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VISION STATEMENT AND EXPECTED SCHOOLWIDE LEARNING RESULTS

Santa Cruz High School is a learning community that fosters intellectual curiosity and growth, creativity, respect, integrity and responsibility. As a school community we embrace diversity and take action to ensure successful futures for ALL students.

Expected Schoolwide Learning Results

Students will be . . .



Solution seekers who:

- define problems;
- propose, try out and analyze options;
- collect and analyze data and information; and
- draw conclusions.



Communicators who:

- listen to understand;
- comprehend what they read;
- speak with clarity of meaning;
- convey ideas in written and visual form; and
- use technology to process information.



Highly motivated students who:

- use feedback to self-evaluate and improve their work;
- manage time and resources to meet deadlines;
- learn to use skills to master subject area content; and
- set post high school goals and take action to reach them.



Self aware, respectful, responsible individuals who:

- collaborate with others to produce quality work;
- demonstrate understanding of diverse points of view and experience;
- connect learning to themselves, the community and the environment; and
- participate responsibly in the community beyond the school.

Important Locations on Campus

Activities & Leadership – located in room 58

- find out about clubs
- plan an event or fund raiser
- find out about leadership class
- find out about dances and formals

Athletic Director

Erik Redding in the Security Office

- get information about joining an athletic team (i.e. dates for try-outs, how to contact a coach, etc.)
- get information about games or meets
- find out about eligibility requirements

Attendance Office – located on the main floor, first door on the left at the main entrance

- turn in notes regarding attendance or tardiness
- obtain a pass to go off campus for an appointment
- get a printout of your attendance
- get and turn in “Teacher Verification” form to clear mistaken absences
- check out of school if going home ill
- request homework if absent
- sign up for infinite campus

Counseling & Career Center – located on the main floor, down the left hall from the main entrance

- discuss personal issues with a counselor
- support with academic planning
- get information about alternative programs
- get info. about college testing (SAT, ACT)
- check-out postings for jobs or volunteer work
- get information about ROP classes
- get information about colleges and admissions requirements
- get information about technical schools
- get information about tutors
- get copies of transcripts
- apply for Work Permits
- obtain parking permit applications

Finance Office – located on the bottom floor near the California Street entrance

- pay for lost or damaged text books, class materials, uniform or athletic fees, ASB stickers, yearbooks, and PSAT and AP tests

Health Office – located on the main floor, turn left down the hall from the main entrance

- report here if you feel ill or have an injury
- obtain bandages and ice for wounds
- obtain and file a form to keep medications on campus

Library & Computer Lab – located in the library

- use a computer for word processing or Internet research (Students must first turn in a signed “Acceptable Use Policy”)
- check out books with your student ID

Main Office

Assistant Principal’s Office – located on the main floor, door on the right near the main entrance

- get homework if suspended
- get scholarship information
- ask general questions or seek general support
- turn in found items
- have an item delivered to a student or teacher
- shadow a student
- medical or illness support if the health office is closed
- pick up confiscated cell phones or music players
- questions about discipline issues
- pick up PSAT results
- pick up ASB card

Principal’s Office– located on the main floor, down the right hall from the main entrance

- make an appointment with the principal
- sign up for facilities use

Security Office – located on the bottom floor near the entrance from the math & science building

- check for lost items
- report a theft, crime, or conflict
- report rumors of a fight or security concern
- problems with a locker

Textbook Room – located on the bottom floor halfway down the main hall

- check-out and return textbooks

SCHEDULING INSTRUCTIONS PROCEDURES, REGULATIONS & GUIDELINES

PROCEDURES

1. **Make a tentative list** of courses for all future high school years. Include requirements and electives. You will have opportunities each year to make changes.
2. **List the course numbers of the classes on your worksheet that you plan to take next year.** Realistic and acceptable alternatives must also be listed. Discuss your choices with your parents and obtain their approval.
3. **Turn in and discuss your course selections with your counselor.** These courses will become your schedule unless you and your counselor make changes with written permission from a parent or guardian.
4. **It may be necessary for the school to change your selections** because of:
 - a. Ineligibility (past grades, test scores teacher recommendations, year in school)
 - b. Over-subscribed courses
 - c. Conflict in schedule (two or more classes taught at same time)
 - d. Cancelled classes due to lack of enrollmentOrdinarily, you will be contacted and these changes will be discussed with you. However, if you are not available or time does not permit, a change will be made based upon the alternatives you have listed and what appears to be appropriate for your best interests.
5. **Choose classes carefully.** The master schedule is designed around student choices. Courses and the numbers of each offered are determined by what students request and every effort is made during the summer to provide students with a schedule based on their requests, meeting teacher contracts, and balancing classes. Therefore, students are committed to their schedule requests unless there are extenuating circumstances.

REGULATIONS

1. **All students must take a minimum of six classes (three classes each term).** The normal school day is period 1 through 3 for juniors and seniors and 2 through 4 for freshmen and sophomores. Students may take up to eight classes in a year.
2. **All classes receive 10 credits** per semester or 5 units per term with a passing grade. Some courses such as school service or some fine arts courses may give variable credit based on time committed to the course work.
3. **All course selections run for two terms. The exceptions are: Power/Auto Mechanics, Psychology/Sociology, and American Govt./Economics** which are a combination of two term courses taught back-to-back.
4. **Grade/Course Prerequisites:** Success in many courses is dependent on previous course and grade prerequisites. Some prerequisites can be met by a department signature and/or recommendation. Please refer to the prerequisites listed within the course descriptions in this guide.
6. **Courses with the title “Sheltered”** are classes that are taught by teachers who have been trained to teach to a variety of learning styles and are designed to support students with limited English skills.
7. **Dropping courses:** Because the master schedule is designed on course requests and because course requests are based on the educational needs and interests of students, students are not generally allowed to drop classes. The exception to this is a student who is placed in a class who did not meet the prerequisite.

