



High School Course Catalogue

2018-19

LONG BEACH UNIFIED SCHOOL DISTRICT

HIGH SCHOOL

Course Catalogue

2018-19

This guide contains a listing of most of the regular courses offered in the high schools of the Long Beach Unified School District. A course matrix (grid) begins each section indicating the projected offerings at each high school. A description of the courses follows the grid. All high schools offer all required courses, however electives vary from site to site. It is also possible that a school may offer a course not included in this guide.

Long Beach Unified School District

Christopher J. Steinhauser, Superintendent of Schools

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High School Planner/Schedule of Courses

Student Name: _____

Parent Signature: _____

Career Interests: 1. _____ 2. _____ 3. _____ Undecided _____

Post High School Plans:

- University of California
- California State University
- Other four-year college or university
- Community College, academic
- Community college, vocational/technical
- Attend trade/business school
- Apprenticeship training program
- Work full-time/part time, no school
- Military Service
- Full time homemaker
- Other plans
- Undecided

The University of California and California State University systems have specific subject requirements for freshman admission. In addition, the National Collegiate Athletic Association (NCAA) has initial eligibility requirements for students who wish to participate in post-secondary athletics.

Please consult with your child's counselor regarding these requirements as you plan your four years of high school.

LBUSD Graduation Requirements and LBUSD Graduation Worksheet Checklist: [Click Here](#)

LONG BEACH
UNIFIED SCHOOL DISTRICT

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HS Graduation Requirements

LBUSD Graduation Requirements

-- Select Your Graduating Year --
Go!



LBUSD Graduation Worksheet Checklists

-- Select Your Graduating Year --
Go!

Department Address

1515 Hughes Way
 Long Beach, CA 90810

Department Phone

(562) 997-8455

University of California & California State University Subject Area Requirements

The following sequence of 15 year-long high school courses is required by the University of California and California State University systems for high school students to be minimally eligible for admission. At least 7 of the 15 courses must be taken in the last two years of high school. These courses also illustrate the minimum level of academic preparation students need to achieve in high school to undertake university level work.

These college entrance requirements, also referred to as the "a-g" requirements, can be summarized as follows:

- A History/Social Science** - Two years required, including one year of world history, cultures, and geography and one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government.
- B English** - Four years of college preparatory English that include frequent and regular writing, and reading of classic and modern literature.
- C Mathematics** - Three years of college preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.
- D Laboratory Science** - Two years of laboratory science providing fundamental knowledge in at least two of these three disciplines: biology (which includes anatomy, physiology, marine biology, etc.), chemistry, and physics or three years of integrated science.
- E Language Other Than English** - Two years of the same language other than English.
- F Visual & Performing Arts** - One year, including dance, drama/theater, music, or visual art.
- G College-Preparatory Electives** - In addition to those courses required in "a-f" above, one year (two semesters) of college-preparatory electives are required, beyond those used to satisfy the requirements above, or courses that have been approved solely for use as "g" electives.

NCAA Eligibility

ATHLETIC ELIGIBILITY REQUIREMENTS NCAA Initial Eligibility

Students who want to pursue athletics at any postsecondary institution must complete specific requirements. The National Collegiate Athletic Association (NCAA) is the athletic governing body for 1,280 colleges and universities. Their academic standards include high school graduation, a "core" GPA, a target SAT or ACT score, successful completion of approved "core" courses and all other college admissions requirements.

Core Courses: NCAA Division I requires 16 core courses as of August 1, 2008. This rule applies to any students

first entering any Division I college or university on or after August 1, 2008. See the chart below for the breakdown of this 16 core-course requirement. NCAA Division II requires 14 core courses. See breakdown for core-course requirements below. Please note that Division II will require 16 core courses beginning August 1, 2013.

