for honors at graduation and may qualify students for college scholarships.

Membership is not automatic. Applications must be submitted during the enrollment period at the beginning of each semester. Retroactive membership will not be granted to any student who missed the application deadline. For further information, see your COUNSELOR or the CSF adviser.

At Bonita High School, CSF members must also earn at least 25 community service points in the semester immediately following the semester in which they qualify for membership in order to wear regalia during the graduation ceremony. Students who meet both the academic and community service requirements are eligible for the following regalia:

- Life Members - Gold Tassel
- 100% Members - Gold Tassel and Gold Cord
- Exemplary Members - Gold Tassel and Gold Stole

### **National Honor Society (BHS, SDHS)**

In order to continue to showcase outstanding students, both comprehensive high schools have chartered a chapter of the National Honor Society (NHS). By applying for the NHS, students join a unique and exciting organization that affords its members the highest of accolades. The NHS is an organization founded on the principles of scholarship, leadership, character, and service to the community. Students accepted into NHS have completed an application screening process where they are required to demonstrate outstanding qualities in all four criteria. A faculty council reviews the applications and accepts those students who meet the requirements. The program is open to students in the 10<sup>th</sup> – 12<sup>th</sup> grades who have attended a BUSD high school for at least one semester prior to application. Once accepted, NHS students continue to demonstrate the traits of the organization by continuing to achieve in the classroom, in the community, and as a leader in both. Club activities will include a Spring Induction Ceremony, fundraising efforts, and community service opportunities. Since it is a national organization, NHS students are widely regarded as the best a school has to offer.

### **Valedictorian Criteria (SDHS)**

Students for Valedictorian and Salutatorian will be selected using a point system. Students will receive points for overall unweighted GPA, total credits earned, and the number of AP courses completed and tests taken. In addition, there must be no incidence of academic dishonesty, “U” citizenship grades, or disciplinary action resulting in suspension under Ed. Code section 48900.

<b>Total Credits Earned</b>	<b>Points</b>
220	0
225	1
230	2
235	3
240	4
245	5
250	6
255	7
260	8
265	9
270+	10

<b>Unweighted GPA Grades 9 - 12</b>	<b>Points</b>
4.00	40
3.95 – 3.99	35
3.90 – 3.94	30
3.85 – 3.89	25

3.80 – 3.84	20
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Students will earn 3 points for each class and AP test completed. **In addition any AP test taken in 2019 or later will receive the following additional points.**

AP Score	Points
5	3
4	2
3	1

**Valedictorian Criteria (BHS)**

Bonita High School’s Valedictorian and Salutatorian will be selected using a point system. Students will receive points for overall unweighted GPA, total credits earned, number of AP courses completed and tests taken, and number of honors courses completed. Points or “Total Credits Earned” will be capped at 240 credits. Violations of the academic integrity policy may result in disqualification for consideration for these awards.

Total Credits Earned	Points
220	0
225	1
230	2
235	3
240+	4

Unweighted GPA Grades 9 - 12	Points
4.00	40
3.95 – 3.99	35
3.90 – 3.94	30
3.85 – 3.89	25
3.80 – 3.84	20

# of Honors Courses Completed Includes Accelerated Int Math III	Points
1	1
2	2
3	3

# of Honors Courses Completed Includes Accelerated Int Math III	Points
4	4
5	6
6	8
7	10

# of AP Courses/ Tests Completed	Points
1	4
2	6
3	8
4	10
5	12
6	14
7	16
8	18
9	20
10	22

*2 points per additional AP course beyond 10, no limit*

AP Score grades 9-11	Points
5	3
4	2
3	1

Only courses that receive a letter grade may be used in the selection of Valedictorian and Salutatorian. Students may not opt for a Pass/Fail if a letter grade is available to be considered for Valedictorian and Salutatorian.

### **PLANNING A COURSE OF STUDY**

Your four-year plan of studies at High School should be created to reflect your interests, needs, aptitudes, and career goals. It is advisable for high school students to plan a four-year program in their freshman year. Considerations in planning should include:

1. Minimum graduation requirements
2. Career plans
3. Interests and aptitude

4. Life needs and goals
5. Immediate value or use of a course

**Registration**

**San Dimas and Bonita High Schools**

Eighth-grade students will be pre-registered for the ninth grade in the spring at the middle school by high school counselors. Ninth, tenth and eleventh-grade students will pre-register in the spring at the high school for the following year.

The student's counselor will be available to advise and assist the student with his/her course selections during the four years of high school. The student should discuss courses with teachers, parents, and other students in addition to conferences with his/her counselor. It is the responsibility of the student to monitor his course of study and credits earned throughout high school.

**Chaparral and Vista High Schools**

Students interested in applying for admittance to an alternative program at Chaparral or Vista High Schools should make an appointment with their counselor. Once a student has applied for admittance, they must remain in the comprehensive high school classes until they and their parents have attended the Parent/Student Informational Meeting. After a student has been notified that they are accepted to Chaparral or Vista, they must complete the process of checking out of the comprehensive high school. A mandatory intake meeting will be scheduled for all new students. Students enrolling from Bonita or San Dimas High School must bring a copy of their withdrawal form. Students who come from out of district will complete a registration packet upon arrival for their intake meeting. Students are scheduled into classes or selected programs following completion of the Parent/Student Informational Meeting.

**Student Academic Load**

1. Freshmen and sophomores are required to be enrolled in six classes. Juniors and seniors must be enrolled in a minimum of five classes.
2. Juniors and seniors enrolled in five classes may not take more than one ROP, work experience, or other site-approved off-campus courses.
3. These requirements must be met to retain full-time status. Only full-time students attend SDHS and BHS. Part-time students must seek alternative placement to complete their high school experience.
4. Student load at the Chaparral/Vista campuses will vary.

**Sample Courses of Study**

	<b>Freshman</b>	<b>Sophomore</b>	<b>Junior</b>	<b>Senior</b>
<b>Graduation Plan</b>	English 9 Integrated Math 1 Human Geography Freshman Foundations+	English 10 Integrated Math II World History Chemistry/Earth SS	English 11 Elective U.S. History Elective	English 12 Elective Gov't/Economics Elective



	Biology Elective Physical Education	Elective Physical Education	Visual/Performing Arts	Career Technical Education
<b>Tot. Credits</b>	60	60	50	50
<b>College Preparatory Plan *</b>	English 9 Acc Integrated Math I HumanGeography//IntrC omp Tech; Biology/Acc Bio Foreign Language I Physical Education	English 10//English 10 Acc Integrated Math II World History Chemistry/Earth SS Foreign Language II Physical Education	English 11 Integrated Math III U.S. History Chemistry/Chem H Foreign Language III Visual/Performing Arts	English 12 Advanced Math/Precalc Gov't/Economics Physics/Hum. Anat. Foreign Language IV Career Technical Education
<b>Tot. Credits</b>	60	60	60	60

	<b>Freshman</b>	<b>Sophomore</b>	<b>Junior</b>	<b>Senior</b>
<b>Advanced Placement Options *</b>	English 9 Acc Acc Integrated III/Acc HumanGeography AP Human Geography Biology/Acc Biology Foreign Language I Physical Education	English 10 Acc Hon Precalc AP World History Acc Biology/AP Foreign Language II Physical Education	AP English Lang Adv. Math H/Calc AB AP U.S. History Chem.H/AP Envir. Sci. Foreign Language III Visual/Performing Arts	AP English Lit AP Calculus AB/BC AP Amer. History AP Physics AP Chem AP Foreign Lang. IV Career Technical Education
<b>Tot. Credits</b>	60	60	60	60

\* *Subject requirements must be passed with a grade of C or higher for UC consideration.*

+ *BHS: Introduction to Computers*

+ *SDHS: Human Geography*

### **Graduation Plan**

The Graduation Plan is a broad program that includes required courses, as well as a variety of special and exploratory courses. It can prepare students for post-graduate plans in service occupations, the military, or other work-related fields. Maintaining a minimum grade point average of 2.0 is recommended. Enrollment in vocational courses at a community college after graduating from high school is recommended.

Students following this plan should enroll in:

1. Graduation requirements in grades 9 through 12
2. Electives - one or more in the following departments:
  - a. Career Technical Education, Visual/Performing Arts, Physical Education
3. One or more advanced courses in the above department's

### **College Preparatory Plan**

The College Preparatory Plan leads to enrollment in a four-year college or university or enrollment in a community college and transfers to a four-year institution. A grade point average of 3.0 or higher is recommended. Subject requirements must be passed with a grade of C or higher.

Students following this plan should enroll in:

1. Minimum graduation requirements in grades 9 through 12
2. Three to four years of higher mathematics (Algebra I and above)
3. Two to four years of college preparatory laboratory science
4. Two to four years of the same foreign language
5. AP and Honors classes for qualified students
6. Electives selected to support the potential college major field of study (recommended, not required)

**Accelerated, Honors, and Advanced Placement Options**

<b>Accelerated Courses</b>	<b>Honors Courses</b>	<b>Advanced Placement Courses</b>
<ul style="list-style-type: none"> <li>● Advanced courses taken by 9<sup>th</sup> and 10<sup>th</sup> grade students</li> <li>● Prepares students for Honors and AP courses</li> <li>● Counts as a regular 4.0 grade point scale (A = 4.0 pts.)</li> </ul>	<ul style="list-style-type: none"> <li>● Advanced courses taken by 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> graders</li> <li>● Prepares students for AP courses</li> <li>● Adds an extra grade point on the GPA for grades of C or better (A = 5.0 pts.)</li> </ul>	<ul style="list-style-type: none"> <li>● Advanced courses taken by 9<sup>th</sup>-12<sup>th</sup> graders</li> <li>● Prepares students for AP courses</li> <li>● Adds an extra grade point on the GPA (A = 5.0 pts.)</li> <li>● Students complete a national end of course exam for college credit.</li> </ul>

Students following the College Preparatory Plan may choose to take Advanced Placement Classes and Honors or Accelerated courses to satisfy some of the subject requirements. The student may take as few or as many AP classes as their schedule allows, keeping in mind the teacher recommendation requirement and the time commitment required of the student.

**Advanced Placement (AP) Options**

Students may be placed in AP classes based upon the following criteria: teacher recommendation, consistent superior academic performance, high test scores, and available space. When class space is not available, the other criteria take precedence. Students who enroll in an AP class are expected to take the AP Examination for that course. AP Examinations are given during the spring of each school year. There is a fee for each exam taken and support is available for students demonstrating financial need.

By enrolling in an Advanced Placement Class, students are making a commitment to take a course equivalent to a first-year college course. Student participation is based upon their preparation for such a course, their willingness and ability to meet its academic challenges, their willingness and ability to accommodate the time demands of the course (other courses, athletics, activities, and work), school attendance, and the level of support they have from family and friends.

Advanced Placement (AP) Classes Offered: (Course offerings depend upon enrollment.)

COURSE	9 <sup>TH</sup> GRADE	10 <sup>TH</sup> GRADE	11 <sup>TH</sup> GRADE	12 <sup>TH</sup> GRADE
AP Art History	BHS	BHS	BHS	BHS
AP American Government				SDHS, BHS
AP Biology		SDHS, BHS	SDHS, BHS	SDHS, BHS
AP Calculus AB/BC		BHS	SDHS, BHS	SDHS, BHS
AP Chemistry		SDHS, BHS	SDHS, BHS	SDHS, BHS
AP English Language and Composition*			SDHS, BHS	
AP English Literature and Composition*				SDHS, BHS
AP Environmental Science		SDHS, BHS	SDHS, BHS	SDHS, BHS
AP French				SDHS
AP Macroeconomics				BHS
AP Microeconomics				SDHS
AP Music Theory		BHS	BHS	BHS
AP Physics 1		SDHS	SDHS, BHS	SDHS, BHS
AP Psychology		BHS	BHS, SDHS	BHS, SDHS
AP Human Geography	SDHS, BHS			
AP Spanish			SDHS, BHS	SDHS, BHS
AP Statistics			SDHS, BHS	SDHS, BHS
AP Studio Art			SDHS	SDHS
AP US History			SDHS, BHS	
AP World History		SDHS, BHS		
AP Computer Science Principles	BHS	BHS, SDHS	BHS, SDHS	BHS, SDHS
AP Computer Science A		SDHS, BHS	SDHS, BHS	SDHS, BHS

\* Required summer reading list

### **Career Technical Education**

Career Technical Education (CTE) engages all students in a dynamic learning experience resulting in mastery of the career and academic knowledge and skills necessary to transition to success in college and career.

Current pathways offered through our CTE program include:

Arts, Media and Entertainment  
 Business and Finance  
 Hospitality, Tourism, and Recreation  
 Transportation

Fashion and Interior Design  
 Health Science and Medical Technology  
 Information and Communication Tech  
 Public Services

CTE classes allow students to gain and apply job-specific training in a career field. This is accomplished through providing rigorous and relevant career-specific learning opportunities that enhance the District's efforts to empower students with the knowledge to make informed career choices for the 21<sup>st</sup> century and the skills necessary to succeed in their chosen professions.

## **Students with Special Needs**

Students with special needs may have additional services and class accommodations available to them. These classes are designed to enhance access to the core District programs.

## **COLLEGE ADMISSION REQUIREMENTS**

It is important to see your counselor early in your high school career to begin planning for admission to college or university. Your counselor can suggest schools in California and out of state. Two weeks notice must be given to the counselor if letters of recommendation are required. The College/Career Center located in the Media Center is an invaluable source of career, college, and scholarship information, as well.

### **Community College**

Community colleges provide transfer programs, which enable students to transfer to four-year institutions such as the University of California, the California State University system, and independent colleges. They provide courses in occupational education programs that lead to vocational proficiency and in some cases the Associate of Arts degree. They also provide general education courses. Students are encouraged to visit the website or California Community Colleges for more information: [www.cccco.edu](http://www.cccco.edu) or [www.californiacolleges.edu](http://www.californiacolleges.edu).

Prerequisite:

1. 18 years of age or older - Open admission
2. Under 18 years of age - High school diploma or pass the California Proficiency Program (CPP) Test
3. Placement tests in English and Math are required regardless of age

### **California State University**

The California State University is the largest system of senior higher education in the nation. There are twenty-three campuses throughout the state. Students are encouraged to visit the CSU website, [www.csumentor.edu](http://www.csumentor.edu) where they can create an account, obtain information regarding all aspects of the CSU system, access the Freshman Student Planner, and use the website to apply online.

Subject Requirements “A-G” for admission to the California State University include:

<b>4 Years</b>	English
<b>3 Years</b>	Mathematics, including Integrated 1, Integrated 2, Integrated 3
<b>2 Years</b>	U.S. History and Social Science
<b>2 Years</b>	Laboratory Science, including 1 physical and 1 biological science

<b>2 Years</b>	Foreign Language (the same language)
<b>1 Year</b>	Visual and Performing Arts
<b>1 Year</b>	Additional electives chosen from the subject areas above

### Scholarship Requirement

- All subject requirements must be passed with a grade of C or higher.
- Examination Requirement
- SAT or ACT Test (optional)

Eligibility for admission to a California State University or College directly from high school depends on many factors including but not limited to courses taken and GPA. Final grades in 12<sup>th</sup> grade are used to confirm that CSU eligibility and campus conditions for admission have been fulfilled.

The higher the grade point average, the lower the test scores can be in determining eligibility. This combination is used to compute an Eligibility Index for each applicant. Students should refer to the CSU website to determine their eligibility index.

### University of California

University of California has eight campuses throughout the state. Students are encouraged to visit the University of California website: [www.ucop.edu](http://www.ucop.edu) to obtain information regarding all aspects of the UC system.

Students who expect to be successful at the University of California should enroll in six courses each semester for eight semesters and include at least four academic courses each semester, with special attention to advanced courses in the junior and senior years. Minimum requirements for admission to identify those students who are eligible to be selected. Selection by the University of California depends on performance over and above the minimums.

Subject Requirements “A-G” for admission to the University of California include:

“A”	<b>2 Years</b>	History/ Social Science (including one year of U.S. History or one half year of U.S. History and one half year of Civics or American government; and one year of World History, Cultures and Geography)
“B”	<b>4 Years</b>	English
“C”	<b>3 Years</b>	Mathematics (Algebra I, Integrated 1, Integrated 2, Integrated 3) 4 years recommended

“D”	<b>2 Years</b>	Laboratory Science (in at least two of these areas: Biology, Chemistry and Physics) 3 years recommended
“E”	<b>2 Years</b>	Foreign Language (the same language) 3 years recommended
“F”	<b>1 Year</b>	Visual and Performing Arts (dance, drama, music and/or visual art)
“G”	<b>1 Year</b>	College Preparatory Electives chosen from the following areas: History, Social Science, English, advanced Mathematics, Science, Foreign Language, non-introductory Visual and Performing Arts

#### Scholarship Requirement

- A GPA in the “A-G” subjects of 3.0 or higher makes an applicant eligible for admission to the University of California. It does not assure selection. Subject requirements must be passed with a grade of C or higher.

#### **Independent Colleges and Universities**

Admission policies of independent colleges and universities vary widely. Admission is based on the following criteria:

- Course selection
- Grade point average
- Score on SAT or ACT (Essay requirements vary)
- Personal recommendations
- Participation in extracurricular activities

Students considering a highly competitive college should take four years in most academic areas, have a grade point average of 3.75 or higher, SAT scores totaling 1200 or higher, and ACT scores in the 30’s or higher. Participation in school-community activities with significant achievement in one area outside of the classroom counts heavily in the admissions process. Variety and depth of study in academic subjects is essential.

#### **Financial Aid**

Federal and state governments, as well as colleges and universities, are major sources of financial aid to students. Students can access various financial aid options by completing the Free Application for Federal Student Aid (FAFSA) or California Dream Act Application (CADAA). Completing the FAFSA or CADAA allows students to be considered for financial aid or student loans.

In the 2021-2022 State Budget Act, the State of California adopted a new requirement that starting in the 2022-2023 academic year, districts are required to confirm that all high school seniors have completed a FAFSA or a CADAA. The benefits of this goes to our seniors as it will expand access to financial aid to thousands of students who may have otherwise not been aware of this opportunity.