SANTA CRUZ HIGH SCHOOL GRADUATION REQUIREMENTS

<u>COURSE</u>	<u>Credits Required</u>
English	40
Fine & Applied Arts	25
10 credits must be fine arts	
5 credits must be applied arts	
10 credits may be from fine or applied arts and/or world language	
9th Grade Core (health/technology)	10
Earns 5.0 Health and 5.0 General Education credit or Applied Art if a portfolio is successfully completed	
Mathematics	
• Algebra (or equivalent)	10
• Mathematics	10
PE	20
Science	
• Life	10
• Physical	10
Social Studies	
• World Civilizations (10th grade)	10
• US History (11th grade)	10
• American Government (12th grade)	5
• Economics (12th grade)	5
 Additional elective credits	 65
 Minimum credits required to graduate	 230

Courses equal 5 credits per term and 10 credits per semester for passing grades

In addition to the above course and unit requirements,

- *All students must pass the California High School Exit Exam in English and Math.*
- *All students must successfully complete a Language Arts Portfolio.*

Graduation requirements beyond course work CAHSEE and Language Arts Portfolio requirements

In addition to the successful completion of coursework, the California High School Exit Exam (CAHSEE) and an English Language Arts Portfolio are both required for graduation.

The CAHSEE includes a test in English Language Arts and a test in math. Students pass the tests with a score of 350 out of a possible 450. Students have their first opportunity to pass the test in February of their sophomore year. Students who fail one or both tests have two opportunities as juniors and four opportunities as seniors to pass the test. Once a test has been passed it does not need to be taken again. Juniors and seniors that have not completed the requirement are provided opportunities to remediate in class or individually with the support of printed and Internet curriculum. Additional information about the CAHSEE can be found at:

<http://www.cde.ca.gov/ta/tg/hs/resources.asp>

The Language Arts Portfolio requirement is a district requirement. It is designed to ensure that graduates meet at least tenth grade standards in the areas of reading and writing. The portfolio includes six entries assessed on a 5 point rubric. Students are required to complete four of the six entries with an average rubric score of 3.5. The six entries are:

1. Reading Informational Materials & Public Documents
2. Control of Conventions (the mechanics of writing)
3. Report or Narrative
4. Quantity, Range, & Depth of Reading
5. Persuasive Essay
6. Response to Literature

The six entries are embedded in the English curriculum. Students are provided opportunities to complete three of the entries as freshmen and the remaining three as sophomores. Students who have not completed four entries with a minimum average of 3.5 by the end of their sophomore year will continue to work on the entries in their junior and senior English classes.

Parents receive notice regarding portfolio progress in a variety of ways. Students who have not successfully completed three entries at the end of the freshmen year and six at the end of their sophomore year will receive a comment on their report card stating “poor portfolio progress”. Parent letters will also be sent home at the beginning of the junior and senior year.

Special Education students and English Language Learners may qualify for a modified portfolio requirement determined by a their IEP team and/or Language Review Team.

Students who do not attend Santa Cruz City Schools for the full four years will also have a modified requirement; two entries with an average score of 3.5 will be required for each year of attendance for the freshman through junior year.

SCHS Graduation Requirements, 2-year and 4-year College Prep Requirements

SANTA CRUZ HIGH SCHOOL: GENERAL EDUCATION / VOCATIONAL TECHNICAL COURSES									
Department	Credit	X box when course has been successfully completed—when successfully passed, each box is equal to 5.0 credits							
English	40	Eng 1 9 th	Eng 1 9 th	Eng 2 10	Eng 2 10	Am Lit 11	Am Lit 11	Eng 12	Eng 12
Social Studies	30	WC 10 th	WC 10 th	USH 11 th	USH 11 th	Govt 12 th	Econ 12 th		
Fine/Applied Art	25	Fine	Fine	Appl	F/A/ WL	F/A/ WL			
Math	20	Alg. 1	Alg. 1						
Science	20	Phys	Phys	Life	Life				
PE	20	Core PE-9	Core PE-9	PE Elec.	PE Elec.				
9th Grade Core	10	Health /Tech	Health/ Tech	Both quarters must be passed to earn the required 5.0 credits of Health. In order to earn 5.0 Applied Art credits, students must successfully complete a technology portfolio.					
Selectives*	65								
Additional Requirements		CAHSEE English Test		CAHSEE Math Test		English Language Arts Portfolio			

F = Fine Art
A = App Art
WL = World Language

*The above subject requirements equal 165 credits. The remaining 65 selective credits, to total a minimum of 230, may be taken in subject areas that will best prepare students for their specific post graduation plans. NOTE: Fine Arts are courses in art, music, and drama. Applied arts are courses in business and industrial arts, which includes the Regional Occupational Program (R.O.P.), and Work Experience courses.

COMMUNITY COLLEGES--CABRILLO COLLEGE

Students planning to attend a community college (C.C.) after graduation should plan their high school classes to best prepare for the particular **vocational** or **transfer** program they intend to complete at the community college. Community colleges will accept any student upon high school graduation or after turning eighteen. Students may attend C.C. for the purpose of completing a one- or two-year vocational program or completing the required 60 units (approx. 2 years if attending full time and following the appropriate curriculum) of general education course work for eventual transfer to a four-year university as a junior. A community college, such as Cabrillo, is an affordable and excellent alternative way to complete the first two years of college. **Students who intend to transfer to four-year universities are encouraged to meet as many of the university subject requirements (described below) as possible while still in high school.** Such classes will provide the best preparation for taking the Cabrillo College Assessment Tests, which will determine the level of English and math class the student can enroll in when entering Cabrillo. The goal is to enter a community college ready to take college level courses that prepare the student for a wide variety of academic options. See your counselor for more information.

NOTE: All college prep classes must have a grade of 'C' or better. See a SCHS Counselor for assistance if needing to remediate a "D" or "F" in a college prep class.

CALIFORNIA STATE UNIVERSITY AND UNIVERSITY OF CALIFORNIA Minimum Subject Requirements

Department	Credits	4 box when course has been successfully completed			
a. HISTORY/SOCIAL STUDIES	20	W C	W C	USH	USH
b. ENGLISH (4 years of college prep English are required)	40				
c. MATH (Alg. 1, Geom., Alg. 2; or Math Academy 1 & 2—3 yrs. of math req./4 yrs. recommended)	30				
d. LAB SCIENCE (Biology and Chemistry or Physics—2 yrs.req/ both Physics and Chemistry are recommended)	20				
e. FOREIGN LANGUAGE (2 yrs required/ 3 yrs recommended--must be in the same lang.)	20				
f. VISUAL & PERFORMING ARTS	10				
g. COLLEGE PREP ELECTIVES*	20	Econ	Govt		

*In addition to the above subject requirements, both university systems require two terms on our block schedule (the equivalent of 1 year) of category "g" College Prep Electives to be chosen from the following subject areas: history, psychology, sociology, English, advanced math, lab science, world language, and fine arts. Consult the SCHS approved "a-g" course list.