Division I For the Class of 2008 and beyond 16 core courses

- 4 years of English
- 3 years of mathematics (Algebra 1 or higher)
- 2 years natural/physical science (1 year of lab if offered by the high school)
- 1 year of additional English, mathematics, or natural/ physical science
- 2 years social science
- 4 years of additional core courses (from any area above, world (foreign) language or non-doctrinal religion/ philosophy)

Division II August 1, 2013 and After 16 Core Courses

- 3 years of English
 - 2 years of mathematics (Algebra I or higher)
 - 2 years of natural/physical science
 - 3 years of additional English, mathematics or natural/physical science
 - 2 years of social science
 - 4 years of additional core courses (from any area above, world I(foreign) language or non-doctrinal religion/ philosophy)
- * Beginning August 1, 2016, NCAA Division I will require 10 core courses to be completed prior to the seventh semester (seven of the ten courses must be a combination of English, math or natural/physical science that meet the requirements).

Grade Point Average

Only core courses are used in the calculation of the grade point average for NCAA Initial Eligibility. Students applying for a Division I school, please view the Sliding Scale A (for students enrolling before August 16th, 2016). If you are enrolling after August 16th, 2016, a student must have a 2.000-2.299 in order to be eligible to **receive athletics aid and practice** at a Division I school. If a student wants to be eligible for **competition** at a Division I school, they must have a minimum GPA of 2.3. Please see Sliding Scale B on the NCAA website to determine your GPA eligibility. Students who are interested in applying to a Division II school are required to have a minimum 2.0 GPA. The Sliding Scales can be found at the website listed below. Be sure to look at your high school's list of NCAA-approved core courses on the Eligibility Center's website to make certain that courses being taken have been approved as core courses. The website is www.eligibilitycenter.org. Please note that NCAA core course eligibility is also indicated after each course description in this guide.

It is the responsibility of the student to file for athletic certification usually by the beginning of the senior year. Any questions should be directed to the Head Counselor at the school site, or contact NCAA at (877) 262-1492.

High School Descriptions

THE COMPREHENSIVE HIGH SCHOOL

The high schools of the Long Beach Unified School District are four-year comprehensive high schools. This means that they offer a wide range of subjects to meet students' greatly varying needs and interests. Comprehensive high schools have adopted the Linked Learning approach to ensure that every student becomes a responsible, productive citizen in a diverse and competitive world.

Linked Learning transforms students' high school experience by bringing together strong academics, demanding technical education and real-world experience to help students gain an advantage in high school, postsecondary education and careers. In the Linked Learning approach, students follow industry-themed pathways in a wide range of fields, such as engineering, arts and media, biomedicine and health. These pathways connect learning with students' interests and career aspirations, leading to higher graduation rates, increased postsecondary enrollments, higher earning potential and greater civic engagement. Used in schools throughout California, this integrated approach helps students build a strong foundation for success in college and career—and life.

The four principles that form the foundation for this approach are:

1. Pathways prepare students for BOTH postsecondary education and careers – both objectives, not just one or the other.
2. Pathways connect academics to real-world applications by integrating challenging academics with a demanding technical curriculum.
3. Pathways lead to a full range of postsecondary and career opportunities by eliminating tracking and keeping all options open after high school.
4. Pathways improve student achievement.

The critical components of this approach adopted by Long Beach high schools include:

1. A challenging academic component that prepares students for success – without remediation – in California's community colleges and universities, as well as in apprenticeships and other postsecondary programs.

2. A demanding technical component that delivers concrete knowledge and skills through a cluster of technical courses, or through the integration of technical concepts into the academic core.
3. A work-based learning experience that offers opportunities to learn through real-world experiences that complement classroom instruction.
4. Support services that include counseling as well as additional instruction in reading, writing, and mathematics to help students succeed with a challenging program of study.

To provide the flexibility which adequately meets such multiple needs, the high schools offer a wide range of subjects beyond those required for high school graduation. They provide counseling and guidance services and many opportunities for students to prepare for advanced training in academic and in skilled and semi-skilled occupational fields.

LINKED LEARNING

High schools in Long Beach Unified School District have adopted the Linked Learning approach, often in Smaller Learning Community (SLC) structures. In this model, students are grouped together in cohorts based on interest and share teachers and classes over the course of their four years at the school. Each SLC (aka, Pathway Program) is organized around one of 15 broad industry themes identified by the California Department of Education as high need and highly employable. Those SLCs that have not chosen a specific affiliation have infused the career readiness components (common to all industry) into their academic course of study. [Click here for more details.](#)

California District Initiative – Beginning in 2009, LBUSD implemented Linked Learning pathways as a primary district strategy for high school transformation to improve student outcomes. LBUSD was one of nine districts across California to pilot Linked Learning with funding provided by the James Irvine Foundation.