To apply for most financial aid or possible loans, you need to complete the FAFSA. Seniors can now complete the FAFSA through their CaliforniaColleges.edu account and dashboard. The FAFSA is also available on the website: [www.fafsa.ed.gov](http://www.fafsa.ed.gov). The State of California Cal Grant A, B, and C program is a state scholarship program designed to provide financial aid to qualified students. The Cal Grant Program is an entitlement program and awards are guaranteed to every graduating high school senior who meets the academic, financial and eligibility requirements, and applies on time.

Please see your counselor if you have questions about your [CaliforniaColleges.edu](http://CaliforniaColleges.edu) account or questions about completing the FAFSA/CADAA. More information about the FAFSA or CADAA can be found at: <https://www.csac.ca.gov/all-in>.

### **STUDENT SERVICES**

Student Services and activities are carefully designed to help students plan for a positive and productive high school education and future career. Each student is assigned a Counselor whose role is to provide the student with information and guidance in making educational and career plans. Students can make an appointment with his/her Counselor by going to the Student Services Department before school, at break, lunch or after school, and filling out an appointment request form. The request must be written with a very specific description of the problem, in order for the Counselor to prioritize appointments. Counselors are available to handle emergency appointments as needed.

#### **Student Services**

The following is a sample of the Student Services offered at the school sites:

➤ 4-Year Plans	➤ Educational Planning
➤ Tutoring	➤ Financial Aid Workshops
➤ Academic Counseling	➤ IEP Meetings
➤ ASVAB	➤ Middle School Orientation
➤ Alcohol and Drug Awareness	➤ Parent Conferences
➤ Attendance Issues	➤ Peer Counseling
➤ Career Day	➤ Personal Development and Counseling

➤ Career Development and Education	➤ Registration
➤ College Applications	➤ Scheduling
➤ College Fair	➤ Scholarship Searches
➤ College Forum	➤ Senior Orientation to College
➤ College Letters of Recommendation	➤ Special Education
➤ College Representatives	➤ Student Study Teams
➤ Community Outreach Programs	➤ Crisis Intervention
➤ Conflict Mediation	➤ Vocational/Trade School Information

### **College Planning**

College planning becomes very important to students in the junior and senior years. As juniors, students are counseled about their educational needs and goals. An evaluation of their credit status and a review of their educational plans and goals are prepared. Parents are notified by mail of any problems found during the review. Other informational opportunities for students and their parents occur during the junior and senior years. Workshops covering the college application and financial aid processes are available to parents and students.

Each year San Dimas High School and Bonita High School cooperate in a College Fair that is open to all high school students and current eighth-graders. This event provides an opportunity for students to obtain a wide variety of information and to plan a college education. Our “College Forums” series is recommended for parents of sophomores and juniors. The Student Services staff encourages students to use the College/Career Center, which provides information to help them explore career goals, vocational aptitudes, and work opportunities.

For college-bound students, counselors provide letters of recommendation as requested. A two-week notice must be given to the counselor if letters of recommendation are required. A personal profile must accompany a recommendation request.

For students who are not planning to go to college, a special emphasis is placed during the junior and senior years on further exploration of their education needs/options and a thorough study of vocational and work opportunities. An extra effort is made to encourage these students to rely on the information and assistance available to them in the College/Career Center.

### **Online Grade Reporting**

SDHS and BHS offer online grade reporting. This system allows parents to closely monitor their child's academic progress in each class using the online program. Parents and students are given a unique username and password to access their own information. Parents can communicate with



teachers via phone, email, or conference. This access to progress information helps keep concerned parents in close touch with their child's effort and achievement in school.

### **Counseling**

The Student Services Department provides limited personal counseling on request and refers students for special services such as special education and English Language Proficiency evaluation. Emotional or behavioral problems and crisis intervention referrals are made to a school psychologist or mental health counselor. Each high school has a dedicated full-time Counselor to meet the needs of students who have mental health needs. Family therapist information is available. Parents are encouraged to contact the Student Services Department if their child is experiencing emotional difficulties or adjustment problems, either at school or at home. Parent conferences with Counselor can be scheduled on request. All junior students and their parents/guardians are expected to participate in a conference with the Counselor. All sophomore students and their parents/guardians are requested to participate in a conference with their Counselor to explain the academic test data, department records, educational options, coursework, and academic progress needed for satisfactory completion of high school.

### **College/Career Center**

San Dimas High School and Bonita High School provide career resources to serve students, parents, and staff with career and educational information. The College/Career Center is located near the media center and is available during school hours. Some available resources include:

- Internship Information
- Job Placement
- Military Information
- Regional Occupational Program (ROP)
- Financial Aid Information
- Scholarship Opportunities
- Testing Information
- Career/Trade School Information
- Career Fair

Additional information regarding particular events is shared in school newsletters, announcements, and on-site and district websites.

## **OTHER STUDENT INFORMATION**

### **Directory Information**

Any parent not wishing directory information to be supplied to non-profit entities (such as the military) may request in writing to the principal that the information be withheld. (California Education Code 49073)

### **Identification Cards**

An identification (ID) card will be issued to each student at the start of the new school year. IDs will be issued in a digital format. Students are expected to present the ID upon request to staff members. IDs are used when checking books out of the media center, using the school internet, taking AP exams, attending school athletic events and activities as well as leaving/entering campus at lunchtime (qualified juniors/seniors with off-campus privilege only). Physical ID cards will be printed upon request (BHS only).

### **Payment of Debts**

Students with outstanding debts may be excluded from extracurricular activities, including dances. A diploma may be withheld until all outstanding debts are cleared through the finance office.

### **Student Store and Finance Office**

The Student Store is open and available to the students and staff. It provides school supplies and other valuable items that the school community needs. The Finance Office is the place where student accounts can be cleared. P.E. clothes can also be purchased at the Finance Office. The Student Store and Finance Office is open before school, break, lunch, and after school.

### **Summer School**

Summer School programs may vary from year to year. Please check with your school of attendance in the spring for information.

### **Work Permits**

All students under 18 years of age who are working must have a valid work permit. Students working without a permit are illegally employed, and employers may be fined. Work permits are issued at each school site through the Career Center. Work permits must be renewed in August of each year. Summer work permits are issued in June through the District Office.

If you need additional information regarding this, please see your site Career Technician or call the Office of Student Services at (909) 971-8200 ext. 5324.

## **PART II- COURSE CATALOG**

### **ENGLISH/LANGUAGE ARTS**

Students are required to take 40 credits of English. In addition to the required courses, students may elect to take Journalism or Yearbook. Not all courses offered at Chaparral High School and Vista School meet UC/CSU requirements.

Course	Site	Grade	Graduation Requirement	UC/CSU A-G Requirement	Prerequisite
English 9	S, B	9	English	B	
English 9	C, V	9	English		
English 9 Acc	B	9	English	B	Teacher Rec.
English 9 Hon	S	9	English	B	Teacher Rec.
English 10	S, B, C	10	English	B	
English 10	C, V	10	English		
English 10 Acc	B	10	English	B	Teacher Rec.
English 10 H	S	10	English	B (+)	Teacher Rec
English 11	S, B	11	English	B	
English 11	C, V	11	English		
AP English Language	B, S	11	English	B (+)	Teacher Rec. Summer Reading
English 12	B, C	12	English	B	
CSU ERWC	S	12	English	B	
AP English Literature	B, S	12	English	B (+)	Teacher Rec. Summer Reading
English 1A/1C Dual Enrollment	S	12	English	B	Placement Test
ELD A/B ELD B/C	B, S	9, 10, 11, 12	English		English Proficiency Testing

Site: S= San Dimas High School

B = Bonita High School

C= Chaparral High School

V= Vista School

+ Advanced Placement/Honors weighting for UC

\* Check with your school site to verify grade level offering for this course.

Electives and advanced course offerings depend upon enrollment

*NOTE: If a student is eligible for graduation under AB216, other courses may be counted toward meeting the graduation requirements for English I and English II. These courses include core replacement courses such as Language! or Read 180, and ELD courses.*

### **ENGLISH 9, ENGLISH 9 ACCELERATED (BHS Only), ENGLISH HONORS (SD Only)**

**Grade: 9**

**10 Credits**

**Year Long**

**Prerequisites:** None for English 9, Teacher Recommendation and GPA for Accelerated

Ninth grade students will build upon the knowledge and skills acquired in the earlier grades in a more refined and sophisticated way. They will begin to master the following: reading literacy and comprehension skills, writing strategies and applications, listening techniques, and formal/informal oral communication.

Reading: Vocabulary and concept development; Structural features of informational materials; Comprehension and analysis of grade appropriate texts

Writing: Organization and focus; Research and technology; Biographical and autobiographical narratives; Business letters and technical documents

Written and Oral English Language Conventions: Grammar and mechanics; Manuscript form

Listening and Speaking: Comprehension (evaluating evidence); Organization and delivery; Analysis and evaluation of oral and media communications

Speaking Applications: Narrative presentations

*Meets the English Graduation Requirement*

*Meets the University of California "B" Subject Area Requirement at SDHS, BHS*

*SDHS, BHS, CHS, VS*

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## **ENGLISH 10, ENGLISH 10 ACCELERATED (BHS Only), ENGLISH HONORS (SD Only)**

**Grade: 10**

**10 Credits**

**Year Long**

**Prerequisites:** None for English II, Teacher Recommendation and GPA English II Accelerated. Teacher recommendation for Honors.

Tenth grade students will build upon the knowledge and skills acquired in the earlier grades in a more refined and sophisticated way. They will master the following: reading literacy and comprehension skills, literary response and analysis skills, writing strategies and applications, listening techniques, and formal/informal oral communication.

Reading: Vocabulary and concept development, Comprehension and analysis of grade-appropriate texts, Expository critique

Literary Response and Analysis: Structural features of literature, Narrative analysis of grade-appropriate text, literary criticism

Writing: Organization and focus, Research and Technology, Evaluation and revision, written expository and persuasive compositions

Listening and Speaking: Organization and delivery of oral persuasive arguments,

Speaking Applications: Expository and persuasive presentations, interviewing techniques

*Meets the English Graduation Requirement*

*Meets the University of California "B" Subject Area Requirement at SDHS, BHS*

*SDHS, BHS, CHS, VS*

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## ENGLISH 11

**Grade: 11**

**10 Credits**

**Year Long**

### **Prerequisites: None**

Eleventh-grade students will build upon the knowledge and skills acquired in the earlier grades in a more refined and sophisticated way. The emphasis in literature will be on American authors. They will master the following: in-depth analysis of literary patterns and arguments, historically and culturally significant works of literature that reflect and enhance their studies of history and social science, well defined and tightly reasoned compositions of a variety of genres, sophisticated use, and command of standard English conventions, focused and coherent presentations that demonstrate solid reasoning, oral reports based on historical investigations.

Reading: Vocabulary and concept development (Etymology of significant terms, analogies, and inferences); Structural features of informational materials (analysis of public documents); Comprehension and analysis of grade-appropriate texts; and expository critique of public documents.

Literary Response and Analysis: Structural features of the characteristics of sub-genres (satire, parody, allegory, pastoral); Narrative analysis of grade-appropriate text; and literary criticism of political and philosophical works

Writing: Organization and focus (elements of discourse, advanced rhetorical devices, precise and relevant examples); Research and technology (integrate databases, graphics, and spreadsheets into word-processed documents); Written fictional, autobiographical, and biographical narratives

Written and Oral English Language Conventions: Advanced control of syntax, grammar, and appropriate manuscript formatting

Listening and Speaking: Comprehension of media strategies; Organization and delivery of oral communication (classical and contemporary logical arguments; emotional appeals; rehearsal and performance strategies); Analysis and evaluation of the four basic types of persuasive speech

Speaking Applications: Oral delivery of complex historical investigations

*Meets the English Graduation Requirement*

*Meets the University of California "B" Subject Area Requirement at SDHS, BHS*

*SDHS, BHS, CHS*

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AP ENGLISH 11 LANGUAGE AND COMPOSITION

**Grade: 11**

**10 Credits**

**Year Long**

**Prerequisites:** GPA, Teacher Recommendation, Summer Reading

Students enrolled in Advanced Placement Language and Composition will study modern and classic literature and non-fiction as they continue to develop and refine their reading skills. Students will read and understand grade-level appropriate material and analyze organizational patterns, arguments, and positions. Reading and responding to historically or culturally significant works, students will conduct in-depth analyses of recurrent patterns and themes. Students will learn to construct their own responses in the four major modes of written discourse: narrative, expository, persuasive, informational, descriptive. Students will write to improve their skills by going through the process of drafting, revising, editing, and producing a final draft. In relation to their own writing, students will study standard usage, mechanics, and spelling. Also, students will deliver focused and coherent presentations that convey a clear perspective tailored to the audience and purpose. **Students take the Advanced Placement examination in the spring for college credit.**

Meets the English Graduation Requirement  
*Meets the University of California "B" Subject Area Requirement*

*SDHS, BHS*

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## **ENGLISH 12**

**Grade: 12**

**10 Credits**

**Year Long**

**Prerequisites:** None

Twelfth-grade students will build upon the knowledge and skills acquired in the earlier grades in a more refined and sophisticated way. The emphasis in literature will be the British tradition. Students will master the following: in-depth analysis of literary patterns and arguments, historically and culturally significant works of literature that reflect and enhance their studies of history and social science, well defined and tightly reasoned compositions of a variety of genres, focused and coherent presentations that demonstrate solid reasoning, oral presentations that connect personal experiences to broader literary themes.

Reading: Vocabulary and concept development (application of Greek, Latin and Anglo-Saxon roots, prefixes, and suffixes), Comprehension and analysis of grade-appropriate texts

Literary Response and Analysis: Narrative analysis of grade-appropriate text, Analysis of archetypes, mythologies, and traditions from a variety of world authors, Comparison of major literary forms, themes, and traditions across times and cultures, Evaluation of philosophical, political, and cultural influences of diverse historical periods that shaped the characters, plots, and settings of literature

Writing: Organization and focus (use language in natural, fresh, and vivid ways to establish a specific tone), Research and technology (use clear research questions and creative and critical research strategies)

Evaluation and Revision: Revision of text to improve voice, purpose, tone, and style

Written and Oral English Language Conventions: Write responses to literature, reflective compositions, historical investigation reports, job applications, and resumes, deliver multimedia presentations

Listening and Speaking: Analysis and interpretation of the impact of the media, organization, and delivery of oral communication (use of rhetorical questions and literary and figurative devices to achieve clarity, force and aesthetic effect; use effective, interesting, and appropriate language; use research and analysis for various presentation strategies), analysis and evaluation of oral and media communication to identify logical fallacies and techniques used for a target audience

*Meets the English Graduation Requirement  
Meets the University of California "B" Subject Area Requirement at SDHS, BHS*

*SDHS, BHS*

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## CSU ERWC

**Grade: 12**

**10 Credits**

**Year Long**

**Prerequisites:** None

The grade 12 Expository Reading and Writing Course (ERWC) engages students in the discovery of who they are as persons, the realization of the ways in which they can participate in society, and their development as critical consumers and effective communicators within society. Teachers and schools build and personalize the yearlong course by selecting from approximately 40 modules (instructional units) to meet rigorous, college-preparatory learning goals in reading, writing, listening, and speaking for all students while promoting student interest and motivation. Employing a rhetorical, inquiry-based approach that fosters critical thinking, student agency, and metacognition, the course includes five to six full-length modules drawn from three categories: 1) Shakespeare drama; 2) full-length books; and 3) contemporary issues (three to four modules). In addition, the course includes two short portfolio modules and at least three mini-modules that address transferable skills applicable to conceptual development and practice across all modules, e.g., genre awareness, goal setting, and self-assessment, rhetorical situation, Aristotelian appeals. The core structure of all the modules—the Assignment Template—progresses along an “arc” from reading rhetorically (preparing to read, reading purposefully, and questioning the text) to preparing to respond (discovering what you think) to writing rhetorically (composing a draft, revising rhetorically, and editing). By the end of the course, students will have read a range of literary and nonfiction text genres and produced 10-12 culminating projects, including academic essays, creative writing and performances, and multimedia presentations/research reports, from initial draft to final

*Meets the English Graduation Requirement  
Meets the University of California "B" Subject Area Requirement at SDHS*

*SDHS, CHS*

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## **AP ENGLISH 12 LITERATURE AND COMPOSITION**

**Grade: 12**

**10 Credits**

**Year Long**

**Prerequisites:** GPA, Teacher Recommendation, Summer Reading

This course is designed to meet the composition and literary needs of the university bound student. The student will develop the analytical and writing skills necessary to succeed in college classes. In-depth literature study and extensive essay writing will be emphasized as students learn to recognize the relationship between form and content. Students will explore all facets of writing in the four major modes: sensory/descriptive, imaginative/narrative, practical/informative, and expository/analytical. The student will also review grammar, vocabulary, test-taking skills, and the research project. A large amount of homework is assigned. **Students take the Advanced Placement examination in the spring for college credit.**

*Meets the English Graduation Requirement  
Meets the University of California "B" Subject Area Requirement*

*SDHS, BHS*

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## **ENGLISH 1A AND ENGLISH 1C (SD ONLY)**

**Grade: 12**

**10 Credits**

**Year Long**

**Prerequisites:** Mt. SAC Placement Test

This course is a Dual Enrollment course with Mt. SAC. Students earn college credit as well as high school credit for completing this course with a passing grade. The first semester is English 1A and this course develops effective expository writing skills and investigates the principles and methods of composition as applied to the research process and the writing of essays. Emphasizes critical reading of academic material. The second semester is English C and develops critical thinking, reading, and writing skills beyond the level achieved in English 1A. Increases the student's capacity for logical analysis and argumentative writing. **This Dual Enrollment course can fulfill a-g requirements if a student earns a grade "C" or better.**

*Meets the English Graduation Requirement  
Meets the University of California "B" Subject Area Requirement*

*SDHS*

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**ELD – ENGLISH LANGUAGE DEVELOPMENT  
ELD A/B AND C/D**

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisites:** Language Proficiency Testing

These courses are designed to teach English Language Learners (ELL) the necessary vocabulary for language production through listening, speaking, reading, and writing exercises. Students will be placed in appropriate levels of instruction based on language ability as determined by language proficiency testing for ELL students. Subsequent ELD classes continue the work begun in prior classes with increased emphasis on reading skills, writing skills, literature and the core curriculum.