Indicates courses required for graduation from Santa Cruz High School that also meet university minimum subject requirements if the course work is college prep level and passed with a "C" grade or better.

Santa Cruz High School 2011-12
UC and CSU Approved College Prep Subject Requirements

NOTE: Only the underlined “a-e” category courses will receive an extra honor point when the GPA is recalculated by the university: A=5, B=4, C=3.

“a” – HISTORY

American Government
Special Studies: Amer. Government
U. S. History
U.S. History-Honors
U. S. History (AP)
World Civilizations
World Civilizations, Intensive

“b” - ENGLISH

Courses with an (*), allow 1 unit with other English ESL, Shel, etc. courses

Amer. Lit. Experience (also sheltered*)
American Literature (H)
English 1 (also sheltered*)
English 1, Intensive
English 2 (also sheltered*)
English 2, Intensive
English Composition
English Literature (AP)
English Language & Composition (AP)
Special Studies in English
Transitional English*
World Literature (also sheltered*)
*Students may use only one year of ELD or Sheltered

“c” - MATHEMATICS

(Courses with (♦) may only be used for the “c” requirement)

†Algebra 1B
†Algebra 1
†Algebra 2
†Algebra 2/Trig Analysis (*Math Acad 2-fall*)
Analytic Geom./Pre Calc-(H) (*Math Acad.2-spring*)
Calculus, AB (AP)
Calculus AB Project
Calculus BC Project (AP)
†Geometry
†Integrated Algebra 1/Geometry (*Math Acad.1*)
Intro to Calculus
Statistics (AP)
Trigonometry/Analytic Geometry

“d” – LABORATORY SCIENCE Updated by U.C.

Biology
Adv Biology, (H)
Chemistry
Chemistry, (H)
AP Chemistry (spring semester; 12/13, 14/15)
Physics
Physics, (H)
AP Physics, (H) (spring sem., 11/12 & 13/14)
Physiology
Physiology (H)

“e” – FOREIGN LANGUAGE

French 1♦, 2, 3 and 4
AP French
Spanish 1♦, 2, 3, and 4
Spanish (AP)
Spanish Core Lit. 1, 2 = Span. 1-3

“f” – VISUAL & PERFORMING ARTS (Fine Arts)

1 year (a 2-term course at SCHS) of Visual and Performing Arts are required by both CSU and UC for admissions eligibility. The following SCHS Fine and Performing Art courses have been approved:

Art♦	
<u>AP Studio Art</u>	Advanced Painting
Ceramics 1♦, 2, 3	Santa Cruz Singers♦
Comp. Graphics (ROP) ♦	Sculpture♦
Guitar (Acoustic) ♦	Special Studies Art♦
Jazz Ensemble♦	Theater Arts♦
Jewelry Design♦	Advanced Theater
Painting	Varsity Band♦

“g” - (ACADEMIC) ELECTIVE COURSES The following College Preparatory electives meet the UC and CSU guidelines as (academic) electives.

All courses listed under “a-f” categories above, with the exception of math, language and VP courses with (†), plus the following courses are approved (academic) electives:

English: Creative Writing

Social Science:

Economics
Psychology
Sociology

RECOMMENDED HIGH SCHOOL EDUCATIONAL PLANS

PROGRAM RATIONALE

State-mandated minimum competencies and graduation requirements establish the basics for the students' high school academic planning. However, they fail to provide guidance to students as they select courses to prepare for personal goals beyond high school, job entry and/or admission to a four-year college. Santa Cruz High School believes students should achieve a standard and expectation far above the minimum required. Ideally all Santa Cruz High School students will graduate with the option to attend a four-year university.

OVERVIEW

Choosing the most appropriate courses requires careful and informed planning. Students and parents are encouraged to visit the Career Center for assistance in defining interests, career options, and education and training.

In an increasingly competitive job market, regardless of a students' post-high school goals, students are encouraged to maximize their English and math skills in high school.

Entry level careers

In addition to maximizing English and math skills, and meeting A-G requirements, students interested in going to work directly after high school will benefit by including courses in Spanish, and specializing in areas of interest. Regional Occupations Program courses in careers of interest should be taken in the junior and senior year. Students may also want to co-enroll at Cabrillo in a tech-prep course.

Semi Professional careers

Semi Professional careers include careers that typically require two years at a Community college or 6 months to 2 years in a Technical Training school. In addition to maximizing English and math skills, and meeting A-G requirements, students interested in semi-professional careers will benefit by including courses in Spanish, rigorous college prep coursework and courses emphasizing their area of interest. Regional Occupations Program courses in careers of interest should be taken in the junior and senior year. Students may also want to co-enroll at Cabrillo in a tech-prep course.

General College Admissions

Students interested in directly entering a four-year college should take rigorous academic level courses that meet and exceed the A-G requirements. In addition, participation in extra-curricular activities, (band, clubs, sports, theater), and community service is highly recommended. Regional Occupations Program courses in careers of interest should be taken in the junior and senior year.

Most Competitive College Admissions

Students interested in attending a highly competitive a four-year college should take rigorous academic level courses that exceed the A-G requirements. These should include intensive, honors, and AP courses and tests. Students are encouraged to maximize the course offerings in their area of interest. In addition, participation in extra-curricular activities, (band, clubs, sports, theater), and community service is highly recommended.

Each year counselors provide students with information to assist them in reviewing their plans and goals. Adjustments in individual plans may be necessary because of changes in personal goals or student achievement level. A brief description of each plan and sample four-year programs are provided.



Sample Four-Year Plans

Classes in bold indicate grade level required courses.