Mentor District for Linked Learning Pilot Program—Beginning in 2014 LBUSD served as a mentor district to the San Diego regional consortium of five school districts across the county. LBUSD provided mentorship and professional development to supporting the districts

implementation of Linked Learning. This pilot program was funded by the James Irvine Foundation.

California Career Pathways Trust – The Career Pathways Trust program is designed to help students stay in school and move toward college and employment in high-paying jobs. LBUSD was a recipient of two awards; the first grant will focus on health sciences and medical technology supported by partners including Long Beach Memorial Medical Center, Molina Healthcare, Kaiser Permanente and St. Mary Medical Center. The second grant is a consortium led by Long Beach City College, with a focus on engineering and advanced manufacturing.

Graduation Requirement

For specific HS Graduation Requirements by graduation year, [click here](#).

CREDITS

Definition of Credit: Students receive credit based on the number of courses taken each year. Successful completion of year courses earns ten (10) credits, semester courses earn five (5) credits, and quarter courses earn two and one-half (2.5) credits. Students are generally required to take six courses per semester, therefore, most students earn an average of sixty (60) credits per year.

Basis for Credit: Credit in any course is based upon satisfactory participation in the activities of the classroom, satisfactory achievement in the subject, satisfactory educational growth, and satisfactory attendance. Students must receive a "D" or better grade in a course to receive credit.

Early Graduation:

A petition must be filed with the head counselor and have the approval of the parents and principal, before final approval by the High School Office.

Credit from Other Institutions: Transferable credits coming from any school outside of the Long Beach Unified School District may not exceed a maximum of 80 credits per year or 20 credits in summer school.

Credit from non-accredited private schools/programs must be approved by an ad hoc Committee on Credits (maximum of five credits per semester course; ten credits per two-semester course).

Private School World (Foreign) Language Instruction: Students may receive credit for satisfactory completion of world (foreign) language courses taken at approved private language schools. Official transcripts or other equivalent documents must be submitted to the counseling office of the high school in order to establish credit allowance.

Work Experience Education: Work experience education is a partnership between community and school, providing opportunities for juniors and seniors 16 years of age or older to discover their career interests and aptitudes by doing "real" work. The business

community becomes the classroom. The maximum number of semester periods of credit allowable for work experience is 30. Summer school work experience, maximum of 10 credits, is counted as part of the credit maximum.

Credit for Courses Being Repeated: Students may receive credit only once. Students receiving at least a grade of D and repeating a course receive a grade but no credit for the second course. Students repeating a course they have failed will receive both grade and credit provided they pass the course a second time. When courses are repeated both grades will be included on the student's permanent transcript.

Credit from a Community College or University:

Students may enroll in a college course if it is for (1) enrichment in either scholastic or vocational work or (2) if the student is participating in American Field Service as an exchange student and must complete U.S. requirements before leaving. There are special circumstances that are provided for dual credit when students are taking courses at Long Beach City College, please talk with your counselor for more information. Upon successful completion of the course, credit will be applied toward high school graduation at the rate of 3 1/3 (three and one-third) semester periods for each credit earned in college. For further information, students should see their counselor.

Credit for Independent Study: Except for the off-campus study program, District high schools will grant credit for independent study to a maximum of 20 credits per school year toward course requirements for graduation under conditions approved by the District, provided that students meet the requirements established by district standards. The schools will grant additional credits for independent study in elective subjects. Interested students may obtain details from the school counseling office.

Incoming Senior Transfer Students: It is the policy of the Long Beach Unified School District not to grant a diploma to a student who enters a local high school later than the fourth week of the final semester of the school year. Instead, grades earned in a school in this district are sent to the student's previous school, and the diploma is issued by the previous school.

Seniors transferring to Long Beach schools will have their credits checked and their graduation applications reviewed as soon as transcripts are available.

Class Withdrawal: The following guidelines are used at every high school in the Long Beach Unified School District:

Withdrawals during the first four weeks of a semester (first 20 days) – Student receives no credit and no grade. No record is made on the student's Cumulative Record. A student may drop a class by bringing a note signed by the parent requesting the program change to his/her counselor. For students withdrawing from the school, no record of enrollment is made other than dates of entrance and withdrawal.