*Meets the English Graduation Requirement*

*SDHS, BHS*

**WORLD LANGUAGES**

<b>Course</b>	<b>Site</b>	<b>Grade</b>	<b>Graduation Requirement</b>	<b>UC/CSU a-g Requirement</b>	<b>Prerequisite</b>
French I	S, B	9, 10, 11, 12	Elective	E	B in English
French II	S, B	10, 11, 12	Elective	E	C in French I
French III Hon French III	S, B	11, 12	Elective	E or G	C in French II
French IV	B	12	Elective	E or G	C in French III Teacher Recommendation
Spanish I	S, B	9, 10, 11, 12	Elective	E	B in English
Spanish II	S, B	9, 10, 11, 12	Elective	E	C in Spanish I
Spanish III	S, B	10, 11, 12	Elective	E or G	C in Spanish II
AP Spanish Language*	S, B	11, 12	Elective	E or G (+)	Teacher Recommendation
American Sign Language I	B S	10, 11, 12 9, 10, 11, 12	Elective or Career Tech Ed	E	B in English
American Sign Language II	B S	11, 12 10, 11, 12	Elective or Career Tech Ed	E	C in ASL I
American Sign Language III	B S	12 11, 12	Elective or Career Tech Ed	E	C in ASL II

American Sign Language IV	S	11, 12	Elective or Career Tech Ed	E	C in ASL III Teacher Rec.
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Site: S = San Dimas High School

B = Bonita High School

Elective and advanced course offerings depend upon enrollment.

+ *Advanced Placement weighting for UC*

\* *Check with your school site to verify the grade level offering for this course*

## FRENCH I

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisites: B in English**

Communication based activities will provide the student the opportunity to gain proficiency in the areas of language, listening, speaking, reading, and writing. Study is also devoted to the culture of France and other French speaking civilizations.

Meets the Elective Graduation Requirement

Meets the University of California "E" Subject Area Requirement

*SDHS, BHS*

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## FRENCH II

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisites: C in French I**

This course is a continuation of French I with an increased emphasis in conversation. Introduction of complex verb tenses, simple literature, and writing techniques are included.

Meets the Elective Graduation Requirement

Meets the University of California "E" Subject Area Requirement

*SDHS, BHS*

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## FRENCH III/ HON. FRENCH III

**Grade: 11, 12**

**10 Credits**

**Year Long**

**Prerequisites: C in French II**

Emphasis is on spoken language and the refinement of written French. The development of bilingual students is the goal of this course.

Meets the Elective Graduation Requirement  
Meets the University of California “E” or “G” Subject Area Requirement

*SDHS, BHS*

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## **FRENCH IV**

**Grade: 12**

**10 Credits**

**Year Long**

**Prerequisites:** B in French III/Teacher Recommendation

This course is a continuation of French III. By the end of the year, students will be able to maintain extended conversations. In addition, students will be able to understand simple stories, news, and letters, as well as written narratives, descriptions, and summaries.

Meets the Elective Graduation Requirement  
Meets the University of California “E” or “G” Subject Area Requirement

*BHS*

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## **SPANISH I**

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisites:** B in English

Communication based activities will provide the student the opportunity to gain proficiency in the areas of language, listening, speaking, reading, and writing. The cultural background of Spanish speaking people will also be covered.

Meets the Elective Graduation Requirement  
Meets the University of California “E” Subject Area Requirement

*SDHS, BHS*

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## **SPANISH II**

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisites:** C in Spanish I

This course is a continuation of Spanish I with an increased emphasis on listening comprehension and oral presentation. More fundamental vocabulary and grammatical concepts will also be covered.

Meets the Elective Graduation Requirement  
*Meets the University of California "E" Subject Area Requirement*

*SDHS, BHS*

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### **SPANISH III**

**Grade: 11, 12**

**10 Credits**

**Year Long**

**Prerequisites:** C in Spanish II

This course is a continuation of Spanish II with an increased emphasis on listening comprehension and oral presentation. More fundamental vocabulary and grammatical concepts will also be covered.

Meets the Elective Graduation Requirement  
Meets the University of California "E" or "G" Subject Area Requirement  
*SDHS, BHS*

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### **AP SPANISH IV LANGUAGE**

**Grade: 11, 12**

**10 Credits**

**Year Long**

**Prerequisites:** Teacher Recommendation

Specialized vocabulary and emphasis on writing, speaking, and listening are the major components of this course. The six Advanced Placement themes are the main focus of study, along with review for the AP exam. **Students take the Advanced Placement examination in the spring for college credit.**

Meets the Elective Graduation Requirement  
Meets the University of California "E" or "G" Subject Area Requirement

*SDHS, BHS*

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### **AMERICAN SIGN LANGUAGE I**

**Grade: 9 - 12**

**10 Credits**

**Year Long**

**Prerequisites:** B in English suggested

Study of the fundamentals of American Sign Language, preparation for visual/gestural communication including basic information relating to Deaf culture, intensive work on comprehension skills and grammatical structures. Students will build basic knowledge and understanding about the language and culture of Deaf people including their history and social experience. Students will be provided with instruction and training in preparation for advanced degrees (A.A. or B.A.) programs and/or professional careers working with deaf people.

Meets the Elective Graduation Requirement  
Meets the University of California "E" Subject Area Requirement

*SDHS, BHS*

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## **AMERICAN SIGN LANGUAGE II**

**Grade: 10 - 12**

**10 Credits**

**Year Long**

**Prerequisites:** C in American Sign Language I suggested

Continuation of the study of the fundamentals of American Sign Language: Comprehension skills, grammatical structures, practice in the production aspects of the language, and exposure to Deaf culture. Students will build basic knowledge and understanding about the language and culture of Deaf people including their history and social experience. Students will be provided with instruction and training in preparation for advanced degrees (A.A. or B.A.) programs and/or professional careers working with Deaf people.

Meets the Elective Graduation Requirement  
Meets the University of California "E" Subject Area Requirement

*SDHS, BHS*

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## **AMERICAN SIGN LANGUAGE III**

**Grade: 11 - 12**

**10 Credits**

**Year Long**

**Prerequisites:** C in American Sign Language II suggested

Continuation of the study of the fundamentals of American Sign Language: Comprehension skills, grammatical structures, practice in the production aspects of the language, and exposure to Deaf culture. Students will build more advanced knowledge and understanding about the language and culture of Deaf people including their history and social experience. Students will be provided with instruction and training in preparation for advanced degrees (A.A. or B.A.) programs and/or professional careers working with Deaf people.

Meets the Elective Graduation Requirement

Meets the University of California “E” Subject Area Requirement

*SDHS (CTE), BHS*

### AMERICAN SIGN LANGUAGE IV

**Grade: 11-12**

**10 Credits**

**Year Long**

**Prerequisites:** C in American Sign Language III suggested/Teacher Recommendation

Continuation of the study of the fundamentals of American Sign Language: Comprehension skills, grammatical structures, practice in the production aspects of the language, and exposure to Deaf culture. Students will build more advanced knowledge and understanding about the language and culture of Deaf people including their history and social experience. Students will be provided with instruction and training in preparation for advanced degrees (A.A. or B.A.) programs and/or professional careers working with Deaf people.

Meets the Elective Graduation Requirement

Meets the University of California “E” Subject Area Requirement

*SDHS (CTE)*

### SOCIAL SCIENCE

Students are required to take 30 credits of Social Science. Not all courses offered at Chaparral High School and Vista School meet UC/CSU requirements.

Course	Site	Grade	Graduation Requirement	UC/CSU a-g Requirement	Prerequisite
Intro to Comp/Tech	B	9	Elective	G	
Human Geography	B	9	Elective	A	
AP Human Geography	S,B	9	History/Social Sci	A	Teacher Rec.
World Cultures and Geography °	S	9	Elective	A	
World History *	S, B, C, V	10, 11, 12	History/Social Sci	A (S, B)	
AP World History *	S, B	10, 11, 12	History/Social Sci	A or G +	Teacher Rec.
US History *	S, B, C	11, 12	History/Social Sci	A or G (S,B)	
AP US History *	S, B	11, 12	History/Social Sci	A or G +	Teacher Rec.

Government °	S, B, C	12	History/Social Sci	A (S, B)	
Economics °	S, B, C	12	History/Social Sci	G (S, B)	
AP GovPol US	S, B	12	History/Social Sci	A +	Teacher Rec.
Psychology	B,C	11, 12	Elective	A or G	
AP Psychology	S, B	12	Elective	G +	Teacher Rec.

Site: S = San Dimas High School                      C = Chaparral High School

B = Bonita High School                                V = Vista School

Elective and advanced course offerings depend upon enrollment

+ *Advanced Placement weighting for UC*

° *Semester Course*

\* *Check with your school site to verify the grade level offering for this course.*

## INTRO COMP/TECH

**Grade: 9**

**10 Credits**

**Semester Long**

**Prerequisites:** N/A

This course has been designed to introduce students to the skills needed to become proficient in the use of technology and to promote overall student success at Bonita High School. During the course of the semester, we will cover various computer and computer science topics including hardware, software, programming, and theory. We will also explore the appropriate use of the internet in an academic setting. Students will also work on skill sets such as keyboard mastery, document publishing, class presentations, career planning and research, coding, and robotics. The overall emphasis in this class will be learning how to use computers and technology as a tool to accomplish tasks and achieve success during the student's high school tenure.

*Meets the Elective Graduation Requirement  
Meets the University of California "G" Subject Area Requirement*

BHS

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## AP HUMAN GEOGRAPHY

**Grade: 9**

**10 Credits**

**Year Long**

**Pre-requisites:** Must be enrolled in CORE program

The AP Human Geography course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. This course is divided into seven broad topical units of study: Geography: Its Nature and Perspectives, Population and Migration, Cultural Patterns and Processes, Political Organization of Space, Agriculture, Food Production, and Rural Land Use, Industrialization and Economic Development, and Cities and Urban Land Use.

*Meets the History/Social Science Graduation Requirement  
Meets the University of California "A" Subject Area Requirement*

BHS

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## WORLD CULTURES AND GEOGRAPHY, WORLD CULTURES AND GEOGRAPHY ACCELERATED



**Grade: 9**

**5 Credits**

**Semester Long**

**Prerequisites:** None

This course introduces the student to the mosaic of regional cultures in Africa, Asia, Europe, Latin America, the Middle East, and the Pacific Basin. The philosophies, religions, ethics, and values of a culture are studied and related to the languages, laws, education, literature, technology, and applied and performing arts. Physical geography and map reading skills are integrated in each area. Cultures presented in this course will deepen the student's understanding of cultural diversity and similarity in societies around the world.

*Meets the Elective Graduation Requirement  
Meets the University of California "A" Subject Area Requirement*

*SDHS*

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## **WORLD HISTORY H (SD ONLY), WORLD HISTORY**

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisites:** None

In this standards-based course students examine major turning points in the shaping of the modern world, from the late eighteenth century to the present. The year begins with an introduction to current world issues and then continues with a focus on the expansion of the West and the growing interdependence of people and cultures throughout the world.

*Meets the History/Social Science Graduation Requirement  
Meets the University of California "A" or "G" Subject Area Requirement at SDHS, BHS*

*SDHS, BHS, CHS, VS*

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## **AP WORLD HISTORY**

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Teacher Recommendation/GPA

This course focuses on World History from 1000 C.E. to present. The course highlights the nature of changes in international frameworks, focusing on the causes and consequences as well as comparisons among major societies. The course builds on an understanding of cultural, institutional, and technological precedents relevant to the time period. **Students take the Advanced Placement examination in the spring for college credit.**

*Meets the History/Social Science Graduation Requirement  
Meets the University of California "A" or "G" Subject Area Requirement*

*SDHS, BHS*

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## **U.S. HISTORY**

**Grade: 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** None

In this standards-based course, students examine major turning points in American history in the twentieth century. During the year certain themes should be emphasized: the expanding role of the federal government and federal courts; the continuing tension between the individual and the state and between minority rights and majority power; the emergence of a modern corporate economy; the role of the Federal government and Federal Reserve System in the economy; the impact of technology on American society and culture; change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. In each unit students should examine American culture, including religion, literature, art, drama, architecture, education, and the mass media.

*Meets the History/Social Science Graduation Requirement  
Meets the University of California "A" or "G" Subject Area Requirement at SDHS, BHS*

*SDHS, BHS, CHS*

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## **AP U.S. HISTORY**

**Grade: 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Teacher Recommendation/GPA

This course integrates the intellectual development of the political, social, and economic revolutions in the United States from the 16<sup>th</sup> century to the present time. U.S. domestic and foreign affairs will be analyzed and the growth of political parties, national interests and international ascendancy will be studied. **Students take the Advanced Placement examination in the spring for college credit.**

*Meets the History/Social Science Graduation Requirement  
Meets the University of California "A" or "G" Subject Area Requirement*

*SDHS, BHS*

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## **AMERICAN GOVERNMENT**

**Grade: 12**

**5 Credits**

**Semester Long**

**Prerequisites:** None

In this standards-based course, students apply knowledge gained in previous years of study to pursue a deeper understanding of the institutions of American government. In addition, they draw on their studies of American history and of other societies to compare different systems of government in the world today. This course should be viewed as the culmination of the civic literacy strand that prepares students to vote, to reflect on the responsibilities of citizenship, and to participate in community activities.

*Meets the History/Social Science Graduation Requirement  
Meets the University of California "A" or "G" Subject Area Requirement at SDHS, BHS  
SDHS, BHS, CHS*

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## **ECONOMICS**

**Grade: 12**

**5 Credits**

**Semester Long**

**Prerequisites:** None

In a one-semester standards-based course in economics, students should deepen their understanding of the economic problems and institutions of the nation and the world in which they live. They should learn to make reasoned decisions on economic issues as citizens, workers, consumers, business owners and managers, and members of civic groups. In this capstone course students should add to the economic understandings they acquired in previous grades and apply tools (such as graphs, statistics, and equations) learned in other subject fields to their understanding of our economic system.

*Meets the History/Social Science Graduation Requirement  
Meets the University of California "G" Subject Area Requirement at SDHS, BHS*

*SDHS, BHS, CHS*

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## **AP AMERICAN GOVERNMENT/AP ECONOMICS**

**Grade: 12**

**10 Credits**

**Year Long**

**Prerequisites:** AP U.S. History and/or Teacher Recommendation

The Advanced Placement course in American Government covers two areas: AP American Government and Economics. The course examines the institutions, structure and policy making

process of the American government. The goal of the course is to increase understanding of the American political system, its components, traditions, values, and framework. **Students take the Advanced Placement examination in the spring for college credit.**

*Meets the History/Social Science Graduation Requirement  
Meets the University of California "A" Subject Area Requirement*

*SDHS no AP Econ, BHS only*

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## PSYCHOLOGY

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

Prerequisites: None

In this course students are introduced to psychology with a focus on the scientific study of human development, learning, motivation, and personality. Students will develop some basic concepts of psychology and a historical perspective on psychology as the study of individual behavior. Exposure to major scholars in the field includes: Sigmund Freud, Abraham Maslow, Ivan Pavlov, Carl Rogers, and B.F. Skinner.

*Meets the Elective Graduation Requirement  
Meets the University of California "A" or "G" Subject Area Requirement*

BHS, CHS

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## AP PSYCHOLOGY

**Grade: 11, 12**

**10 Credits**

**Year Long**

**Prerequisites:** A or B in English and/or Teacher Recommendation

This course introduces students to the systematic and scientific study of the behavior and mental processes of humans and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with the major subfields in psychology. This course provides students with a learning experience equivalent to most college introductory psychology courses. **Students take the Advanced Placement examination in the spring for college credit.**

*Meets the Elective Graduation Requirement  
Meets the University of California "G" Subject Area Requirement*

*BHS, SDHS*

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## MATHEMATICS

Students are required to take 20 credits of Mathematics. Not all courses offered at Chaparral and Vista High Schools meet UC/CSU requirements.

<b>Course</b>	<b>Site</b>	<b>Grade</b>	<b>Graduation Requirement</b>	<b>UC/CSU a-g Requirement</b>	<b>Prerequisite</b>
Introduction to Algebra	V	9, 10	Other Math		Placement Res
Integrated Math I	S, B, C, V	9, 10, 11	Algebra	C (S, B)	
Integrated Math II	S,B,C,V	9,10,11	Algebra or Other Math	C (S, B)	C or better in Int Math I (B for incoming 9th)
Integrated II Part A	S	9,10,11	Algebra or Other Math		Integrated I
Integrated II Part B	S	9,10,11	Algebra or Other Math		Integrated IIA
Integrated Math III	S, B, C	9, 10, 11, 12	Algebra or Other Math	C	C or better in Int Math II (B for incoming 9th)
Integrated Math III, A	B	11	Algebra or Other math	C or G	Completion of Int Math II
Integrated III	C	11, 12	Algebra or Other Math		Placement Res
Integrated III H	S	10, 11, 12	Algebra or Other Math	C	Placement Res
Acc Int. Math III	B	9, 10	Algebra or Other Math	C	Placement Test/A in Int Math II
Personal Finance	C	10, 11, 12	Other Math	C or G	Integrated I
Introduction to Business and Finance	B	11, 12	Other Math	C or G	Integrated II
Advanced Math	S	10, 11, 12	Other Math	C or G	Placement Res
Advanced Math H	S	10, 11, 12	Other Math	C or G +	Placement Res
Pre-Calculus	B	10, 11, 12	Other Math	C or G	C or better in Int Math III
AP Calculus AB	S, B	11, 12	Other Math	C or G +	B in Adv Math or equivalent, A in Acc Int Math III

AP Calculus BC (dual enrollment)	B	11,12	Other Math, College credit	C or G + (dual enrollment courses do not fulfill a-g requirements)	Mt. Sac Placement Test
AP Statistics	S, B	11, 12	Other Math	C or G +	Completion of Pre-Calc or equivalent
AP Computer Science A	S, B	11, 12	Other Math	C or G +	AP Computer Science Principles
Stat Reasoning in Sports	B	11, 12	Other Math	C or G	Completion of Int Math II
Math Lab I	S	9, 10, 11	Elective		
Math Lab II	S	9, 10, 11, 12	Elective		

Site: S = San Dimas High School B = Bonita High School C = Chaparral High School V = Vista School

+ *Advanced Placement weighting for UC*

Electives and advanced course offerings depend upon enrollment

## THE INTEGRATED MATHEMATICS PATHWAY

The courses in the Integrated Pathway present mathematics as a coherent subject by strengthening concepts in one conceptual category through related standards in another conceptual category. Connections will be made between algebra, geometry, and statistics throughout the courses. State standardized testing will assess students on standards taught in Integrated I, Integrated II and Integrated III. Students are strongly encouraged to complete all three courses in the Integrated Pathway to meet the requirements for UC / CSU admission.