College Preparatory (General) – Sample Program*

9 th	10 th	11 th	12 th
<input type="checkbox"/> English 1 <input type="checkbox"/> 9th Grade Core <input type="checkbox"/> Math at skill level (Algebra) <input type="checkbox"/> World Language 1 or Spanish for Spanish Spkr or Biology <input type="checkbox"/> Fine Art <input type="checkbox"/> PE	<input type="checkbox"/> English 2 <input type="checkbox"/> World Civilizations <input type="checkbox"/> Math at skill level (Geometry) <input type="checkbox"/> Biology or Chemistry <input type="checkbox"/> World Language 1 or 2 <input type="checkbox"/> Selective/PE	<input type="checkbox"/> American Literature <input type="checkbox"/> US History <input type="checkbox"/> Algebra 2 <input type="checkbox"/> Chemistry or Physics <input type="checkbox"/> Selective/PE <input type="checkbox"/> Selective/ROP	<input type="checkbox"/> English <input type="checkbox"/> Government/Economics <input type="checkbox"/> Trigonometry <input type="checkbox"/> Chemistry or Physics <input type="checkbox"/> Selective/PE <input type="checkbox"/> Selective/ROP

College Preparatory (Most Competitive College Admissions) – Sample Program*

9 th	10 th	11 th	12 th
<input type="checkbox"/> English 1 Intensive <input type="checkbox"/> 9th Grade Core <input type="checkbox"/> Math Acad. 1 (fall) or Alg. 1B or Geometry <input type="checkbox"/> Fine Art or (Math Acad. 1 (spring)) <input type="checkbox"/> World Language 1 <input type="checkbox"/> PE	<input type="checkbox"/> English 2 Intensive <input type="checkbox"/> World Civ. Int. <input type="checkbox"/> Math Acad. 2 (fall) or Geometry or Algebra 2 <input type="checkbox"/> PE or (Math Acad. 2 (spring)) <input type="checkbox"/> Biology <input type="checkbox"/> World Language 2	<input type="checkbox"/> American Lit. Hnrs <input type="checkbox"/> AP/Hnrs US History <input type="checkbox"/> AP Calc. or Trig/Pre. Calc. or Algebra 2 <input type="checkbox"/> Chemistry (Honors) or Physics (Honors) <input type="checkbox"/> World Language 3 <input type="checkbox"/> Selective/ROP - (PE or Fine Art if previously substituted with Math Academy)	<input type="checkbox"/> AP English Literature <input type="checkbox"/> Government/Econ. <input type="checkbox"/> AP Statistics or Trig. or AP Calc. <input type="checkbox"/> AP Chemistry or Physics (Honors) <input type="checkbox"/> World Language 4 <input type="checkbox"/> Selective/ROP - (PE or Fine Art if not taken already)

Chem. or Chem. Honors is recommended in the same year as AP Chemistry for best sequence. The same is true for Physics.

* **These are sample schedules only. Variations must fit within a three period day.**

PENCIL IN YOUR FOUR-YEAR PLAN HERE

9 th	10 th	11 th	12 th
<input type="checkbox"/> English 1 <input type="checkbox"/> 9th Grade Core <input type="checkbox"/> Math _____ <input type="checkbox"/> Fine Art/ Science/ World Lang. or Selective (choose 2) <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> PE	<input type="checkbox"/> English 2 <input type="checkbox"/> World Civilizations <input type="checkbox"/> Math _____ <input type="checkbox"/> Fine Art/ Science/ World Lang./PE or Selective (choose 3) <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> American Literature <input type="checkbox"/> US History <input type="checkbox"/> Math _____ <input type="checkbox"/> Fine Art/ Science/ World Lang./PE or Selective (choose 3) <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> English <input type="checkbox"/> Government/Econ. <input type="checkbox"/> Fine Art/Math/Science/ World Lang./PE or Selective (choose 4) <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____

English – Minimum of four years. (UC/CSU requires four years.)

9th Grade Core – meets Health requirement and may meet Applied Art requirement

Social Studies – Students are required to pass all classes listed. World Civilizations Intensive may be substituted for World Civilizations, US History Honors or AP may be substituted for US History

Math – Minimum of 2 years including completion of Algebra. (UC/CSU requires 3 years with completion of Algebra 2). Research indicates that increasing levels of math are associated with increased college completion rates. In addition, an increasing percentage of jobs require a math background. Students enter the following math sequence based on their entering skill level.

Algebra Readiness – Algebra 1A – Algebra 1B – Geometry – Algebra 2 – Trigonometry – Intro to Calc. – Calc. BC (Math Academy 1 and 2 prepares students for entrance into Calculus BC.) AP Statistics may follow Algebra 2.

Science – Minimum of 1 year Life and 1 year Physical. (UC/CSU strongly recommend Biology, Chemistry (Hnrs) and Physics (Hnrs)).

World Language – May be used to meet applied/fine art/world language requirement. (UC/CSU requires two years.) Additional years are recommended for college and career preparation

Fine Arts – Minimum of 1 year – recommend additional years for breadth/depth of exposure or emphasis in area of interest.

PE – Minimum of 2 years, Athletic PE may be taken after 2 year requirement is met if participating in extra-curricular sports.

SELECTIVES – Include classes to provide a breath of knowledge or emphasis in an area of interest.

Strategies for Success in High School & Beyond

Organize for daily success

- ◆ School calendars are mailed in July (Progress reports, Report cards, testing dates, holidays, minimum days)
- ◆ Student Planners to keep track of assignments and due dates
- ◆ Three-ring binder/dividers with pockets
- ◆ Encourage a consistent study time
 - On average, students who do 15+ hours a week of homework in high school receive 1.5 more years of education and earn 16% higher wages

Support daily attendance

- ◆ Arrange transportation to get to class on time
- ◆ Arrange appointments for after school hours
- ◆ Arrange vacations to avoid missing school
- ◆ Monitor attendance with Infinite Campus parent portal – sign up in attendance office
- ◆ Clear attendance with the 24 hour message line at 429-3960 ext. 206

Use resources

- ◆ SCHS library
 - Books, references, Internet, reading nook, study group tables
 - Website includes MLA citation format, class links, and readers' advisory
 - Use the Student → Library links off the school website
- ◆ After School Homework Club
- ◆ Advancement Via Individual Determination (AVID)

Plan for College and Careers —9th Grade -12th Grade

- ◆ Personal Planning Workshops – 4 yr planning (9th grade w/ parent/guardian)
 - Plan a high school program designed to meet your goals
- ◆ Career Research (classroom curriculum)
- ◆ Career Panels (11th grade)
- ◆ College visits – college representatives for interested students
- ◆ Career Center – Our Post High School Resource Center in the Counseling Office
- ◆ ROP – Regional Occupation Program – on and off site career tech classes
- ◆ College Assessments (PSAT, SAT, ACT, AP)
 - Calendar tests into 4 year plan - Students on Free and Reduced Lunch qualify for fee waivers

Stay Connected

- ◆ Get a parent portal account for Infinite Campus. This will give you access to your students attendance record, classroom assignments and grades, progress and term grades, transcript, and schedule. To sign up bring a photo id to the attendance office.
- ◆ Contact teachers using email. The general format is the first letter of their first name followed by their last name @sccs.net. Thus John Doe would be jdoe@sccs.net
- ◆ Sign up for the e-newsletter and parent yahoo group. Use the parent link on the SCHS webpage.