Withdrawals during the middle weeks of a semester – Student receives no credit and no grade. Any class dropped after the fourth week of a semester requires the approval of a student's parent and counselor. Any student who drops a class after the six (6) week drop period will receive an "F" on his/her semester report card for that class. Students withdrawing from the school receive the grade that has been earned up to the date of withdrawal. The grade is recorded and the receiving school will determine credit status.

Withdrawals during the last four weeks of a semester (last 20 days) – Student receives a grade of "F" (unless moving on to another school) and the date of withdrawal is also recorded on the student's Cumulative Record. No credit is given unless granted by the school. If illness warrants a grade of Incomplete, the student will be expected to complete the remaining work to receive an official grade by the end of the following quarter. A grade of "F" will be given should the incomplete not be cleared. Students withdrawing from the school receive the grade that has been earned up to the date of withdrawal. The grade is recorded and the receiving school will determine credit status.

Students and their parents are counseled on the benefits of remaining in a course for the duration of the semester. The student's continued participation in the course may increase his/her opportunity for success when the course is retaken. Required courses must be repeated regardless of whether a student withdraws or receives a grade of "F". Thus the additional knowledge gained from remaining in the course is helpful.

Transfer Grades: See school counselor for policies regarding transfer grades.

Changes in Program: At the time of course selection and again at pre-registration in August, students are provided counseling regarding the choice of elective subjects. It is therefore expected that they will continue with such choices through the semester. Requests for

changes based on likes or dislikes of teacher or class members are not acceptable. In those few cases where extreme conditions exist, a change may be approved. Unless and until such a permit is issued, the original program must be followed, and any absence occurring without a permit will be considered a truancy and treated accordingly.

GRADES

Grade Points: Grade points are used in determining scholarship excellence and rank in class. Points are earned as follows: A = 4 points, B = 3 points, C = 2 points, D = 1 point, F = 0 point

Honors-level courses [i.e., Advanced Placement (AP), International Baccalaureate (IB) and regular honors] may be awarded extra points by the college/university. Grades in physical education, military science, and naval science are not included in computation of academic grade point average, except for co-curricular eligibility purposes.

Meaning of Grades: *Academic Subject Grades:* A = superior (90-100%); B = above average (80-89%); C = average (70-79%); D = barely passing (60-69%); F = failure (0-59%) NC = no credit; I = incomplete; P = passing (in designated pass-fail courses); PR = passing-rest (in Adapted Physical Education)

Conduct Grades: E = excellent; S = satisfactory; N = needs to improve; U = unsatisfactory.

A grade of no credit (NC) may be given only with the principal's approval, and only under the following circumstance: when failure to complete the work of a course is due to an excused absence so late in the semester that there is not sufficient time in which to make up the work. It is also used when a student is new to the district and their records are not available.

Grades given at mid-semester cover work done from the beginning of the semester to the date of the report. Grades given at the end of the semester cover work done for the entire semester.

Grades of "D" in academic subjects are not accepted by colleges or universities as meeting specific subject requirements.

Grade Point Averaging: Grade point average is calculated by taking all of the grades that a student has earned, which in turn is translated into a numerical figure. That figure is divided by the number of courses that the student took and the GPA is computed.

Grade Point Averaging example:

English: A (4 pts)	PE: C (2 pts)	12 points divided by 6
Physical Science: C (2 pts)	Algebra: D (1 pt)	classes =
Spanish: B (3 pts)	Health: F (0 pts)	2.0 GPA

Students have both a total GPA and an academic GPA. The total GPA takes into account every course that the student has taken. The academic GPA does not count physical education (including Military/Naval Training) or courses in which the student serves as an aide or assistant. It is also important to note that there are no extra points given for Honors or Advanced Placement courses in the Long Beach Unified School District.

Many colleges and universities choose to weigh grades during the admission process. Whether students are given extra points at that time or not, these advanced courses are important to take if attending a postsecondary institution is a future goal.