### INTEGRATED MATH I

**Grade: 9, 10, 11**

**10 Credits**

**Year Long**

**Prerequisites:** Placement test and assessment scores

Students will investigate relationships between quantities, linear and exponential relationships, reasoning with equations, descriptive statistics, congruence, proof, and constructions. The critical topics will deepen and extend student understanding by connecting concepts to the real world using mathematical modeling. Students will be able to:

Reason quantitatively

Explain and justify the processes used in solving problems

Communicate mathematical understanding through the use of multiple representations

Develop and extend strategies to transition from application of concepts to theoretical reasoning

This course is aligned with the California State Standards.

*Meets the Algebra Graduation Requirement*

*Meets the University of California "C" Subject Area Requirement at SDHS, BHS*

*SDHS, BHS, CHS, VS*

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## **INTEGRATED MATH II**

**Grade: 9, 10, 11**

**10 Credits**

**Year Long**

**Prerequisites:** Completion of Integrated I with a C or better (B or better for 9th grade)

Students will investigate: extending the number system, quadratic functions and modeling, expressions and equations, applications of probability, similarity, right triangle trigonometry, geometric proofs, and circles with and without coordinates. Connections will be made between algebra and geometry throughout the course. This course is aligned with the Common Core State Standards. This course will meet the A-G requirement for UC/CSU.

*Meets the Integrated Math I Graduation Requirement  
Meets the University of California "C" Subject Area Requirement at SDHS, BHS*

*SDHS, BHS, CHS, VS*

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## **INTEGRATED MATH II A**

**Grade: 9, 10, 11**

**10 Credits**

**Year Long**

**Prerequisites:** Completion of Integrated I

This is the first year of a 2-year Integrated Math II course. This course covers approximately half of the curriculum that is generally covered in our Integrated Math II course which includes extending the number system, quadratic functions and modeling, expressions and equations, applications of probability, similarity, right triangle trigonometry, geometric proofs, and circles with and without coordinates. Connections will be made between algebra and geometry throughout the course. This course is aligned with the Common Core State Standards.

*Meets the Integrated Math I Graduation Requirement*

*SDHS*

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## INTEGRATED MATH II B

**Grade: 9, 10, 11**

**10 Credits**

**Year Long**

**Prerequisites:** Completion of Integrated II A

This is the second year of a 2-year Integrated Math II course. This course covers approximately half of the curriculum that is generally covered in our Integrated Math II course which includes extending the number system, quadratic functions and modeling, expressions and equations, applications of probability, similarity, right triangle trigonometry, geometric proofs, and circles with and without coordinates. Connections will be made between algebra and geometry throughout the course. This course is aligned with the Common Core State Standards.

*Meets the Integrated Math I Graduation Requirement*

*SDHS*

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## INTEGRATED MATH III

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisites:** Completion of Integrated II with a C or better (B or better for 9th grade)

Integrated III content will have students apply and extend what students have learned in previous courses by making connections between representations of functions in different manners, transformations of different functions and graphing equations of polynomials and finding zeros of polynomials. Additionally, students will calculate the sums of arithmetic and geometric series, including infinite geometric series. Finally, through the use of real-world models, students will understand the normal distribution in making statistical conclusions.

*Meets the Integrated Math I Graduation Requirement*

*Meets the University of California "C" or "G" Subject Area Requirement*

*SDHS, BHS*

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## ACCELERATED INTEGRATED MATH III

**Grade: 9, 10**

**10 Credits**

**Year Long**

**Prerequisites:** Placement test, A in Integrated Math II



In addition to completing the Integrated Math III curriculum noted above, students will have an opportunity to study many of these concepts in greater depth, thereby affording them the opportunity of greater readiness for the honors and AP courses that will follow.

*Meets the Integrated Math I Graduation Requirement  
Meets the University of California "C" or "G" Subject Area Requirement*

BHS

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### **HONORS INTEGRATED MATH III**

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisites:** Completion of Integrated II

Integrated Mathematics 3 Honors is the third of three core mathematics courses required for college entrance. The course content covers the mathematical content as described in the Mathematics Framework for California Public Schools Integrated Pathway Model. The focus of Integrated Mathematics 3 is on four critical areas: (1) apply methods from probability and statistics to draw inferences and conclusions from data; (2) expand understanding of functions to include polynomial, rational, and radical functions; (3) expand right triangle trigonometry to include general triangles; and (4) consolidate functions and geometry to create models and solve contextual problems. The course emphasizes mathematical reasoning, problem solving, and communication through the integration of the various strands and connections with other subject areas and real-life applications, use of technology, and exploratory and group activities. **Honors** means each topic will be explored with greater depth and breadth, and mastery is expected. Nearly every lesson includes additional questions, investigations and projects. Pre-calculus standards have also been added to the curriculum.

*Meets the Integrated Math I Graduation Requirement  
Meets the University of California "C" or "G" Subject Area Requirement*

SDHS

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### **INTEGRATED MATH III Part A, Part B**

**Grade: 11, 12**

**10 Credits**

**Year Long**

**Prerequisites:** Completion of Integrated II

Integrated III content will be taught over a two-year period. Students will apply and extend what students have learned in previous courses by making connections between representations of functions in different manners, transformations of different functions and graphing equations of polynomials and finding zeros of polynomials. Additionally, students will calculate the sums of arithmetic and geometric series, including infinite geometric series. Finally, through the use of real-world models, students will understand the normal distribution in making statistical conclusions.

*Meets the University of California “C” or “G” Subject Area Requirement*

BHS

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## **PERSONAL FINANCE**

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisites:** Integrated I

This course will provide students with foundational financial literacy that can immediately be applied in their personal lives. Students will cover a variety of financial topics that include how to save & budget, how to avoid debt, and planning for investing and retiring. This class will also get students to investigate a career that can help them meet the financial goals they have in life.

*Meets the Mathematics Graduation Requirement  
Meets the University of California “G” Subject Area Requirement*

CHS

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## **Introduction to Business and Finance**

**Grade: 11, 12**

**10 Credits**

**Year Long**

**Prerequisites:** Integrated I

This course will provide students with foundational financial literacy that can immediately be applied in their personal lives. Students will cover a variety of financial topics that include how to save & budget, how to avoid debt, and planning for investing and retiring. This class will also get students to investigate a career that can help them meet the financial goals they have in life.

*Meets the Mathematics Graduation Requirement  
Meets the University of California “G” Subject Area Requirement*

BHS

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## **ADVANCED MATH**

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisites:** Placement test and CAASPP scores

This course focuses on pre-calculus and trigonometry skills that must be mastered prior to enrollment in Calculus. Selected topics include: vectors, limits, polar coordinates, induction, curve sketching, conics and logarithms.

*Meets the Mathematics Graduation Requirement  
Meets the University of California "C" or "G" Subject Area Requirement*

*SDHS*

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## **ADVANCED MATH HONORS**

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisites:** Placement test and CST scores

This course is a more rigorous study of pre-calculus and trigonometry, with a faster pace and more difficult examinations. This class is for students who are planning to take AP Calculus.

*Meets the Mathematics Graduation Requirement  
Meets the University of California "C" or "G" Subject Area Requirement*

*SDHS*

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## **PRE-CALCULUS**

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisites:** Completion of Integrated III with a C or better

This course focuses on pre-calculus and trigonometry skills that must be mastered prior to enrollment in Calculus. Selected topics include: vectors, limits, polar coordinates, induction, curve sketching, conics, and logarithms.

*Meets the Mathematics Graduation Requirement  
Meets the University of California "C" or "G" Subject Area Requirement*

*BHS*

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## **AP CALCULUS AB**

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisites:** B in Advanced Math or Pre-Calculus, A in Acc Integrated Math III

This course presents the essentials of elementary calculus. Selected topics include: analytic geometry, limits, series, elementary differentiation, circular and exponential functions, and elementary integration. A graphing calculator is required for this class. **Students take the Advanced Placement examination in the spring for college credit.**

*Meets the Mathematics Graduation Requirement  
Meets the University of California "C" or "G" Subject Area Requirement*

*SDHS, BHS*

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### **AP CALCULUS BC (Dual Enrollment)**

**Grade: 11, 12**

**10 Credits**

**Year Long**

**Prerequisites:** Mt. SAC Placement Exam

This course is a Dual Enrollment course with Mt. SAC. Students earn college credit as well as high school credit for completing this course with a passing grade. This course presents the essentials of elementary calculus. Selected topics include: analytic geometry, limits, series, elementary differentiation, circular and exponential functions, and elementary integration. A graphing calculator is required for this class. **Students take the Advanced Placement examination in the spring for college credit. Dual Enrollment courses do not count toward a-g requirements.**

*Meets the Mathematics Graduation Requirement  
Meets the University of California "C" or "G" Subject Area Requirement*

*BHS*

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### **AP CALCULUS BC**

**Grade: 11, 12**

**10 Credits**

**Year Long**

**Prerequisites:** AP Calculus AB

Explore the concepts, methods, and applications of differential and integral calculus, including topics such as parametric, polar, and vector functions, and series. You'll perform experiments and investigations and solve problems by applying your knowledge and skills.

#### Skills You'll Learn

- Determining expressions and values using mathematical procedures and rules
- Connecting representations
- Justifying reasoning and solutions
- Using correct notation, language, and mathematical conventions to communicate results or solutions

**Students take the Advanced Placement examination in the spring for college credit.**

*Meets the Mathematics Graduation Requirement  
Meets the University of California "C" or "G" Subject Area Requirement*

*SDHS*

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## **AP STATISTICS**

**Grade: 11, 12**

**10 Credits**

**Year Long**

**Prerequisites:** B or better in Precalculus or equivalent

This Advanced Placement course introduces students to the major tools for collecting, analyzing, and drawing conclusions from data. The course is equivalent to a college course in introductory statistics. Although AP Statistics requires no mathematical skills beyond Algebra II, students must be highly motivated and possess sufficient mathematical maturity and quantitative reasoning ability. This course is taught at the college level and has daily homework. A graphing calculator is required for this course. **Students take the advanced placement examination in the spring for college credit.**

*Meets the Mathematics Graduation Requirement  
Meets the University of California "C" or "G" Subject Area Requirement*

*SDHS, BHS*

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## **AP COMPUTER SCIENCE A**

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisites:** Completion of AP Computer Science Principles

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language. **Students take the advanced placement examination in the spring for college credit.**

*Meets the Mathematics Graduation Requirement  
Meets the University of California "C" or "G" Subject Area Requirement*

*SDHS, BHS*

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## STATISTICAL REASONING IN SPORTS

**Grade: 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Passing grade in Integrated II

This course introduces students to the main concepts of introductory statistics. Students will collect, analyze, and draw conclusions from data. Selected topics include displaying and summarizing data, linear regression, probability, sample surveys, experiments, confidence intervals, and hypothesis tests. In addition, students will be expected to reason quantitatively and provide substantial written explanations. The intent of the course is to prepare students for an introductory level college statistics course or AP Statistics. The textbook is a study of all of the above concepts from a sports perspective.

*Meets the Mathematics Graduation Requirement  
Meets approval for the University of California "C" or "G" Subject Area Requirement*

*BHS*

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## MATH LAB I

**Grade: 9, 10, 11**

**10 Credits**

**Year Long**

**Prerequisite:** None

This course is designed as an Academic Support class for success in Integrated Math 1 by providing additional instructional time and subject-specific learning strategies for students who need the extra assistance. This course is considered a companion course to the required Integrated Math 1 and is taken simultaneously. Students will engage in learning activities that focus on both conceptual and procedural areas of mathematics. Additionally, students will learn the prerequisite skills needed for success completion of integrated math 1. During their course work; they will solidify concepts in linear functions, exponential functions, systems of equations and geometric properties, congruent triangles, transformations and data analysis.

*SDHS*

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## MATH LAB II

**Grade: 9, 10, 11**

**10 Credits**

**Year Long**

**Prerequisite:** None

This course is designed as an Academic Support class for success in Integrated Math 2 by providing additional instructional time and subject-specific learning strategies for students who need extra assistance. This course is considered a companion course to the required Integrated Math 2 and is taken simultaneously. Students will engage in learning activities that focus on both conceptual and procedural areas of mathematics. Additionally, students will learn the prerequisite skills needed for the successful completion of integrated math 2. During their course work, students will solidify concepts in linear functions, quadratic functions, proving theorems about lines, angles, and triangles, right triangles and trigonometry, circles, polynomials and factoring, and probability.

*SDHS, CHS*

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## SCIENCE

Students are required to take 10 credits of Life Science and 10 credits of Physical Science.

Not all courses offered at Chaparral High School and Vista School meet UC/CSU requirements.

<b>Course</b>	<b>Site</b>	<b>Grade</b>	<b>Graduation Requirement</b>	<b>UC/CSU a-g Requirement</b>	<b>Prerequisite</b>
Physical Science	C, V	9, 10, 11, 12	Phys. Science		
Earth Space Science	B, CHS, V	10, 11, 12	Phys. Science	D or G (B, S)	Biology
Biology	S, B	10, 11, 12	Life Science	D or G	
Biology H (SD) /Acc Biology (B)	S, B	10, 11, 12	Life Science	D or G	Teacher Rec./ GPA
AP Biology	S, B	10, 11, 12	Life Science	D or G +	Chemistry (B)
Chemistry *	S, B	10, 11, 12	Phys. Science	D or G	Life Science
AP Chemistry	S, B	11, 12	Physical Science	D or G +	B in Chemistry
Chemistry H *	S, B	10, 11, 12	Phys. Science	D or G +	Teacher Rec. B in Int. Math I
Physics	S, B	10, 11, 12	Phys. Science	D or G	Co-enrolled Int. Math II or higher
AP Physics 1 *	S, B	10, 11, 12	Phys. Science	D or G +	Co-enrolled in Int. Math II or higher
AP Physics 2 *	S	11, 12	Phys. Science	D or G +	Teacher Rec. co-enrolled in Int. Math II or higher
Environmental Science	S, B,C	10, 11, 12	Physical/Life Science	D or G	Biology
AP * Environmental Science	S, B	10, 11, 12	Physical/Life Science	D or G +	Int.Math II or higher Biology
Human Anatomy & Physiology *	B	11, 12	Life Science	D or G	Int. Math I, C in Bio
Forensic Science Investigation	S	10, 11, 12	Life Science	D or G (approval pending)	Biology & C in Int. Math I



Principles of Biomedical Science Honors	S	9, 10, 11, 12	Life Science	D or G	None
Human Body Systems Honors	S	10, 11, 12	Life Science	D or G	Principles of Biomedical

Site: S= San Dimas High School                      C= Chaparral High School                      Elective and advanced course offerings  
       B= Bonita High School                            V= Vista School    depend upon enrollment

+ *Advanced Placement weighting for UC*

\* *Check with your school site to verify the grade level offering for this course.*

## PHYSICAL SCIENCE / ACCELERATED PHYSICAL SCIENCE

**Grade: 9**

**10 Credits**

**Year Long**

**Prerequisite:** Teacher Recommendation and Integrated Math I for Accelerated Physical Science

Physical Science covers California State science standards in physics, chemistry, astronomy, and earth science. Students will investigate physics concepts including motion, conservation of energy, heat and thermodynamics, waves, electricity, and magnetism. Chemistry concepts taught in this course include atomic and molecular structure, chemical bonding, conservation of matter, gases, acids and bases, solution chemistry, equilibrium, and organic chemistry. The fundamentals of the earth and space sciences including astronomy, earth dynamics (tectonics, seismicity, and volcanism) and meteorology are also taught. Physical science is a quantitative laboratory course taught in the ninth grade that emphasizes mathematical rigor and reinforces math skills and problem solving. Physical science provides a solid foundation in the fundamentals required to pursue and succeed in higher-level science courses. At BHS, the Accelerated class is available to students in the Accelerated CORE only.

*Meets the Science Graduation Requirement*

*Meets the University of California "G" Subject Area Requirement at SDHS*

SDHS

## EARTH AND SPACE SCIENCE

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Completion of Biology and Integrated Math I

Earth and Space Science is a course designed for students to develop a concrete understanding of the Earth and its systems as well as Earth's place in the universe. Students will use a blend of inquiry and direct instruction-based lessons designed to deepen their critical thinking, engineering, and experimental design skills as well as their understanding of chemistry and physical science concepts. The course is designed around three major unit themes. These themes include Earth's Place in the

Universe, Earth's Systems and how these systems are interrelated/connected, and finally, Earth and Human Activity and how they correlate with one another. The all-encompassing theme is to have students develop the understanding that the Earth and Universe are not single systems acting independently, but instead how the various systems are dependent upon one another.

*Meets the Science Graduation Requirement  
Meets the University of California "D" Subject Area Requirement*

*SDHS, BHS, CHS, VS*

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## **BIOLOGY**

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** None

Biology studies life at many different levels. A major principle explored is the concept of evolution through natural selection. From the study of evolution, a foundation is set for the exploration of ecology, living and nonliving matter, photosynthesis, cellular respiration, reproduction, genetics, and physiology. Students will function through a process of observation, experimentation, and evaluation to arrive at a global understanding of the biosphere.

*Meets the Science Graduation Requirement  
Meets the University of California "D" or "G" Subject Area Requirement*

*SDHS, BHS*

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## **ACCELERATED/HONORS BIOLOGY**

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Grades, C in Accelerated Physical Science (SD)

This course is a rigorous two-semester examination of the biological sciences. Students will learn the nature of the scientific process, data interpretation, and the interaction and unification of all life forms in the biosphere. Selected topics include cell biology, genetics, biochemical genetics, ecology, and evolution.