Be Involved

- ◆ Students:
 - Sports
 - Clubs & extra-curricular activities (Theater, Mock Trial, Junior Statesman, Model UN, BSU, etc.)
 - Leadership/Associated Student Body (ASB)
 - Volunteering in the community
- ◆ Parents:
 - Attend SCHS games & programs
 - Join Parent Groups or run for Site Council
 - Parent/Teachers Assoc. (PTA), Parents of African-American Students (PAAS), English Learners Advisory Committee (ELAC) and/or Cardinal Club (Athletic Boosters), and Band Boosters

APPLIED ARTS (5 units are required for graduation)

AUTO & POWER MECHANICS

Auto mechanics is an introduction to automotive technology. Students engage in real problems frequently encountered in owning and operating an automobile. It is not necessary to have a motor vehicle or even know how to drive in order to do well in this course. About half the students' time is spent working in the shop. Students will perform repair operations on "shop vehicles" owned by the program or may bring in a personal or family owned vehicle.

Power mechanics is the study of the units that convert energy to usable power. Time is spent working on small gasoline engines and the physical laws that govern their operation. Students will work in small groups to completely disassemble, inspect, reassemble and run a Briggs and Stratton engine.

AUTOMOTIVE TECHNICIAN PROGRAM (R.O.P.) : Age 15+

This basic course of the automotive technology stresses general diagnosis, engine removal and reinstallation, cylinder head and valve train diagnosis and repair, engine block diagnosis and repair, lubrication and cooling system diagnosis and repair. If taken for 2 years, students are awarded competency service certificate.



COMPUTER AIDED DRAFTING (ROP) : Age 15+

This course will consist of basic drawing techniques and plotting. The course will include: vocabulary development, hardware, terminology, software and system operation, geometric shapes, text insertion, dimensioning, screen control, grids, coordinate systems, editing, and layering. The course is designed for students interested in architecture or engineering.

COMPUTER GRAPHICS (ROP) : Age 15+

Students learn the techniques used in publishing, design and illustration, photography, and multimedia presentations. Software includes Adobe Illustrator, Photoshop and In Design. The course meets A-G "F" requirement. Students are eligible for 3 units transferable credit for Digital Media 1 from Cabrillo College upon project approval and ROP Instructor approval.

CONSTRUCTION : Age 15+

Students experience a hands-on program involving classroom and work-site competencies in the following areas: basic construction, construction math, project organization, starting the job, foundations and supports.

DESKTOP PUBLISHING (Yearbook) (ROP) : Age 15+

PREREQUISITE: B in last English class and overall GPA of 2.0+.

This class focuses on developing the writing skills needed in an information society. Students will develop the writing, editing, reporting, public relations, photography, fund raising, publishing, design and computer layout skills to produce the Santa Cruz High School yearbook. Meeting deadlines, fulfilling assignment expectations and attending class are major considerations for the students' evaluation.



Zazu Pitts –
1914 SCHS yearbook

PHOTOGRAPHY

Students study photography as a tool for creative self-expression. Students learn to use a 35mm camera to produce black & white prints. The technical aspects of photography including film exposure, film developing and darkroom techniques are taught. Composition, the elements of art, photojournalism, alternative photographic techniques, bookmaking, and montage are topics addressed in this hands-on class. An introduction to digital photography will be included.

WEB DESIGN (ROP) : Age 15+

Students will create imaginative, effective, and professional looking websites using Microsoft FrontPage Express, Adobe Photoshop, digital still and video cameras, scanners and microphones.

WOOD SHOP - May be repeated for credit

Wood shop is a class where students learn how to make things out of wood using both hand tools and power equipment. Safety, the proper use of power equipment, and woodworking techniques are emphasized. Students are expected to complete a number of required projects, after which they may plan and construct their own projects. A unit of instruction in drafting is included.

WORK EXPERIENCE/COMMUNITY EXPERIENCE Age 16+ - 11th or 12th grade – Variable credit – May be repeated for credit.

Work Experience provides credit for experiences gained working in the community. Classroom instruction is 1 hour a week. Topics covered are: Child Labor Laws, paychecks and payroll deductions, Workmen's Compensation Insurance, job safety, work personalities, work rights and responsibilities, sexual harassment, Federal and State Income tax, budgeting, job search skills, resume writing, application and interview techniques, career goal setting, and research. Credit is pro-rated on hours worked on a regular weekly basis. (Credit varies 1 - 5 per term based upon one credit for each 35 hours worked on a regular weekly basis). Class work must be completed and all 9 class meetings attended to receive full credit each term.

ENGLISH (4 years of English and completion of Language Arts Portfolio)

English 1(or Int.) → English 2 (or Int.) → American Literature (or Honors) → Senior English class

English Learners will be enrolled in the appropriate English Language Development (ELD) program based on scores on the California English Language Development Test (CELDT). Students with beginning and early intermediate skills should enroll at Harbor's Newcomer program. ELD courses at SCHS begin with Transitional English serving students with Intermediate to Advanced ELD skills.

Seniors may choose an English class from one of the following:
AP English Literature
AP English Language and Composition
English Composition
World Literature
Creative Writing (does not meet A-G English Req.)

ENGLISH 1 (CSU/UC)

English 1 will concentrate on refining basic skills in reading, writing, speaking, and listening as aligned to the California Language Arts Standards for ninth and tenth grade. Students read, discuss, and write about stories, essay, plays, poems and novels from a multi-cultural perspective. Units in writing will cover narrative and expository composition, with emphasis on mastering the steps of the writing process. Language study will reinforce writing conventions. A minimum of twenty pages of nightly reading will be assigned.

ENGLISH 1 INTENSIVE (CSU/UC)

PREREQUISITE: Reading above grade level and signed agreement to meet Intensive course standards (available - SCHS Counseling Office.) **Summer reading is required.**

English 1 Intensive is for freshman interested in a more rigorous academic challenge. The course will concentrate on refining basic skills in reading, writing, speaking, and listening as aligned to the California Language Arts Standards. Students read, discuss, and write about stories, essay, plays, poems and novels from a multi-cultural perspective. Units in writing will cover narrative and expository composition, with emphasis on mastering the steps in the writing process. Language study will reinforce writing conventions. A minimum of twenty-five pages of nightly reading will be assigned. Students are required to complete summer reading for this class and sign a contract that they recognize the increased challenges and demands of this class. Students are not permitted to drop this class without teacher recommendation.