Student Ranking:

There are many ways to evaluate a student's progress and academic rigor in high school. A thorough review of a student's transcript, reflecting the pattern of challenging coursework, college admission exams, teacher/ counselor recommendations and personal statements or essays give a full and comprehensive picture of a student's growth and performance in high school, as well as readiness for college-level work. The Long Beach Unified School District does not report a student's class rank or standing, nor estimate either, to colleges, universities, military academies, scholarship organizations, or other outside agencies.

Eligibility Requirements for Participation in Extra-Curricular and Co-Curricular Activities:

Extra-curricular and co-curricular activities enrich the education and social development and experiences of students. These activities neither replace nor interfere with the prescribed course of study. Extra-curricular activities are not part of the regular school curriculum, are not graded, do not offer credit and do not take place during classroom time. Co-curricular activities are programs that may be associated with the curriculum in a regular classroom. To be eligible to participate or represent the school in extra-curricular and/or co-curricular activities, students must demonstrate satisfactory progress in the previous grading period, including but not limited to (a) maintenance of a minimum of 2.0 grade point average on a 4.0 scale. A "C" average shall not be considered a 2.0 equivalency, (2) maintenance of minimum progress toward meeting high school graduation requirements. Classes taken during the summer session will be credited to the grade point average of the immediately preceding semester for eligibility purposes. In the event an extra/co-curricular activity is conducted during the summer, and the student has no summer school grades to consider, a student's eligibility status will be determined by the grade point

average or truancy record at the end of the immediately preceding semester. Students must be in attendance at least 1/2 the school day of the extra/ co-curricular activity to be eligible to participate on the day of the activity. If the activity falls on a non-school day, the student must have attended the last regularly scheduled full day of school to be eligible to participate in the activity on the non-school day unless the student has a legitimate excuse arranged at least 24 hours before the activity.

Unsatisfactory Achievement: When it becomes evident to a teacher that a pupil is failing a course (less than a grade of "C"), a written report will be provided to the student and parent. This notice of failing/unsatisfactory work is issued to warn the student that extra effort is needed in order to pass the course. It must be sent no later than the fourteenth week of the semester.

Also, at any time during the school year, a teacher may contact a parent by telephone, note, or arranged conference for the purpose of discussing a student's progress and to suggest how the student may improve.

Withholding Grades, Diplomas and/or Transcripts:

Education Code 48904b states that any school district or private school whose real or personal property has been willfully cut, defaced, or otherwise injured may, after affording the pupil his or her due process rights, withhold the grades, diploma, and transcripts of the pupil responsible for the damage until the pupil or the pupil's parent or guardian has paid for the damages. This code has been amended to provide for the withholding of grades, diplomas, or transcripts if a student fails to return borrowed school property upon demand from school authorities.

Changing a Final Grade: Per California Education Code 49066, a grade given to a student for any course of instruction shall be final and can be changed only by the teacher who gave the grade. In addition, "no grade of a pupil participating in physical education may be adversely affected due to the fact that the pupil does not wear standardized physical education apparel where the failure to dress arises from circumstances beyond the control of the pupil." Should an issue arise concerning a grade, the school principal should be contacted only after the issue has been discussed with the teacher and no resolution was achieved. A grade change must be initiated and completed within one semester of when the student receives the disputed grade.

Regulations Prohibiting Discrimination

Nondiscrimination Statement: The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities. The Board prohibits, at any district school, or school activity, unlawful discrimination, harassment, intimidation, and bullying of any student based on the student's actual or perceived race, color, ancestry, national origin, immigration status, nationality, ethnic group identification, ethnicity, age, religion, actual or potential marital, parental or family status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; or association with a person or group with one or more of these actual or perceived characteristics.

The Long Beach Unified School District prohibits unlawful discrimination, harassment, intimidation, and bullying of any student or employee based on the above characteristics. [View the Long Beach Unified School District's Board Policies regarding Non-Discrimination](#) or [information regarding Title IX, Title II, Title V and 504 plans](#), which protect against discrimination.

If you believe you have experienced discrimination, bullying, or harassment, immediately contact the school principal of the involved site and/or the Director, Office of the Deputy Superintendent of Education Services at (562) 997-8108 to report the incident and/or to file a complaint. The LBUSD [Uniform Complaint Procedure](#) policy and forms are available online as well as in all school and district offices.