*Meets the Science Graduation Requirement  
Meets the University of California "D" or "G" Subject Area Requirement*

*SDHS, BHS*

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## **AP BIOLOGY**

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Teacher Recommendation, B in Biology (SDHS)  
Chemistry, GPA (BHS)

This course offers the serious science student a college-level learning experience. College texts and laboratory experiments are an integral part of the course. Selected topics include organic chemistry, cellular biology, evolution, cellular energetics, heredity, and molecular genetics, biological diversity, structure and function of organisms, and ecology. **Students take the Advanced Placement examination in the spring for college credit.**

*Meets the Science Graduation Requirement  
Meets the University of California "D" or "G" Subject Area Requirement*

*SDHS, BHS*

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## **CHEMISTRY**

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** B or better in Biology, C in Integrated II (SD)

This course is designed to provide students with an opportunity to study basic chemical principles without rigorous mathematics. Selected topics include: Organic Chemistry, nuclear chemistry, inorganic chemistry, and the chemistry of everyday life.

*Meets the Science Graduation Requirement  
Meets the University of California "D" or "G" Subject Area Requirement*

*SDHS, BHS*

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## **AP CHEMISTRY**

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Teacher Recommendation, B in Chemistry, Biology

This course offers the serious science student a college-level learning experience. College texts and laboratory experiments are an integral part of the course. Selected topics include: Organic Chemistry, nuclear chemistry, inorganic chemistry, and the chemistry of everyday life.

*Meets the Science Graduation Requirement  
Meets the University of California "D" or "G" Subject Area Requirement*

*SDHS, BHS*

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## HONORS CHEMISTRY

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Teacher Recommendation, Concurrent Enrollment in Integrated III

Honors Chemistry is designed to prepare the student for successful enrollment in freshman college chemistry. Chemistry requires high-level problem solving skills, such as designing experiments and solving word problems. Selected topics include: introductory quantum mechanics, the periodic table, balancing chemical equations, states of matter and behavior of gasses, chemical bonding, and chemistry of metals and nonmetals.

*Meets the Science Graduation Requirement*

*Meets the University of California "D" or "G" Subject Area Requirement*

*SDHS, BHS*

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## AP COMPUTER SCIENCE PRINCIPLES

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Completion of Integrated I

AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems—including the internet—work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical. This course does not fulfill the D-Lab Science for Life Science of Physical Science but does meet the third year of required science. Students must also fulfill the graduation requirement of a Life and Physical science.

*Meets the University of California "D" or "G" Subject Area Requirement*

*SDHS, BHS*

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## PHYSICS

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Teacher Recommendation, Concurrent enrollment in Integrated II

Physics is a trigonometric-based study of physical phenomena that will serve as a foundation for understanding the science and technology that shape our society. Selected topics include: mechanics, wave phenomena, thermodynamics, electricity and magnetism, and quantum theory. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills.

*Meets the Science Graduation Requirement*  
*Meets the University of California "D" or "G" Subject Area Requirement*

*SDHS, BHS*

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## **AP PHYSICS 1**

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Teacher Recommendation, concurrent enrollment in Integrated III

Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry based learning, students will develop scientific critical thinking and reasoning skills. Students take the Advanced Placement examination in the spring for college credit.

*Meets the Science Graduation Requirement*  
*Meets the University of California "D" or "G" Subject Area Requirement*

*SDHS, BHS*

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## **AP PHYSICS 2**

**Grade: 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Teacher Recommendation, concurrent enrollment in Integrated Math III or higher level math class

Physics 2 is the second year of an algebra-based, introductory college-level physics course that explores topics such as fluid mechanics, thermodynamics, electricity and magnetism, optics and atomic/nuclear physics. Through inquiry based learning, students will develop scientific critical thinking and reasoning skills. Students take the Advanced Placement examination in the spring for college credit.

*Meets the Science Graduation Requirement*  
*Meets the University of California "D" or "G" Subject Area Requirement*

*SDHS*

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## ENVIRONMENTAL SCIENCE

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Biology

This course focuses on physical processes and earth's environment. Selected topics include: environmental geology, mineral and energy resources, water resources, atmospheric studies, and land management. Field trips to local outdoor resources will provide opportunities to study environmental issues firsthand.

*Meets the Science Graduation Requirement  
Meets the University of California "D" Subject Area Requirement*

*SDHS, BHS, CHS*

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## AP ENVIRONMENTAL SCIENCE

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Teacher Recommendation, Concurrent enrollment in Integrated II, Biology

This course is intended to be an in-depth study of the environment, the natural processes at work in the environment, and man's effect on it. Students will identify environmental problems, evaluate the risks associated with these problems, and critically examine solutions. The course will involve both laboratory and field investigations. **Students will take the Advanced Placement examination in the spring for college credit.**

*Meets the Science Graduation Requirement  
Meets the University of California "D" or "G" Subject Area Requirement*

*SDHS, BHS*

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## HUMAN ANATOMY AND PHYSIOLOGY

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Integrated I, C in Biology (SD)

Human Anatomy is a course designed for students who are interested in following a career in the sciences or medical fields. This course will study the eleven systems of the human body. Within each system, students will explore the development, function, structure, and chemical processes. Students will be involved in a variety of modes of learning. The goal of this course is to provide the student

with a general working knowledge of human anatomy so that it can be applied in the advanced courses of a medical career path.

*Meets the Science Graduation Requirement  
Meets the University of California "D" or "G" Subject Area Requirement*

*SDHS, BHS*

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## **FORENSIC SCIENCE INVESTIGATION**

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** C in Algebra I, C in Biology

Forensic Science Investigation is a lab science, college prep course designed to deepen student understanding of biology with an emphasis on forensic science. It will include studies in molecular biology, human body tissues and analysis of wounds, bacteria, viruses and fungi, toxicology, and DNA analysis.

*Meets the Science Graduation Requirement  
University of California "D" or "G" Subject Area Requirement approval pending*

*SDHS*

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## **PRINCIPLES OF BIOMEDICAL SCIENCE HONORS**

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** None

Students explore concepts of biology and medicine as they take on the roles of different medical professionals to solve real-world problems. Over the course of the year, students are challenged in various scenarios including investigating a crime scene to solve a mystery, diagnosing and proposing treatment to patients in a family medical practice, to tracking down and containing a medical outbreak at a local hospital, stabilizing a patient during an emergency, and collaborating with others to design solutions to local and global medical problems

*Meets the Science Graduation Requirement  
University of California "D" Subject Area Requirement*

*SDHS*

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## **HUMAN BODY SYSTEMS HONORS**

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Principles of Biomedical Science

Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis in the body. Exploring science in action, students build organs and tissues on a skeletal Maniken®; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases.

*Meets the Science Graduation Requirement*

*Meets the University of California "D" or "G" Subject Area Requirement*

*SDHS*

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## **VISUAL AND PERFORMING ARTS**

Students are required to take 10 credits of Visual and Performing Arts.

- Both comprehensive high schools will give 2.5 general elective credits to any student who successfully participates in and completes one theater production up to a total of 10 general elective credits. Students will earn a pass/fail grade only for these general elective credits. This will begin for all students in the Fall of 2024 and will not be retroactive to any previous participation in a theater production.

<b>Course</b>	<b>Site</b>	<b>Grade</b>	<b>Graduation Requirement</b>	<b>UC/CSU a-g Requirement</b>	<b>Prerequisite</b>
<b>ART:</b>					
Intro to Art	S,C	9, 10, 11, 12	Visual and Performing Arts or CTE or Elective	F	
Advanced Art	S	10, 11, 12	Visual and Performing Arts or Elective	F or G	Teacher Rec.
AP Art History	B	10, 11, 12	Visual and Performing Arts or Elective	G	
AP Art 2D	S	11, 12	Visual and Performing Arts or Elective	F or G +	Teacher Rec.
Art 1	B, C	9, 10, 11, 12	Visual and Performing Arts	F	
Art 2 *	B	10, 11, 12	Visual and Performing Arts	F	Teacher Rec.



Fiber Arts 1	B	10, 11, 12	Visual and Performing Arts	F	
Fiber Arts 2	B	10, 11, 12	Visual and Performing Arts	F	Teacher Rec. C in Fiber Arts I
Film History	B	10, 11, 12	Visual and Performing Arts	F	

Site: S= San Dimas High School

C= Chaparral High School

Elective and advanced course

B= Bonita High School

V= Vista School

offerings depend upon enrollment

+ Advanced Placement weighting for UC

*Check with your school site to verify the grade level offering for this course.*

Course	Site	Grade	Graduation Requirement	UC/CSU a-g Requirement.	Prerequisite
<b>ART (Continued):</b>					
Digital Yearbook	B	9, 10, 11, 12	Visual and Performing Arts	F	Application
Graphic Publications Yearbook	S	10, 11, 12	Visual and Performing Arts	F	Teacher Rec.
Illustration and Design 1	B	10, 11, 12	Visual and Performing Arts	F	
Illustration and Design 2	B	11, 12	Visual and Performing Arts	F	Teacher Rec.
Jewelry 1	B	11, 12	Visual and Performing Arts	F	Teacher Rec.
Jewelry 2	B	11, 12	Visual and Performing Arts	F	Teacher Rec.
Digital Photography I	S	10, 11, 12	Visual and Performing Arts or CarTechEd	F#	
Digital Photography II	S	11, 12	Visual and Performing Arts or CarTechEd	F#	ROP Digital Photography I
Visual Communications	S	10, 11, 12	Visual and Performing Arts		
Visual Communications II	S	11, 12	Visual and Performing Arts		Successful completion of Vis Com

<b>MUSIC THEORY:</b>					
History of Rock and Roll	B	10, 11, 12	Visual and Performing Arts	F	none
History of Hip Hop	B	10, 11, 12	Visual and Performing Arts	F	none
AP Music Theory	B	11, 12	Visual and Performing Arts or Elective	F or G	Teacher Rec.
<b>BAND:</b>					
Marching Band	B	9, 10, 11, 12	PE and/or Visual and Performing Arts or Elective		Teacher Rec.
Wind Ensemble	S, B	9, 10, 11, 12	PE and/or Visual and Performing Arts or Elective	F ( <i>SDHS only</i> ) G	Teacher Rec.
Percussion	S, B	9, 10, 11, 12	PE and/or Visual and Performing Arts or Elective	F	Teacher Rec.
Jazz Ensemble	S, B	9, 10, 11, 12	Visual and Performing Arts or Elective	F or G	Teacher Rec.
Colorguard	S, B	9, 10, 11, 12	PE and/or Visual and Performing Arts or Elective	F	Tryouts

<b>CHOIR:</b>					
Chorale	S, B	9, 10	Visual and Performing Arts	F	Teacher Rec. Audition
Concert Choir	B	9, 10, 11, 12	Visual and Performing Arts or Elective	F	Teacher Rec. Audition
Chamber Singers	S, B	9, 10, 11, 12	Visual and Performing Arts or Elective	F	Teacher Rec. Audition
Treble Ensemble	S	10,11,12	Visual and Performing Arts or Elective	F	Teacher Rec. Audition
Women's Vocal Ensemble	B	9, 10, 11, 12	Visual and Performing Arts or Elective	F	Teacher Rec. Audition
Men's Choir	B	10, 11, 12	Visual and Performing Arts or Elective	F	Teacher Rec. Audition
<b>DANCE:</b>					
Dance 1	S, B	9, 10, 11, 12	Visual and Performing Arts or PE or Elective	F	
Dance 2	S, B	10, 11, 12	Visual and Performing Arts or PE or Elective	F	Teacher Rec. Intro to Dance
<b>DRAMA:</b>					
Drama I	S	9, 10, 11, 12	Visual and Performing Arts or Elective	F	
Drama II	S	10, 11, 12	Visual and Performing Arts or Elective	F	Drama I

Theatre Arts 1	B	9, 10, 11, 12	Visual and Performing Arts	F	
Theatre Arts 2	B	10, 11, 12	Visual and Performing Arts	F or G	Teacher Rec.
Theatre Arts 3	B	11, 12	Visual and Performing Arts		Teacher Rec.
Theatre Arts 4	B	11, 12	Visual and Performing Arts		Teacher Rec.

Site: S= San Dimas High School C= Chaparral High School B= Bonita High School V= Vista School

\* Check with your school site to verify the grade level offering for this course.

Elective and advanced course offerings depend upon enrollment

<b>ANIMATION:</b>					
Animation I	S	9, 10, 11, 12	Visual and Performing Arts or Car/TechEd or Elective	F, G	none
Animation II	S	10, 11, 12	Visual and Performing Arts or Car/TechEd or Elective	F, G	Successful completion of Animation I
Film Making and Animation	S	9, 10, 11, 12	Visual and Performing Arts or Car/TechEd or Elective	F #	
Advanced Film Making	S	10, 11, 12	Visual and Performing Arts or Car/TechEd or Elective	F #	Successful completion of ROP Film Making and Animation
<b>VIDEOGRAPHY:</b>					
Video 1	S	9, 10, 11, 12	Visual and Performing	F	

(Introduction to Contemporary Media)			Arts or Car/TechEd or Elective		
Video 2 (Creative Productions)	S	10, 11, 12	Visual and Performing Arts or Car/TechEd or Elective	F #	Video I
Video Prod 1	B	9, 10, 11, 12	Visual and Performing Arts or Car/TechEd or Elective	F	
Video Prod 2	B	10, 11, 12	Visual and Performing Arts or Car/TechEd or Elective		Video Prod 1
Video Prod 3	B	11,12	Visual and Performing Arts or Car/TechEd or Elective		Video Prod 2
Video Prod 4	B	12	Visual and Performing Arts		Video Prod 3
Broadcast Journalism 1	B	11,12	Visual and Performing Arts or Car/TechEd or Elective	F	Teacher Rec.
Broadcast Journalism 2	B	12	Visual and Performing Arts or Car/TechEd or Elective		Teacher Rec.

Site: S= San Dimas High School C= Chaparral High School B= Bonita High School V= Vista School

\* Check with your school site to verify the grade level offering for this course.

Elective and advanced course offerings depend upon enrollment

## INTRODUCTION TO ART

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** None

This course is designed as a beginning course in painting and drawing. The elements and principles of design will be studied and emphasized with each project. Students will work with various media including: pencil, chalk, pen and ink, tempera, and watercolor.

*Meets the Visual and Performing Arts or Career Technical Education Graduation Requirement  
Meets the University of California "F" Subject Area Requirement*

*SDHS, CHS*

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## ADVANCED ART

**Grade: 10, 11, 12**

**10 Credit**

**Year Long**

**Prerequisite:** Teacher Recommendation

This course is designed as a continuing step towards the development of the student's painting and drawing skills. Art criticism will also be explored and practiced. A variety of subject matter and materials will be used. This course may be repeated for credit.

*Meets the Visual and Performing Arts or Elective Graduation Requirement  
Meets the University of California "F" or "G" Subject Area Requirement*

*SDHS*

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## AP ART HISTORY

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** None

The class will study art from ancient Near Eastern and Egyptian art to work currently being created in America at the turn of the 21st century. Students will study the ideas and trends influencing artists from ancient times to present day. Art will be viewed both as an expression of a culture and as an exchange of ideas between and amongst cultures. Students will be asked to see where connections are made between artists, history, influence and exposure. This course will ask that students increase their awareness of art and the role that art plays in historical, cultural and social development.

*Meets the Visual and Performing Arts or Elective Graduation Requirement  
Meets the University of California "G" Subject Area Requirement*

BHS

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## AP ART 2D

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Teacher Recommendation or Advanced Art

This course is designed for students who are seriously interested in the practical experience of making 2D art. This course demands a significant commitment to projects and time outside of the classroom. AP credit is awarded based on a submitted portfolio of work, rather than an exam. This course will be taught at the pace and level of a college art foundations class and rigor is to be expected.

*Meets the Visual and Performing Arts Graduation Requirement  
Meets the University of California "F" or "G" Subject Area Requirement*

SDHS

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## ART 1

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** None

Students will engage in intensive study of a variety of techniques with a wide range of materials and media. This introductory class covers many important fundamentals of art. Selected topics include: shading, composition, color theory, creative design, and perspective. Students will be exposed to the elements of art history as it applies to the units of study.

*Meets the Visual and Performing Arts Graduation Requirement  
Meets the University of California "F" Subject Area Requirement*

BHS, CHS

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## ART 2

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Teacher Recommendation, Completion of Art 1

This course provides a variety of advanced art experiences that enable the serious art student to explore and develop greater skills of expression in several art media including: pen and ink, collage, acrylics, pastels, colored pencils, pencil, mixed media, and computer programs. Work is directed to a portfolio presentation for college admission. This course may be repeated for credit.

*Meets the Visual and Performing Arts Graduation Requirement  
Meets the University of California "F" Subject Area Requirement*

*BHS, CHS*

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## **FIBER ARTS 1, FIBER ARTS 2**

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Fiber Arts 2 - Teacher Recommendation and/or C in Fiber Arts 1

This course has been redesigned to accommodate new interests. Students will learn a variety of fabric dyeing techniques including: tie dye, airbrush, silk screen, and batik. Students have a lot of fun creating stuffed animals, sculptures of their own invention, clothing, quilts, and much, much more.

*Meets the Visual and Performing Arts Graduation Requirement  
Meets the University of California "F" Subject Area Requirement (Fiber Arts I only)*

*BHS*

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## **FILM HISTORY**

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** None

This course introduces students to the analysis of film as an artistic medium while they trace the technological and historical lineage of Hollywood cinema. Students will examine how elements like scripting, cinematography, editing and sound work together to create meaning in a range of films. Students will be asked to explore how films tell stories and how those stories are structured across different film genres. Students will demonstrate a solid understanding of film vocabulary, critical concepts in film studies, and skills in technological, cultural, and media literacy.

*Meets the Visual and Performing Arts Graduation Requirement  
Meets the University of California "F" Subject Area Requirement*

*BHS*

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## ILLUSTRATION AND DESIGN 1, 2

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** None

This is a great class for learning how to put together creative artwork fit for professional reproduction. Students learn the tools of the trade including comprehensive instruction in using an airbrush. Creative projects include illustrations for stories, CD covers, corporate logos and theme posters.