ELD 1 – Transitional English

These English Language Development courses are designed to build students' skills in speaking and oral comprehension as well as reading and writing. Each course is designed to build on the skills mastered in the previous class. Students will be placed in the appropriate ELD class based on their CELDT scores and teacher recommendation.

ENGLISH 2 (CSU/UC)

In English 2, students read, discuss, and write about stories, essay, plays, poems and novels from a multi-cultural perspective. Students study elements of fiction and literary terms. The course emphasizes critical thinking skills, in-depth analysis, and use of metaphor and analogies. Units in writing will further develop expository, reflective, and analytical writing as aligned to the California Language Arts Standards for ninth and tenth grade. Committed discussion, journal writing, literary analysis, vocabulary development, and oral presentations will accompany thoughtful reading of the literature. A minimum of twenty-five pages of nightly reading will be assigned.

ENGLISH 2 INTENSIVE (CSU/UC)

PREREQUISITE: "B" or better in English 1. Reading above grade level and signed agreement to meet Intensive course standards (available - SCHS Counseling Office.) **Summer reading is required.**

Students read, discuss, and write about stories, essay, plays, poems and novels from a multi-cultural perspective. Students study elements of fiction and literary terms. The course emphasizes critical thinking skills, in-depth analysis, and use of metaphor and analogies. Units in writing will further develop expository, reflective, and analytical writing as aligned to the California Language Arts Standards for ninth and tenth grade. Committed discussion, journal writing, literary analysis, vocabulary development, and oral presentations will accompany thoughtful reading of the literature. A minimum of thirty pages of nightly reading will be assigned.

AMERICAN LITERATURE (CSU/UC)

This college prep English class required of eleventh grade students. Students will study the major themes present in American literature through daily reading, writing, discussion, and vocabulary development aligned with the California Language arts Standards. A minimum of twenty-five to thirty pages of nightly reading will be assigned.

AMERICAN LITERATURE Honors (CSU/UC)

PREREQUISITE: "B" or better in English 2/Eng. 2 Intensive **and** signed agreement to meet honors course standards (available from the Counseling Office). **Summer reading is required.**

This is our eleventh grade California Language arts Standards aligned English option for students who are interested in a more rigorous academic challenge. Because this is an honors class, expectations are high. Committed discussion, journal writing, literary analysis, and oral presentations will accompany thoughtful reading of the literature. A minimum of thirty-five pages of nightly reading will be assigned.

WORLD LITERATURE (CSU/UC)

World Literature is one of the California Language arts Standards aligned courses offered to seniors to meet the four-year college/university admissions requirement. Students read, discuss and critique literature from an international perspective. Students explore common themes throughout the different cultures including roles of women, change and revolution, justice, war and peace. Through the close reading of novels, plays, poetry, short stories, essays and films, students learn about a variety of cultures from the perspectives of internationally recognized authors.

A.P. ENGLISH LITERATURE (CSU/UC)

PREREQUISITE: “B” or better in American Literature. Reading above grade level and signed agreement to meet AP Eng. Lit. course standards (available - SCHS Counseling Office.) **Summer reading is required.**

This course presents a challenge commensurate to a beginning literature and composition course. In addition to cultivating a more subtle appreciation of literature, students will improve their ability to produce quality writing in a timed setting in order to succeed both in college and on the Advanced placement English Literature and Composition Examination.

A.P. ENGLISH LANGUAGE AND COMPOSITION (CSU/UC)

PREREQUISITE: “B” or better in American Literature. Reading above grade level and signed agreement to meet AP Eng. Lang. and Comp. course standards (available - SCHS Counseling Office.) **Summer reading is required.**

The AP English Language and Composition Course is a college-level writing class that will prepare students for the AP English Language and Composition exam offered in May. Students enrolled in this class will have the opportunity to apply rhetorical principles in crafting academic essays that will include expository, narrative, and persuasive writing. In addition, students will study and put into practice multiple approaches for research writing in the areas of interests they plan to pursue as college students.

Fine Arts – Visual & Performing Arts (1 yr. required for graduation and for CSU/UC's)

1 year of a fine (visual or performing) art is required for both graduation and CSU/UC enrollment. In addition, a second year may be taken to complete the additional year of fine art, applied art, or world language required for graduation. Students interested in a career in fine or performing arts are encouraged to take classes to support both the depth and breadth of the field.

FINE ARTS

ART(CSU/UC)

This course will provide an enlightened and successful approach to drawing and illustration. We begin with classroom exercises in line, gesture, value, perspective and composition. The second term will focus on developing confidence and facility with drawing mediums such as ink, colored pencil, watercolor and mixed media. Students will also be asked to consider the products of the class as personal, social and cultural expression.

CERAMICS 1 & 2(CSU/UC)

Ceramics 1: This course exposes students to a wide range of methods for exploring and working with clay. Beginning the first term with techniques of hand built pottery hand sculpture, the second term evolves to wheel work though can be taken as advanced hand building. Both terms emphasize glazing and firing methods. Artistic principles of form, shape, design and texture will be taught with a continuous emphasis upon the beauty of hand-made objects and the exploration of students’ own gifts and enjoying themselves at the same time. Students may repeat Ceramics to build their skills.

Ceramics 2: Students explore and apply the skills acquired in Ceramics 1. Additional training at: the wheel, sculpture, glaze calculation and kiln firing included.



JEWELRY DESIGN(CSU/UC)

In this two-term course, students are exposed to a variety of jewelry-making techniques. The second term moves into stone setting, casting and larger pieces. Both terms emphasize design and esthetic craftsmanship. Students will impress family and friends with new jewelry and gifts. This course includes written assignments, gallery reviews, and fieldtrips to jewelry studios.

PAINTING & ADVANCED PAINTING(CSU/UC)

PREREQUISITE: Art (Painting is a prerequisite for Advanced Painting)

This course is structured around a combination of traditional and non-traditional painting techniques designed to give the students successful experience in painting. The first term involves the stuff of water-based media, transparent watercolor, egg yolk tempera, gouache and acrylic. The second term involves continued use of the water-based media as well as oil painting, found objects, hybrid media, text, image and collage.

In Advanced Painting students are assumed to have basic working knowledge of the painter’s craft, additional painting skills will be taught as needed by imagery and on finding and pursuing a personal direction in painting.