*Meets the Visual and Performing Arts Graduation Requirement  
Meets the University of California "F" Subject Area Requirement*

BHS

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## JEWELRY 1, JEWELRY 2

**Grade: 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Teacher Recommendation

This course covers the design and creation of new gold and silver jewelry. Emphasis will be on methods, materials, and basic techniques, with an introduction to casting techniques, gem familiarization, and the history of jewelry. Jewelry 2 will cover more advanced techniques. Jewelry 2 may be repeated for credit.

*Meets the Visual and Performing Arts Graduation Requirement  
Meets the University of California "F" Subject Area Requirement (Jewelry I only)*

BHS

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## DIGITAL PHOTOGRAPHY I

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** None

Digital Photography students will learn techniques for operating digital cameras as well as terminology and proper usage of equipment. A focus on the effects of different lenses, lighting techniques, and printing techniques will enable students to hone their skills in this area. Color theory and management will be an emphasis, along with composition, special effects, digital darkroom, and presentation techniques. An emphasis will also be placed on job opportunities and skills for obtaining and keeping a position within the industry.

*Meets the Visual and Performing Arts or Career Technical Education or Elective Graduation Requirement*

*SDHS*

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## **DIGITAL PHOTOGRAPHY II**

**Grade: 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** None

Digital Photography students will learn more advanced techniques for operating digital cameras as well as terminology and proper usage of equipment. A focus on the effects of different lenses, lighting techniques, and printing techniques will enable students to further develop their skills in this area. Color theory and management will be an emphasis, along with composition, special effects, digital darkroom, and presentation techniques. An emphasis will also be placed on job opportunities and skills for obtaining and keeping a position within the industry.

*Meets the Visual and Performing Arts or Career Technical Education or Elective Graduation Requirement*

*SDHS*

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## **HISTORY OF ROCK AND ROLL**

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** None

This course focuses on the roots and development of rock and roll music throughout the twentieth century. Students will develop an understanding of basic music theory as it pertains to rock and roll, and special attention will be given to the manner in which sociological, political, and economic conditions affected the evolution of this music.

*Meets the Visual and Performing Arts Graduation Requirement  
Meets the University of California "F" Subject Area Requirement*

*BHS*

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## **HISTORY OF HIP HOP**

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** None

This course focuses on the roots, characteristics, and development of hip hop as a genre of music throughout the 20<sup>th</sup> century and beyond. Students will develop listening skills and an understanding of the way in which sociological, political, economic and historical events shaped the evolution of hip hop and its predecessors.

*Meets the Visual and Performing Arts Graduation Requirement  
Meets the University of California "F" Subject Area Requirement*

*BHS*

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## **AP MUSIC THEORY**

**Grade: 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Teacher Recommendation

Students will read, notate, compose, perform and listen to music. Students learn the development of aural skills. Throughout the course, students will listen to musical works attentively and analytically, developing their "musical memory" and their ability to articulate responses to formal stylistic and aesthetic qualities of music performances. **Students take the advanced placement examination in the spring for college credit.**

*Meets the Visual and Performing Arts or Elective Graduation Requirement  
Meets the University of California "G" Subject Area Requirement*

*BHS*

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## **MARCHING BAND**

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Teacher Recommendation

This course is an investigation into proper instrumental performance technique for concert band literature. The year is spent sight reading, with emphasis on preparing for a limited number of concerts and competitions. The 1<sup>st</sup> semester focuses on field performance skills and parade marching

skills, and can be applied to the Art or PE graduation requirement. The 2<sup>nd</sup> semester receives Art credit. This course may be repeated for credit.

*Meets the Physical Education or Visual and Performing Arts or Elective Graduation Requirement*

BHS

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## **WIND ENSEMBLE**

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Teacher Recommendation

The 1<sup>st</sup> semester Wind Ensemble course focuses on field performance skills and parade marching skills, and can be applied to the Art or PE graduation requirement. Students perform in parades and at football games. The 2<sup>nd</sup> semester Wind Ensemble course receives Art credit. The group studies, rehearses, researches, and performs wind ensemble literature of a high degree of difficulty. Students also study the main points of theory, composition and history. This course may be repeated for credit.

*Meets the Physical Education or Visual and Performing Arts or Elective Graduation Requirement*

*Meets one semester of Physical Education - BHS*

*Meets the University of California "F" or "G" Subject Area Requirement (SDHS only)*

*Meets the University of California "F" Subject Area Requirement (BHS only)*

BHS, SDHS

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## **PERCUSSION**

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Teacher Recommendation

Drumline is a course designed for the marching and concert percussionist. The course covers 1<sup>st</sup> semester – Marching Band season (available for PE or Art credit), and 2<sup>nd</sup> semester – Drumline season (available for Art credit). In order to be in the instrumental program, all percussionists must take Drumline class. This course may be repeated for credit.

*Meets the Physical Education or Visual and Performing Arts or Elective Graduation Requirement*

SDHS

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## JAZZ ENSEMBLE

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Teacher Recommendation

This course provides the advanced instrumental student with the opportunity to study all phases of modern jazz. Syncopation in its most complex forms will be studied. Basic improvisation talent will be developed. This course may be repeated for credit.

*Meets the Visual and Performing Arts or Elective Graduation Requirement*

*Meets the University of California "F" or "G" Subject Area Requirement*

*SDHS, BHS*

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## COLORGUARD

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Band Director Recommendation and tryouts

This is a performance ensemble emphasizing the fundamentals of body and equipment movement through choreographed routines and drill design. The color guard functions as an auxiliary unit to the marching band in Fall. Performances include marching band activities and a Winterguard competition circuit second semester. This ensemble explores a wide variety of dance styles and body movement from jazz and modern to hip-hop and ballet. Along with dance, the colorguard learns techniques and performance expression with equipment, including props, flags, rifles and sabers. Course credit may be applied to P.E. in the 1<sup>st</sup> semester, and Art in the 2<sup>nd</sup> semester, OR the student may receive P.E. credits for the entire year. This course may be repeated for credit. Prerequisite - Audition and instructor recommendation

*Meets the Physical Education or Visual and Performing Arts Graduation Requirement*

*Course is PE or Elective Credit for SDHS*

*Meets the University of California "F" or "G" Subject Area Requirement*

*SDHS, BHS*

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## CHORALE

**Grade: 9, 10**

**10 Credits**

**Year Long**

**Prerequisite:** Teacher Recommendation and Audition

This is a select choral ensemble that serves as a training choir for the Concert Choir. Focus is on vocal technique and musicianship as well as the rehearsal and performance of choral literature in a variety of styles from different periods in history. This course may be repeated for credit.

*Meets the Visual and Performing Arts Graduation Requirement*

*SDHS, BHS*

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## **CONCERT CHOIR**

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Teacher Recommendation and Audition

This course offers a variety of musical experiences for the student who is interested in singing and performing. Music includes spirituals, folk songs, and traditional or contemporary arrangements. The class participates in school concerts, festivals, and community performances. This course may be repeated for credit.

*Meets the Visual and Performing Arts or Elective Graduation Requirement*

*Meets the University of California "F" Subject Area Requirement*

*BHS*

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## **CHAMBER SINGERS**

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Teacher Recommendation and Audition

This course offers vocal music instruction for students who are ready for more advanced work. This is a highly select group of singers who perform frequently in the community. This course may be repeated for credit.

*Meets the Visual and Performing Arts or Elective Graduation Requirement*

*Meets the University of California "F" Subject Area Requirement*

*SDHS, BHS*

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### **TREBLE ENSEMBLE**

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Teacher Recommendation and Audition

This course offers a variety of musical experiences for the student who is interested in singing and performing. Music includes spirituals, folk songs, and traditional or contemporary arrangements. The class participates in school concerts, festivals, and community performances. This course may be repeated for credit.

*Meets the Visual and Performing Arts or Elective Graduation Requirement*

*SDHS*

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### **WOMEN'S VOCAL ENSEMBLE**

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Teacher Recommendation and Audition

This course offers a variety of musical experiences for the student who is interested in singing and performing. Music includes spirituals, folk songs, and traditional or contemporary arrangements. The class participates in school concerts, festivals, and community performances. This course may be repeated for credit.

*Meets the Visual and Performing Arts or Elective Graduation Requirement*

*BHS*

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## MEN'S CHOIR

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Teacher Recommendation and Audition

The Men's Choir is an intermediate-level choir which studies and performs the standard choral repertoire for men's voices in a variety of genres. The goals of this course are: learning proper vocal technique, advancing the skills of music reading and ear training, studying historical and cultural influences in choral music, and public performance. This course may be repeated for credit.

*Meets the Visual and Performing Arts or Elective Graduation Requirement*

*BHS*

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## DANCE 1

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** None

This course is designed to introduce students to the basic techniques, vocabulary, culture, and history associated with a variety of traditional, contemporary, and international forms of dance. Grading is based on enthusiasm, behavior, and full participation in a group and individual performances. Students will become aware of their physical self while developing cardiovascular endurance, muscle strength, agility, rhythm, and grace. This course may be repeated for credit at SDHS.

*Meets the Visual and Performing Arts or Physical Education or Elective Graduation Requirement*

*BHS, SDHS*

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## ADVANCED DANCE

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Teacher Recommendation or Dance 1



This second year course is designed to further develop the skills introduced in Introduction to Dance. Grading is based on effort, behavior, and full participation. Technique is emphasized through slightly more difficult dance combinations. This course may be repeated for credit.

*Meets the Visual and Performing Arts or Physical Education or Elective Graduation Requirement*

*Meets the University of California "F" Subject Area Requirement*

*SDHS, BHS*

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## **DRAMA I**

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** None

This is a performance-based class where students will be called upon to demonstrate acquired skills through daily exercises, memorized monologues and scenes, and original works. Students must be willing to perform in front of the class.

*Meets the Visual and Performing Arts or Elective Graduation Requirement  
Meets the University of California "F" Subject Area Requirement*

*SDHS*

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## **THEATRE ARTS 1**

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** None

Theatre Arts I is an introductory course to all aspects of theatre. From performing to backstage roles, students will be introduced to all theatre roles throughout this year-long course. Students will be allied upon to demonstrate acquired skills through daily exercises, memorized scenes, and original student work.

*Meets the Visual and Performing Arts Graduation Requirement  
Meets the University of California "F" Subject Area Requirement*

*BHS*

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## **THEATRE ARTS 2**

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Teacher Recommendation

This course extends knowledge and skills learned in Theatre Arts. Students learn advanced techniques of acting and fundamental concepts of directing.

*Meets the Visual and Performing Arts or Elective Graduation Requirement  
Meets the University of California "F" Subject Area Requirement*

BHS

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### THEATRE ARTS 3

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Audition/Teacher Recommendation

Theatre Arts 3 is an advanced course which extends knowledge and skills learned in Theatre 1/2. Students learn comprehensive acting techniques and fundamental concepts of directing. Students will be called upon to participate in Theatre Festivals and Competitions local to Southern California.

*Meets the Visual and Performing Arts or Elective Graduation Requirement*

BHS

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### THEATRE ARTS 4

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Audition/Teacher Recommendation

Theatre Arts 4 is an advanced course which extends knowledge and skills learned in Theatre 3 . Students learn comprehensive acting techniques and fundamental concepts of directing. Students will be called upon to participate in Theatre Festivals and Competitions local to Southern California.

*Meets the Visual and Performing Arts or Elective Graduation Requirement*

BHS

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### ANIMATION I

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** None

Animation I introduces students to basic cartooning and appreciation of the art of cartooning. Students draw cartoons for a pencil animation. Students also design and construct a clay sculpture for a stop motion animation. Students learn elements of stagecraft, film design, storyboarding, production planning, as well as produce an animated film. Traditional skills of illustration and photography are combined with state-of-the-art digital computer editing so that students can produce a DVD-based portfolio of their work. 3D computer animation is taught using Cinema 4D XL software.

*Meets the Career/technical Education or the Visual and Performing Arts or Elective Graduation Requirement  
Meets the University of California "F" or "G" Subject Area Requirement*

SDHS

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## **ANIMATION II**

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Successful completion of Animation I

Advanced animation courses are rigorous and designed to prepare the serious animation student for entrance into a college program. A strong work ethic and the ability to work independently are required for this course. Animation II builds on the skills learned in Animation I, and is taught during the same class time as Animation I. In order to prepare for acceptance into a college animation program, each student must choose an area of concentration in either traditional pencil drawing or 3D computer animation drawing using Maya software. Students complete a series of (up to) 25 exercises in their chosen area. Students also study and prepare for the Mt SAC entrance exam for computer animation, and make a student film to enter in competition.

*Meets the Career Technical Education or the Visual and Performing Arts or Elective Graduation Requirement  
Meets the University of California "F" or "G" Subject Area Requirement*

SDHS

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## **FILM MAKING AND ANIMATION**

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** None

This introductory course was developed with input from animators in major animation studios and will give students skills needed to enter the modern career of filmmaking and animation. Selected topics include character development, history of animated films, storyboarding, two-dimensional cell animations, and 3D computer animation. Students will produce an animated film. Each student will also produce a portfolio including sketchbook, storyboard example, and videotape example of their work.

*Meets the Career Technical Education or Visual and Performing Arts or Elective Graduation Requirement  
Meets the University of California "F" Subject Area Requirement*

SDHS

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## **ADVANCED FILMMAKING AND ANIMATION**

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Successful completion of Filmmaking and Animation

*Advanced filmmaking classes are very rigorous and are designed to prepare the serious animation student for entrance into a college program. A strong work ethic and the ability to work independently is required for this class.* The advanced class provides students with the opportunity to review their animation technique and continue their work in sound, editing, and special effects. Each student will spend the majority of the class planning, organizing, producing, and editing their own film. Students will produce two films per year. Like Animation II, each student will choose an area of concentration, either 2D pencil animation, or 3D computer animation using Maya software. Students will complete up to 25 exercises in each area and during the second semester of the class, students will prepare for the MTSAC entrance exam for computer animation.

*Meets the Career Technical Education or Visual and Performing Arts or Elective Graduation Requirement*

*SDHS*

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## **SAN DIMAS DIGITAL VIDEO MEDIA**

SDHS offers students the opportunity to take a full four years of video classes. These classes begin at an introductory level of basic camera, lighting, audio, and editing operations, and continue through to advanced post production techniques (mattes, color correction, soundtracks, etc.) and distribution formats and channels. Students learn the techniques and the discipline needed to produce excellent films, commercials and documentaries.

### **ADVANCED COURSES:**

Beginning in the fall of 2010, students who have completed the Video I class may apply for further courses dedicated to cinema analysis and creative writing, creative production, and advanced media. These advanced courses will qualify the student for University of California (A-G) credit. At the time of writing, the ROP Video II course has been approved by UC, and the other courses are in the application process. Space is limited in advanced courses.

### **VIDEO 1 (INTRODUCTION TO CONTEMPORARY MEDIA)**

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** None

Video I (Contemporary Media) gives students a brief introduction to the history of cinema and its development to the present day. The primary focus is basic visual storytelling with light and sound. Modern cameras and computer programs provide the tools to tape and edit productions. Teamwork is emphasized as integral to modern production, and assignments must be completed to specifications and deadlines, just as in the real world.

*Meets the Career Technical Education or Visual and Performing Arts or Elective Graduation Requirement*

*SDHS*

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## **VIDEO 2 ( CREATIVE PRODUCTIONS)**

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Video I and Instructor Approval

Video II (Creative Productions) challenges students with more advanced production and postproduction techniques including green-screen, live switching, and multi-camera shooting and editing. A small number of classic films are reviewed for creative fuel. The entire production cycle is emphasized for each project, including storyboarding, characterization and plotline. A wide variety of student programs are produced (commercials, PSAs, reportage, drama, etc.). Limited to 25 students.

*Meets the Visual and Performing Arts or Career Technical Education Graduation Requirement  
Meets the University of California "F" Subject Area Requirement*

*SDHS*

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## **VIDEO PRODUCTIONS 1**

**Grade: 9, 10, 11**

**10 Credits**

**Year Long**

**Prerequisite:** None

This course provides students with the basic skills of video production. Students will learn skills in scripting, cinematography, editing, and publishing over the course of the year. Students will use professional equipment/technology to create a multitude of short films of their own. The first half of the class covers primarily mechanical concepts (correct equipment use) while the second half covers the aesthetic (visual appeal). Students will have the ability to create their own high quality media content for publication on digital platforms (YouTube, Podcasts, etc). By the end of the year, students will have the skills necessary to work in the film industry and/or apply to Film School.

*Meets the Visual and Performing Arts or Career Technical Education Graduation Requirement  
Meets the University of California "F" Requirement*

*BHS*

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## **VIDEO PRODUCTION 2**

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Successful completion of Video Production 1

In this course, students will study advanced techniques in scripting, cinematography, and editing. They will learn how to describe scenes, characters, and movements, and craft dialogue which gives film life. Students will design film sets, set up lighting and sound equipment, and learn where to place cameras when filming sequences. They will learn to create audio and visual effects while using multi-track editing techniques with professional editing software. By the end of the year, students will have built extensive skills necessary to work in the film industry and/or apply to Film School.

*Meets the Visual and Performing Arts or Career Technical Education Graduation Requirement*

*BHS*

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## **VIDEO PRODUCTION 3/4**

**Grade: 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Successful completion of Video Production 2 and/or Teacher Recommendation

Students in these courses work mostly independently to create short films of their own and / or create media for the school. Students will guide other students in production work and learn to manage production studios. They will learn how to organize and lead teams, make budgetary decisions, and manage social media platforms.

*Meets the Visual and Performing Arts or Career Technical Education Graduation Requirement*

*BHS*

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## **BROADCAST JOURNALISM 1/BROADCAST JOURNALISM 2**

**Grade: 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Teacher Recommendation

This course provides the basic skills needed to enter the television production industry. Students will pitch ideas, write articles, and present content for a daily news show. The class provides an overview of the equipment, job responsibilities, and techniques involved in both traditional studio production and remote location work. Emphasis is placed on vocabulary and correct industry terms, camera operation, picture composition, script writing, lighting, remote shooting, directing, and the editing process. A historical and cultural context will be discussed frequently as students are instructed to create content based on current and past news shows. Students who take the advanced course take a leadership role in all class activities.