VIDEO PRODUCTIONS(CSU/UC)

This class teaches video skills ranging from technical equipment proficiency to creative script writing, producing, and directing. Students explore the field of telecommunications and how media affects our society. Work required beyond class time includes logistics i.e. scripting, planning, taping, logging and editing, and investigative reports, music videos, and storytelling research.

SPECIAL STUDIES: FINE ART(CSU/UC)

PREREQUISITE: Completed all course work in area of specialization with B grade or better and instructor approval

This program is designed to give the serious art student the opportunity to develop his/her talents. Guided by an advisor, each student will write up a “Project Contract”. Contracts can be written for 9 or 18 weeks, and may be granted for 1 to 5 units per term. The student must have a good background in the special area, be willing to make a focused commitment toward his/her work, and work independently. Special Studies may be done in the following areas: Painting, Drawing, Design, Printmaking, Ceramics, Sculpture, Jewelry, Art History, Video Production and AP Studio Art.

AP STUDIO ART(CSU/UC)

PREREQUISITE: Completed advanced art courses with grade of B or better and instructor approval

The AP Studio Art class offers three portfolios of study: drawing, 2-D design and 3-D design. Each portfolio contains three required selections: quality, concentration and breadth. The studio course makes it possible for highly motivated students to do college level work. Students will be asked to submit a portfolio of work for evaluation.

PERFORMING ARTS

COLOR GUARD (AUXILIARY DANCE)

Color Guard is an activity that combines flag-spinning skills with innovative dance routines. There is a strong emphasis on dance technique and routine memorization. The Color Guard performs with the Varsity Band in the Fall and Spring marching seasons. This group has intensive performance requirements with many performances outside of class time. Performances include competitions throughout California and all home games. **Attendance at these events outside of class is required.** Students may receive 5 units of PE credit their junior and senior year.

BEGINNING INSTRUMENTS

Beginning Instruments will include instruction on woodwind, brass and percussion instruments for students with no or minimal experience with music. Course will include site reading and technique. While many students rent or purchase instruments, an instrument can be provided for students who can't afford one.

CHAMBER MUSIC (CSU/UC)

Chamber Music focuses on the woodwinds, brass, strings and piano. Solo, duet, trio, quartet, and quintet groups will be organized according to ability and instrumentation. The class will include music history, music theory, and performance requirements. Students wishing to prepare and practice for regional and state honor band and orchestra or college auditions will have access to coaching and support. Students of all ability levels are welcome.

GUITAR (Acoustic) (CSU/UC)

Designed for the beginning guitar student, this course includes fundamentals of playing the guitar, including chord structure, basic notation, and strumming techniques. Students provide an acoustic guitar as specified by the teacher and purchase the text.

THEATER ARTS (CSU/UC)

This course introduces students to all aspects of theater, with a focus on acting. Techniques and methods include: improvisation, voice, movement, character work, textual analysis, scene work, monologues, performance ethics, and ensemble work.

SANTA CRUZ SINGERS (CSU/UC)

This is a vocal group that will explore a wide variety of singing styles such as classical, jazz and contemporary. Students will focus on vocal technique while learning the basics in music notation, theory and form. Performances will include semester concerts, festivals and competitions. Attendance at these events outside of class is required. Students are expected to attend one outside performance per quarter related to this ensemble.

VARSITY BAND (CSU/UC) (see cardinalmusic.org for more information)

The varsity band is the premiere-performing group on campus. This group has intensive performance requirements with many performances outside of class time. Some performances include, competitions throughout California, a variety of home games and semester concerts. Attendance at these events outside of class is required. Marching and concert literature will be performed throughout the year.

JAZZ ENSEMBLE (CSU/UC)

The jazz ensemble provides players of saxophone, trumpet, trombone, piano, bass, guitar, and drums to perform music from the big band era to the present. Swing, Bop, Latin, Rock as well as other styles will be covered. Basic concepts of form, style and improvisation will also be included. Performances include two yearly concerts plus festivals, competitions and other local performances. Attendance at these events outside of class is required. Ability to read music is preferred, but any serious musician will be considered. Auditions may be required on certain instruments at the director's discretion.



AP MUSIC THEORY (CSU/UC)

PREREQUISITE: basic knowledge of music theory demonstrated on entrance exam, basic keyboarding skills and sight-singing.

The AP Music Theory course is designed to encompass a wide range of musical study with emphasis on the fundamentals of theory, formal analysis of scores from a variety of genres and historical eras, ear training, basic melodic and harmonic composition, keyboard skills, sight-singing, and notation skills.

General Education

AVID—Advancement Via Individual Determination

AVID, Advancement Via Individual Determination, is a four-year elective program for college bound students. This program offers an in class tutorial session three times a week led by college students from UCSC. The balance of the week is spent developing college bound skills, test taking (including SAT test prep.), and resume building. Additionally, this program includes college visits and guest speakers. Students must be committed to preparing for a four-year college, and be willing to make a commitment. The course meets three days a week and must be taken as a fourth class.

LEADERSHIP

This course is available for students active in leadership on campus. We will develop leadership skills while working together to enhance the high school experience for all students. Elected officers are required to take this course all year. The course is aligned with California State Standards for Leadership and Student Activities.

SCHOOL SERVICE, OFFICE AIDES, LIBRARY PRACTICE, TECH AIDES, and ACADEMIC ASSISTANT

PREREQUISITE: Teacher or office approval. Each teacher/supervisor will have specific skills required for the position.

School Service students may receive credit for service performed for school personnel, including teachers or textbook. Skills required vary, depending on the particular placement. Of utmost importance, however, is that the student has good attendance, is highly responsible and dependable and can handle information with strict confidentiality.

Office Aides assist in typing, filing, running errands and photocopying as needed. Good attendance, ability to follow directions, time management, and self direction are necessary for success in this class.

Library aides supervise the circulation desk, shelve books and magazines, assist in typing, filing, and photocopying, and assist students and faculty in finding information on computer databases, in magazines and in books. Good attendance, ability to follow directions and use one's time well are necessary for success.

Tech aides work with the technology staff member to keep school computers and network running well and up to date. Good attendance, ability to follow directions, and work independently are necessary for success.

Academic Assistants work as tutors for a teacher or the AVID program.