*Meets the Visual and Performing Arts or Career Technical Education Graduation Requirement  
Meets the University of California "F" Requirement (Broadcast Journalism only)*

BHS

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**PHYSICAL EDUCATION**

Students are required to successfully complete 20 credits of Physical Education.

<b>Course</b>	<b>Site</b>	<b>Grade</b>	<b>Graduation Requirement</b>	<b>UC/CSU a-g Requirement</b>	<b>Prerequisite</b>
PE 1	B, S	9,10	PE		
PE 2	S, B, C, V	10, 11, 12	PE		
P.E. Sports	S, B	9, 10, 11, 12	PE		Athletic Dir. Rec.
Dance 1	S, B	SEE VISUAL	AND	PERFORMING	ARTS SECTION
Dance 2	S, B	SEE VISUAL	AND	PERFORMING	ARTS SECTION
Colorguard	S, B	SEE VISUAL	AND	PERFORMING	ARTS SECTION
Spirit	S, B	9, 10, 11, 12	PE or Visual and Performing Arts		Tryouts
Weight Training	B, S	10, 11, 12	PE		Successful completion PE 1
Independent Study P.E.	C,V	9, 10, 11, 12	PE		
Sports Medicine 1	S, B	10, 11, 12	Career Tech Ed or Elective	#	



Sports Medicine 2	S, B	11, 12	Career Tech Ed	#	Successful completion of Sports Med 1
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Site: S= San Dimas High School      B= Bonita High School      C= Chaparral High School      V= Vista School  
 Elective and advanced course offerings depend upon enrollment      # None

Both comprehensive high schools will give 2.5 PE credits to any athlete who successfully completes a full season of a CIF sport. These credits can only be applied to PE. Bonita Unified School District requires 20 semester units of PE for high school graduation. All freshmen are still required to take PE and must acquire their first 10 credits in a PE course. The additional 10 credits can be acquired by successful completion of four CIF sports seasons or a second year of PE or a combination of both. This will begin for freshmen in the Fall of 2019 and will not be retroactive to any previous sports seasons.

## PHYSICAL EDUCATION 1

**Grade: 9**

**10 Credits**

**Year Long**

**Prerequisite:** None

Freshmen are automatically enrolled in this graduation requirement class. Students will participate in instruction related to aquatics, fitness, individual sports (e.g., weight training, circuit course and track and field) and dual sports (e.g., tennis and badminton). Fitness training is integrated throughout the course preparing students to take the state physical fitness test at the end of the year. Instruction is aligned to the physical education state standards with instruction addressing motor skills, movement patterns and strategies to build skills. All activities include a focus on developing social skills, group dynamics and individual responsibility.

*Meets the Physical Education or Elective Graduation Requirement*

*BHS SDHS*

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## **PHYSICAL EDUCATION 2**

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** None

Sophomores are automatically enrolled in this graduation requirement class. The course is also open to juniors and seniors needing PE credit or wishing to take the class for an elective. Students will participate in instruction related to team sports (e.g., basketball, football, volleyball, etc.), gymnastics (e.g., balance, coordination and floor work) and combatives (e.g., self defense and kickboxing). Fitness training is integrated throughout the course encouraging students to seek lifelong skills for fitness. Instruction is aligned to the physical education state standards with instruction addressing motor skills, movement patterns and strategies to build skills. All activities include a focus on developing social skills, group dynamics and individual responsibility.

*Meets the Physical Education or Elective Graduation Requirement*

*BHS, C, V, SDHS*

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## **P.E. SPORTS**

**Grade: 9, 10, 11, 12**

**5 or 10 Credits**

**Semester or Year**

**Prerequisite:** Athletic Director Recommendation

This is a select class for students who are participating in interscholastic athletics. Emphasis is placed on specialization and conditioning. Interscholastic sports are included. Students whose sports are out of season will participate in the regular physical education program. This course may be repeated for credit.

*Meets the Physical Education Graduation Requirement*

*SDHS, BHS*

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## **DANCE 1**

*See page 82*

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## DANCE 2

*See page 83*

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## COLOR GUARD

*See page 80*

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## SPIRIT

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Tryouts

This course is designed to develop skills and to coordinate spirit and Rally activities for the year. All Rally/Spirit members are expected to enroll. This course may be repeated for credit.

*Meets the Physical Education or Visual and Performing Arts Graduation Requirement*

*SDHS, BHS*

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## WEIGHT TRAINING

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Successful completion of PE 1

The weight-training course is designed to develop increased strength, flexibility, agility, speed and endurance. Proper methods of weightlifting are taught with emphasis on safety and personal improvement. Physical conditioning is emphasized.

*Meets the Physical Education Graduation Requirement*

*SDHS, BHS*

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## SPORTS MEDICINE 1

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** None

This course is an introductory course designed to provide students with the opportunity to learn about the career of Athletic Training and Sports Medicine. Students will study basic anatomy and physiology, injury prevention, evaluation and treatment of sports related injuries. First Aid and CPR training will be provided in the course through the American Red Cross. Students will be required to complete hands-on practical hours under the direct supervision of a Certified Athletic Trainer. This course may be continued at the advanced level.

*Meets the Career Technical Education or Elective Graduation Requirement*

*SDHS, BHS*

## SPORTS MEDICINE 2

**Grade: 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Successful completion of Athletic Training

Advanced Athletic Training is a second-year course that builds on the first year and prepares students for the programs offered at most community colleges and four-year universities. Students will get the opportunity to demonstrate their knowledge and skills in a practicum situation. Students will be required to complete a team assignment and clinical rotation at a designated Physical Therapy Clinic. All students must have completed the introductory course and have teacher permission to enroll in the course.

*Meets the Career Technical Graduation Requirement*

*SDHS, BHS*

## CAREER TECHNICAL EDUCATION

Course	Site	Grade	Graduation Requirement	UC/CSU A-G Requirement	Prerequisite
<b>BUSINESS AND MARKETING</b>					
Accounting 1	B	10, 11, 12	Career Tech Ed	G	1 year High School Math
Accounting 2	B	11, 12	Career Tech Ed		
ROP Business Career Exploration	C	10, 11, 12	Career Tech Ed	#	
Cyber & Net 1	B	9-12	Career Tech Ed	G	
Cyber & Net 2	B	10-12	Career Tech Ed		

Graphic Design 1/2	B	9, 10, 11, 12	Vis/Perf Arts or Career Tech Ed	F, G	
Intro to Computers	C	9, 10, 11, 12	Career Tech Ed	G	
Journalism *	S, B, C	9, 10, 11, 12	Career Tech Ed	G	Journalism Advisor Rec.
Leadership (ASB)	S B, C	9, 10, 11, 12 10, 11, 12	Elective or Career Tech Ed	G	ASB Dir. Rec.
Foundations of Leadership	S	9, 10, 11, 12	Elective or Career Tech Ed	G	Teacher Rec.
Sports Entertainment and Marketing	B	10, 11, 12	Elective or Career Tech Ed	G	
Work Experience	S,B	11, 12	Career Tech Ed		Valid Work Permit
Yearbook *	S, B, C	10, 11, 12	Career Tech Ed		Yearbook Advisor Rec.
<b>HEALTH</b>					Career Tech Ed
Sports Medicine 1	S, B	9, 10, 11, 12	Career Tech Ed or Elective	#	

Site: S= San Dimas High School

C= Chaparral High School B= Bonita High School

V= Vista School

# None

Elective and advanced course offerings depend upon enrollment

### CAREER TECHNICAL EDUCATION (Cont.)

Course	Site	Grade	Graduation Requirement	UC/CSU A-G Requirement	Prerequisite
Sports Medicine 2	S, B	10, 11, 12	Career Tech Ed		Successful completion of Sports Med 1
Introduction to Health Professions and Careers	B	9, 10, 11, 12	Career Tech Ed or Elective	G	
Introduction to Health Professions and Careers II	B	10, 11, 12	Career Tech Ed or Elective	G	Successful completion of Health Careers 1
<b>HUMAN SERVICES</b>					Career Tech Ed
Cosmetology 1	B	9, 10, 11, 12	Career Tech Ed	#	

Cosmetology 2	B	10, 11,12	Career Tech Ed	#	Successful completion of Cosmetology 1
Event Planner	C	11, 12	Career Tech Ed	#	
Foods	B	9, 10, 11, 12	Career Tech Ed		
CSI	B	11, 12	Career Tech Ed	#	
Culinary & Restaurant Management I	S, B, C	9, 10, 11, 12	Career Tech Ed	G	
Culinary and Restaurant Management II	S, B, C	9, 10, 11,12	Career Tech Ed	G	Successful Completion of Culinary Rest I.
Culinary Lab Assistant	B	12	Career Tech Ed	G	Teacher Rec
Catering and International Cuisine	B	12	Career Tech Ed	G	Teacher Rec
Law Enforcement	B	10, 11, 12	Career Tech Ed		
Ethics and Integrity in Policing	B	11, 12	Career Tech Ed		
<b>SCIENCE AND TECHNOLOGY</b>					Career Tech Ed
Technology Innovation and Integration	S	9, 10, 11, 12	<i>Career Tech Ed</i>	<i>G</i>	
AP Computer Science Principles	B, S	10,11,12	Career Tech Ed	<i>D or G</i>	Int Math I
AP Computer Science A	B, S	11,12	Career Tech Ed	<i>C or G</i>	AP Computer Science Principles
Film Making and Animation	S	<i>See</i>	<i>Visual and</i>	<i>Performing</i>	<i>Arts Section</i>
Science Lab Assistant	S	11, 12	Elective	<i>G</i>	<i>B or better in Chem/Bio</i>

Site: S= San Dimas High School

C= Chaparral High School B= Bonita High School

V= Vista School

Elective and advanced course offerings depend upon enrollment

**CAREER TECHNICAL EDUCATION (Cont.)**

Course	Site	Grade	Graduation Requirement	UC/CSU A-G Requirement	Prerequisite
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Adv. Film Making and Animation	S	See	Visual and	Performing	Arts Section
Digital Photography I	S	See	Visual and	Performing	Arts Section
Digital Photography II	S	See	Visual and	Performing	Arts Section
Video Productions 1	S	See	Visual and	Performing	Arts Section
Video Productions 2	S	See	Visual and	Performing	Arts Section
Video Productions 3	B	See	Visual and	Performing	Arts Section
Video Productions 4	B	See	Visual and	Performing	Arts Section
Auto Tech 1	B	9, 10, 11, 12	Career Tech Ed		
Auto Tech 2	B	10, 11, 12	Career Tech Ed	#	
Auto Tech 3	B	10, 11, 12	Career Tech Ed	#	Teacher Rec. Auto. Tech. II
Auto Tech 4	B	12	Career Tech Ed		Teacher Rec.
Visual Communications I	S	10, 11, 12	Visual and Performing Arts		
Visual Communications II	S	11, 12	Visual and Performing Arts		Successful completion of Vis Com I

Site: S = San Dimas High School C = Chaparral High School B = Bonita High School V = Vista School

Elective and advanced course offerings depend upon enrollment

\* *Advanced Placement weighting for UC*

# *None*

## BUSINESS AND MARKETING

**2 + 2 Articulation** is a partnership between Bonita Unified School District high school programs and our local community colleges. Articulation is offered to assist with the transition from high school to college without delay or duplication of learning.

### ACCOUNTING 1

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** 1 Year High School Math

This course teaches the fundamentals of Accounting including journals, ledgers, financial reports, payroll records, and banking using activity books and computer applications. Students will also learn how to prepare income tax returns, and get certified through the IRS as Volunteer Return Preparers under the Volunteer Income Tax Assistance (VITA) Program. They will learn how to invest their

money in the stock market. Students getting a C or better grade in this course can get units at Mount San Antonio College through the 2+2 Articulation agreement between Mt. SAC and the BHS Accounting Program.

*Meets the Career Technical Education, Elective Graduation Requirement  
and for the University of California "G" Subject Area Requirement*

BHS

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## ACCOUNTING 2

**Grade: 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** BHS Accounting and teacher approval

This course teaches Accounting concepts relating to the Accounting cycle for a Service business organized as a Sole Proprietorship and a Merchandising business organized as a partnership using computer applications like QuickBooks. Students will also learn how to prepare income tax returns from the Basic to Advanced level, and get certified through the IRS under the Volunteer Income Tax Assistance (VITA) Program as VITA Volunteer Preparers. They will learn how to invest their money in the stock market. Students will also get valuable leadership/ business experience by helping the teacher as a Teacher's Assistant and by leading the Volunteer Income Tax Assistance Program at BHS.

*Meets the Career Technical Education and the Elective Graduation Requirement*

BHS

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## BUSINESS CAREER EXPLORATION

**Grade: 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** None

This course is designed to allow students to explore different career choices primarily related to business. Students complete job interest inventories, fill out job related documents, practice interviewing skills, learn how to work effectively, and how to recognize proper work conditions along with safety rules and regulations at the job site. Students will learn how to obtain a job, retain it, and resign from it. Students will create short-term and long-term goals, develop economic awareness, and learn personal financial skills. Upon completion of the class, all students will have gained the necessary skills to look for employment. The course will also integrate the use of technology in lessons.

*Meets the Career Technical Education Graduation Requirement*



CHS

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## **CYBER SECURITY & NETWORKING 1**

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** None

This course teaches comprehensive networking concepts and skills, from network applications to the protocols and services provided to those applications. Learners will progress from basic networking (including hardware construction and architecture) to more complex enterprise and theoretical networking models later in the curriculum.

*Meets the Career Technical Education Graduation Requirement*

BHS

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## **CYBER SECURITY & NETWORKING 2**

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** C or better in Cyber Security 1

Cybersecurity and Networking II – this course develops skills for entry-level technical support roles, prepares students for the CCNA level 3 course as well as prepares students for the CCNA certification exam. Upon certification, students can gain employment in the IT field immediately upon graduation from high school (and after their 18th birthday).

*Meets the Career Technical Education Graduation Requirement*

BHS

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## **INTRODUCTION TO BUSINESS AND FINANCE**

**Grade: 11, 12**

**10 Credits**

**Year Long**

**Prerequisites:** Integrated II

This course will provide students with foundational financial literacy that can immediately be applied in their personal lives. Students will cover a variety of financial topics that include how to save & budget, how to avoid debt, and planning for investing and retiring. This class will also get students to investigate a career that can help them meet the financial goals they have in life.

*Meets the Mathematics Graduation Requirement  
Meets the University of California "C" or "G" Subject Area Requirement*

BHS

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## **GRAPHIC DESIGN 1/2**

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Freshman Studies Computer Class

Graphic and Multimedia design is a year-long introductory course in computer graphics where students will learn how to apply the principles of graphic design to digital art and animation. Students will learn how to create and manipulate digital photographs, design 3D images and tell a digital story through an animation.

*Meets the Visual/Performing Arts or Career Technical Education Graduation Requirement  
Meets the University of California "F" or "G" Subject Area Requirement*

BHS

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## **JOURNALISM**

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisites:** Journalism Advisor Recommendation

This course is designed to teach the terms and skills necessary to compete in the field of journalism. Students will be responsible for writing, editing, composing and publishing the school newspaper (and the year-end Senior Magazine at Bonita High School). Methods of presenting the news and the use of photography in a newspaper will be taught. This course may be repeated for credit.

*Meets the Elective or Vocational Education Graduation Requirement  
Meets the University of California "G" Subject Area Requirement at SDHS*

SDHS

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## **JOURNALISM/YEARBOOK**

**Grade: 11, 12**

**10 Credits**

**Semester**

**Prerequisites:** None

This course is designed to teach the terms and skills necessary to compete in the field of journalism. Students will be responsible for writing, editing, composing and publishing the school newspaper and yearbook. Methods of presenting the news and the use of photography in a newspaper will be taught.

*Meets the Elective Requirement at CHS*

*CHS*

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## **ADVANCED LEADERSHIP (ASB)**

**Grade: 9, 10, 11, 12 (SDHS)  
10, 11, 12 (BHS)**

**10 Credits**

**Year Long**

**Prerequisite:** ASB Director Recommendation/ Application Process

This is a class for students who have been elected or appointed as Associated Student Body Officers. It is designed to demonstrate the basic concepts of democratic government, leadership skills, parliamentary procedures, group processes, leadership practice and planning, and organization in a laboratory of practical school situations. This course may be repeated for credit.

*Meets the Career Technical Education and the Elective Graduation Requirement  
Meets the University of California "G" Subject Area Requirement at SDHS, BHS*

*SDHS, BHS*

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## **FOUNDATIONS OF LEADERSHIP**

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Teacher Recommendation

Student Leadership is a project based course aimed at increasing students' capabilities. Through the planning and execution of numerous events for the school, students will discover how to best effect change in their communities. Students will read extensively about the nature of leadership and its different styles. Additionally, students write frequently, write critically, reflectively, persuasively, and speak about the real world issues from the planning of events. The course uses sections of The Student Leadership Guide by Brendon Burchard.

*Meets the Career Technical Education and the Elective Graduation Requirement*

*SDHS*

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## **SPORTS AND ENTERTAINMENT MARKETING**

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

Prerequisite: None

Sports and Entertainment Marketing is a course designed to offer students an opportunity to gain knowledge and develop skills related to the growing sports and entertainment industry. Students will learn about the various functions of marketing as it relates to sports and entertainment, but also discover how each function fits with the others. Sports Marketing addresses such diverse products as the sporting event itself, its athletes, sports facilities or locations, sporting goods, training, and sports information. Students will develop skills in the areas of advertising, public relations/publicity, event marketing, sponsoring, ticket distribution, and career opportunities as they relate to the sports and entertainment industry.

*Meets the Career Technical Education and the Elective Graduation Requirement  
Meets the University of California "G" Subject Area Requirement*

BHS

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## **WORK EXPERIENCE**

**Grade: 11, 12**

**5 or 10 Credits**

**Year Long**

**Prerequisite:** Valid Work Permit

Students acquire employability and industry specific skills through paid on-the-job experience. Students are responsible for locating their own employment. Classes are held once a week with instruction in career planning, human relations, and employability skills. The Work Experience coordinator visits job sites to evaluate the student's progress. Students submit monthly time sheets to the coordinator.

*Meets the Career Technical Education Graduation Requirement*

*SDHS, BHS*

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## **YEARBOOK/GRAPHIC PUBLICATION**

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisites:** Yearbook Advisor Recommendation

This course is designed to teach students the fundamentals of yearbook production. Students take responsibility for the organization and presentation of accurate information, copywriting, layout

design, photo taking, selection and cropping, word processing, page layout, and editing while meeting “real world” company deadlines. This course may be repeated for credit.

*Meets the Elective or Vocational Education Graduation Requirement*

*SDHS*

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## **RENAISSANCE**

**Grade: 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Teacher Recommendation

This class is designed to give students hands-on leadership opportunities and to build their leadership and communication skills. and to demonstrate the basic concepts of democratic government, leadership skills, parliamentary procedures, group processes, leadership practice and planning, and organization in practical school situations. This course may be repeated for credit.

*Meets the Career Technical Education and the Elective Graduation Requirement*

*CHS*

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## **COMPUTER-AIDED DESIGN**

**Grades 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** None

The Design with CAD (Computer Aided Design) course will provide students with an exploratory STEM elective option. Using industry-standard computers and software, students will learn computerized drawing, editing, and annotation skills to produce 2D drawings and documentation, communicate designs with 3D modeling and visualization tools, and use these models to create virtual walkthroughs and physical 3D parts using a 3D printer. This elective course will support/reinforce math skills and prepare students with applicable skills for the 21st century workplace. The course will prepare students to take the industry-recognized Autodesk Certification test.

*Meets the Elective Graduation Requirement*

*CHS*

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# **HEALTH SERVICES**

See **PHYSICAL EDUCATION** section

**ATHLETIC TRAINING**

**ADVANCED ATHLETIC TRAINING**

**PERSONAL FITNESS I**

**PERSONAL FITNESS II**

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## **INTRODUCTION TO HEALTH PROFESSIONS AND CAREERS 1/2**

**Grades 10, 11, 12**

**10 Credits**

**Year long**

**Prerequisite:** None/Completion of Intro to Health Careers

This course is designed for all students interested in seeking a career in the healthcare field. It introduces students to medical occupations and guides them to investigate the ever-changing world of healthcare. Students will develop skills and knowledge to prepare them for health careers ranging from physicians to physical therapists. Students will focus on the concepts and principles of medical ethics, societal trends of healthcare, medical terminology, and body systems.

*Meets the Career Technical Education or Elective Graduation Requirement  
Meets the University of California "G" Subject Area Requirement*

*BHS*

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# **HUMAN SERVICES**

See **FOREIGN LANGUAGE** Section

**AMERICAN SIGN LANGUAGE I**

**AMERICAN SIGN LANGUAGE II**

**AMERICAN SIGN LANGUAGE III**

**AMERICAN SIGN LANGUAGE IV**

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## **COSMETOLOGY 1/COSMETOLOGY 2**

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** None

Students prepare for the State of California Cosmetologist's License. Students learn theoretical and practical applications in haircutting, styling, coloring, tinting and bleaching, permanents, facials, and manicuring. Course requires 1600 hours of training necessary to take the California Board of Cosmetology Examination. Interested students must see a Counselor for enrollment.

*Meets the Career Technical Education Graduation Requirement*

*BHS*

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## FOODS

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** None

Foods is a beginning course in the fundamentals of cooking, food selection for health and energy, kitchen planning and equipment, and meal planning and shopping. Creative Cooking covers preparation, meal planning, nutrition, consumer buying skills, and foreign and regional cooking.

*Meets the Career Technical Education Graduation Requirement*

*BHS, CHS*

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## CSI

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** None

Upon completion of the Forensic Science course, students will have developed or be able to: Critical thinking skills and problem solving; Investigation techniques, crime scene evaluation skills; Properly collect and scientifically evaluate data; Record results of data collection and draw logical conclusions based on the evidence obtained; Communication of results of investigative work through proper channels based on the conclusions drawn; Understanding of all sciences involved in forensics including chemistry, toxicology, serology, physical science, anatomy, dental science, psychiatry, and others; Written and oral communications skills including report writing and verbal testimony; Computer proficiency and knowledge of related software; and Understanding of cultural diversity as it relates to investigations.

*Meets the Career Technical Education Graduation Requirement*

*BHS*

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## CULINARY & RESTAURANT MANAGEMENT I

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** None



This course is designed to prepare students for exciting career opportunities in the Food and Hospitality Services industry. You will get an overview of the food industry, learn about various careers in this field, proper food handling, workplace safety, employment skills, customer service skills, job training, knowledge of cooking and nutrition through classroom instruction, and hands-on experience. As an integral part of the hands-on curriculum, we will be utilizing the kitchen to cook on a weekly basis throughout the semester.

*Meets the Career Technical Education Graduation Requirement  
Meets the University of California "G" Subject Area Requirement at BHS/SDHS  
BHS, SDHS*

## **CULINARY & RESTAURANT MANAGEMENT 2**

**Grade: 11, 12**

**10 Credits**

**Year Long**

**Prerequisites:** Successful completion of Culinary & Restaurant Management 1

In this Advanced Hospitality/Foods course, we will go more in-depth into the knowledge you acquired in year 1. This will include a comprehensive look at the following areas: the food industry, employment and management, proper food handling, running a restaurant, job training, cooking, advanced culinary techniques, and nutrition through classroom instruction, field trips and hands-on experience.

*Meets the Career Technical Education Graduation Requirement  
Meets the University of California "G" Subject Area Requirement at BHS/SDHS  
SDHS, BHS, CHS*

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## **Culinary Lab Assistant**

**Grade: 12**

**10 Credits**

**Year Long**

**Prerequisites:** Successful completion of Culinary & Restaurant Management 2

In this course, students will step into the role of management. With the educator viewed as the Executive Chef of a class, the Lab Assistant will assume the role of the Sous Chef or General Manager and fulfill similar duties. The Lab Assistant will be placed in the classroom alongside an already occurring culinary course. As the course progresses the Lab Assistant will be responsible for helping with ordering food and general supplies for the class, receiving the deliveries, following safety and sanitation laws when storing all products, preparing food for demonstrations, leading with a positive professional example, and thinking critically to provide solutions to kitchen problems. Students will also research into the industry to develop an idea, and then a plan, for their future career in the hospitality industry.

*Meets the Career Technical Education Graduation Requirement  
Meets the University of California "G" Subject Area Requirement at BHS/SDHS*

## CATERING AND INTERNATIONAL CUISINE

**Grade: 12**

**10 Credits**

**Year Long**

**Prerequisites:** Successful completion of Culinary & Restaurant Management 2

This catering course is designed to provide students with a comprehensive study and experiential learning of the world's major cuisines. Various regions of the world will be researched and studied including North America, Latin America, Europe, the Mediterranean, Asia, Africa and the Middle East. Students will examine the influence of geography and climate upon the production of agriculture and available natural food sources. Sustainable practices that value local food cultures and the traditional foods and knowledge of artisans will be explored. Various preparation techniques reflecting the indigenous cooking styles will be demonstrated and practiced as an integral part of the course. Students will study patterns of family meals, current customs and food habits, and cooking techniques and equipment unique to those countries. Throughout the program, an emphasis on quality, quantity, set up, timing, service, event planning, and execution of large-volume cooking and catering will be reinforced and new skills specific to the study of international cuisine will be taught. Students will engage in cost control measures to reduce food waste and to develop menu pricing suitable for the in-school catering operation. The course will also cover career opportunities, employability skills, customer service, food costs, and inventory controls. Students at this level will engage in a hands-on food service operation and will be rotated through all the jobs. Emphasis will be on quality food preparation, teamwork, developing a critical palate, and researching current culinary trends.

*Meets the Career Technical Education Graduation Requirement  
Meets the University of California "G" Subject Area Requirement at BHS/SDHS  
BHS*

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## LAW ENFORCEMENT

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** None

Training is provided for those students who are interested in a career in law enforcement. Students have the opportunity to learn the role and responsibilities of each segment of the criminal justice system.

*Meets the Career Technical Education Graduation Requirement  
BHS*

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## Ethics and Integrity

**Grade: 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** None

Ethics is the study of how we ought to live. During the first part of this course we will consider and critique different principles and theories which purport to explain what makes an action right or wrong, and what sort of character traits we ought to develop. In the second part of the course we will investigate the status of ethical theories. In the final part of the course, we will consider some practical ethical issues such as global poverty and animal welfare.

*Meets the Career Technical Education Graduation Requirement*

*BHS*

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# **SCIENCE AND TECHNOLOGY**

See **VISUAL AND PERFORMING ARTS Section**

## **AP COMPUTER SCIENCE PRINCIPLES**

### **FILMMAKING AND ANIMATION ADVANCED FILMMAKING**

### **DIGITAL PHOTOGRAPHY**

### **VIDEO 1 (Introduction to Contemporary Media)**

### **VIDEO 2 (Creative Productions)**

### **VIDEO/VIDEO MEDIA PRODUCTION I**

### **VIDEO II**

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## **Technology Innovation and Integration**

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year**

**Prerequisites:** None

The Student Technology Innovation and Integration course is a year long elective where students will problem solve and use critical thinking skills to help troubleshoot technology issues on campus. Students will learn relevant computer skills and create media. Students will assist teachers and students becoming integral to the day to day tasks associated with running and maintaining the Media Center. Students will complete a project and digital portfolio.

*Meets the Elective Graduation Requirement  
Meets the University of California "G" Subject Area Requirement*

*SDHS*

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## SCIENCE LAB ASSISTANT

**Grade: 11, 12**

**10 Credits**

**Quarter**

**Prerequisites:** B or better in Biology or Chemistry

This course focuses on the *theories* and *scientific principles* of laboratory equipment, instrumentation, methodologies and technologies. It gives the student the necessary understanding and skills to excel in university level laboratory courses. Students will be able to competently use a variety of lab equipment and apply scientific methodologies to various lab scenarios. Students will become familiar with the *principles* behind such lab skills as creating dilutions or creating Atwood machines. In addition to learning the *scientific principles* that drive these laboratory methodologies, students also become familiar with basic science stockroom protocol, such as proper storage of chemicals and reagents, maintenance and cataloging of scientific equipment and supplies.

*Meets the Elective Graduation Requirement  
Meets the University of California "G" Subject Area Requirement at SDHS  
SDHS*

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## AUTOMOTIVE TECHNOLOGY 1

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** None

This course acquaints the beginning student with various automotive systems and components including lubrication, braking, suspension, electrical, ignition, fuel injection, and computer control systems. Students will become proficient in the safe use of tools and machinery. Students will use the latest diagnostic equipment including digital meters and computerized test equipment. Ten late-model shop cars are provided for students to perform lab work in one of the best-equipped labs in California.

*Meets the Career Technical Education Graduation Requirement*

*BHS*

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## AUTOMOTIVE TECHNOLOGY 2

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisites:** Automotive Technology I, Teacher Recommendation

This advanced course focuses on engine performance and electrical systems. This course prepares students for the diagnosis of ignition systems and computer control systems. Specific lab activities give the student experience using up-to-date testing equipment to test and diagnose late-model vehicles. This class meets for 1 period per day for 1 year. This class prepares the student for entry into the Citrus College Toyota T-Ten factory-sponsored program or similar programs.

*Meets the Career Technical Education Graduation Requirement*

*BHS*

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## AUTOMOTIVE TECHNOLOGY 3/4

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisites:** Auto 1 and 2 for Auto 3 and Auto 1, 2, and 3 for Auto 4 ASE

This advanced course focuses on independent, shop vehicle, project-based learning, or work-based learning projects. Specific lab activities give the student experience using up-to-date testing equipment to test and diagnose late-model vehicles. This class meets for 1 period per day for 1 year. This class prepares the student for entry into the automotive field. Students are prepared for working in the real world as an Automotive Technician.

*Meets the Career Technical Education Graduation Requirement*

*BHS*

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## VISUAL COMMUNICATIONS I

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisites:** None

This introductory course developed with input from graphic designers from studio-driven companies provides students with the artistic appreciation, perception, art theory and technical skills to express and produce compelling visual art. Focusing on drawing and design, students learn to plan and complete commercial art, illustration, and sculpture. These traditional skills of illustration and design are combined with state-of-the-art digital computer programs (Illustrator and Photoshop) so that students can produce art in a DVD-based portfolio of their work.

Meets the Career Technical Education Graduation Requirement

SDHS

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## VISUAL COMMUNICATIONS II

**Grade: 11, 12**

**10 Credits**

**Year Long**

**Prerequisites:** Successful completion of Visual Communications

Visual Communication II is a rigorous course preparing the serious graphic design student for entrance into college programs. Visual communication II builds on the skills learned in Visual Communication I, and is taught during the same class time as Visual Communication I. Selected topics include commercial art, design development, history of illustration, digital illustration, and Photoshop. Each student produces a portfolio including sketchbook and a DVD-based portfolio of his/her work.

Meets the Career Technical Education Graduation Requirement

SDHS

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## ADDITIONAL COURSES

Course	Site	Grade	Graduation Requirement	UC/CSU A-G Requirement	Prerequisite
Library Tech/ Media Ctr Aide *	B S	12 9, 10, 11, 12	Elective		Librarian Rec.
Office Aide *	S,B	11, 12	Elective		Office Rec.
Open Period	S, B	11, 12			Min 5 periods, 1 <sup>st</sup> 6 <sup>th</sup> , and 7 <sup>th</sup> period only
Senior Experience	C	12	Elective		
Single Survival	S	9, 10, 11, 12	Elective		
Study Skills +	S, B	9, 10, 11, 12	Elective		
Teacher Aide *	S,B	12	Elective		
AVID 9	S	9	Elective	G	None
AVID 10	S	10	Elective	G	AVID 9



AVID 11	S	11	Elective	G	AVID 9, 10
AVID 12	S	12	Elective	G	AVID 9,10,11

Site: S= San Dimas High B= Bonita High C= Chaparral High School V= Vista School

\* Check with your school site to verify the grade level offering for this course.  
+ Summer school

### LIBRARY TECHNICIAN/ MEDIA CENTER AIDE

**Grade: 9, 10, 11, 12 (SDHS)  
12, (BHS)**                      **5 or 10 Credits**                      **Semester or Year**

**Prerequisite:** Library Clerk Recommendation

Student librarian technician aides will learn the language of the library, how to find and store resources in the library, how to process and mend materials, how to create MARC records of materials, and how to use library software. This course may be repeated for credit at SDHS. Grade will be assigned as Pass/Fail. Requires parent waiver.

*Meets the Elective Graduation Requirement*

*SDHS, BHS*

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### OFFICE AIDE

**Grade: 11, 12 (SDHS)  
12 (BHS)**                      **5 or 10 Credits**                      **Semester or Year**

**Prerequisite:** Office Recommendation and good attendance; A-G eligible

Students receive office training and work experience in the various school offices. This course may be repeated for credit. Grade will be assigned as Pass/Fail. Requires parent waiver.

*Meets the Elective Graduation Requirement*

*SDHS, BHS*

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### OPEN PERIOD

**Grade: 11, 12**                      **0 Credits**                      **Semester or Year**

**Prerequisite:** Must be enrolled in 5 courses; A-G eligible

This course is available during 1<sup>st</sup>, 6<sup>th</sup> and 7<sup>th</sup> periods only.

*SDHS, BHS*

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### SINGLE SURVIVAL

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year long**

**Prerequisite:** None

This course is designed to help high school students master necessary survival skills as they approach graduation and prepare for the transition into the world as a single adult. Selected topics include self awareness, decision making skills, money management and budgeting, relationship and social issues, etiquette, clothing purchase and care, and food preparation and nutrition.

*Meets the Elective Graduation Requirement*

*SDHS*

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### STUDY SKILLS

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year long**

**Prerequisite:** None

Students learn how to become organized and prepared for each class in which they are enrolled. Students will improve academic performance by utilizing study skill techniques such as reading logs, homework calendars, notebook organization, tutorials and test taking practice. Class is offered during summer school.

*Meets the Elective Graduation Requirement*

*SDHS, BHS (summer school only)*

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### TEACHER AIDE

**Grade: 11, 12**

**10 Credits**

**Semester or Year**

**Prerequisite:** Teacher Recommendation; A-G eligible

This course is open to students interested in assisting instructors in routine tasks. Juniors and seniors can also serve as tutors in subject areas. This course may be repeated for credit at SDHS. Grade will be assigned as Pass/Fail. Requires parent waiver.

*SDHS, BHS*

**AVID 9**

**Grade: 9**

**10 Credit**

**Year**

**Prerequisite:** Teacher Recommendation

The AVID Elective class is designed to prepare students to qualify and apply to four-year universities/colleges. Students enrolled in this program are assigned an AVID elective teacher every year until graduation. In addition, students are required to make oral presentations to the class on topics related to career searches, college entrance, contemporary issues, and social concerns.

*Meets the Elective Graduation Requirement*

*SDHS*

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**AVID 10**

**Grade: 10**

**10 Credits**

**Year**

**Prerequisite:** Teacher Recommendation

The AVID Elective class is designed to prepare students to qualify and apply to four-year universities/colleges. Students enrolled in this program are assigned an AVID elective teacher every year until graduation. In addition, students are required to make oral presentations to the class on topics related to career searches, college entrance, contemporary issues, and social concerns.

*Meets the Elective Graduation Requirement*

*SDHS*

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**AVID 11**

**Grade: 11**

**10 Credits**

**Year**

**Prerequisite:** Teacher Recommendation

The AVID Elective class is designed to prepare students to qualify and apply to four-year universities/colleges. Students enrolled in this program are assigned an AVID elective teacher every year until graduation. an elective teacher and remain with this teacher every year until graduation. In addition, students are required to make oral presentations to the class on topics related to career searches, college entrance, contemporary issues, and social concerns.

*Meets the Elective Graduation Requirement*

*SDHS*

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## **AVID 12**

**Grade: 12**

**10 Credits**

**Year**

**Prerequisite:** Teacher Recommendation

The culminating AVID Elective course is designed to prepare students to qualify and apply to four-year universities/colleges. Students enrolled in this program are assigned an AVID elective teacher every year until graduation. In addition, students are required to make oral presentations to the class on topics related to career searches, college entrance, contemporary issues, and social concerns.

*Meets the Elective Graduation Requirement*

*SDHS*

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