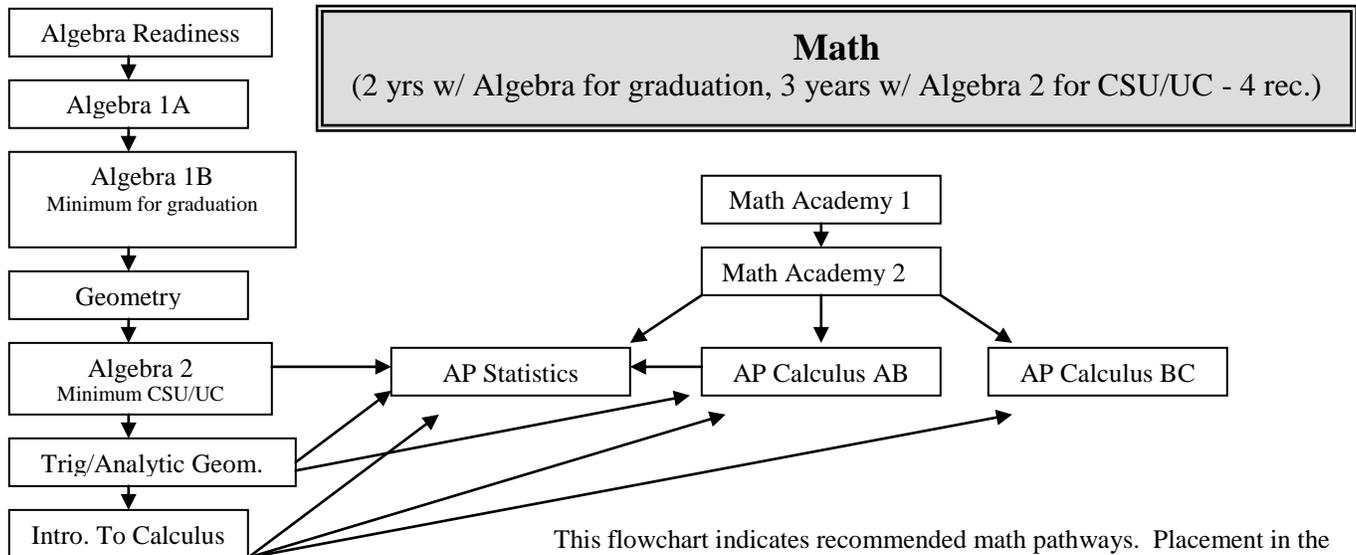
9TH GRADE CORE - (HEALTH/E-LITERACY) - REQUIRED FRESHMAN COURSE

This ninth grade course meets the Health requirement for graduation. The technology portion is designed to insure all 9th graders are introduced to keyboarding, word processing, spreadsheets, charts, presentations software, Internet search and e-mail. The health portion includes substance abuse, personal and family living, human sexuality, nutrition, and disease. Students must pass both terms to receive Health credit. Applied art credit can be earned if student successfully completes the technology portfolio.

WORK EXPERIENCE/COMMUNITY SERVICE

PREREQUISITE: Consent of work experience coordinator, 16 years of age and **11th or 12th grade**.

Work Experience/Community Service provides academic credit for work or community service experience. Instruction occurs once a week for 1 hour. After completion of Terms 1-4, the class is on an independent basis. Topics covered are: Child Labor Laws, paychecks and payroll deductions, Workmen's Compensation Insurance, job safety, work personalities, work rights and responsibilities, sexual harassment, Federal and State Income tax, budgeting, job search skills, resume writing, application and interview techniques, career goal setting, and research. Credit varies 1 - 5 per term, approximately 2 hours per week required for each credit). Class work must be completed and all 9 class meetings attended to receive full credit each term.



This flowchart indicates recommended math pathways. Placement in the freshman year is based on teacher recommendation and successful demonstration of prerequisite skills.

Current SCHS students must have received grades of “C” or better in both terms of math to enroll in the next level math course. If a grade earned was less than a “C” for either term, the course must be repeated before continuing to the next level math course.

ALGEBRA READINESS

This class is designed for the student who needs additional preparation in arithmetic and beginning principles of algebra before attempting the rigors of a full algebra course.

ALGEBRA 1A

The focus of this class will be on meeting the California state standards in Algebra 1. Topics include expressions, operations with negative numbers, solving equations, polynomials, basic probability and statistics, and absolute value.



ALGEBRA 1B (CSU/UC)

This class is a continuation of Algebra 1A. Topics include two variable equations and functions, inequalities, exponents, polynomials, rational expressions and equations, radical expressions and equations, and functions. **Completion of both Algebra 1A and 1B, or the equivalent from middle school, is required to graduate from high school.**

GEOMETRY (CSU/UC)

This course includes the study of the nature of mathematical systems with emphasis on the basic structure of geometry. The curriculum includes: properties of points, lines and planes; methods of proving triangles congruent; ratio and proportion applied to the study of similar polygons; the study of Pythagorean theorem and its application to special right triangles; an introduction to trigonometric functions; properties of circles and their related lines and points are studied; and the areas of polygons and circles and surface areas and volumes of solids are found.

ALGEBRA 2 (CSU/UC)

This course is designed for students who would like to continue their study in algebra with emphasis on computational skills and theory. The topics include: real numbers, complex numbers, polynomial and rational expressions, linear equations and inequalities, coordinate geometry, and relations and functions. Second semester emphasizes quadratic functions, systems of equations, real exponents, logarithmic functions. Passing Algebra 2 is the minimum requirement for eligibility to California State Public Universities.

MATH ACADEMY 1 (INTEGRATED ALGEBRA & GEOMETRY) (CSU/UC)

The Santa Cruz Mathematics Academy is an intensive two-year program that provides students the opportunity to study mathematics for two hours a day, every day, all year long. This program integrates the study of algebra, geometry, trigonometry, pre calculus, calculus and other topics in mathematics. It emphasizes problem-solving and critical thinking skills and includes applications of mathematics to the physical and

social sciences. In addition to their regular course work, students will complete a long-term research project of their own choosing each semester. Students work together to solve problems, write about mathematics and present their mathematical ideas. The pace is rapid and students are expected to do a large volume of work outside of the classroom. . The Academy expects its students to complete Advanced placement calculus in their junior year, and study advanced topics in mathematics during their senior year, most likely at the University of California, Santa Cruz or Cabrillo Community College.

MATH ACADEMY 2 (FALL: INTEG. ALGEBRA 2 / TRIG. Hnrs & SPRING: INTEG. ANALYTIC GEOM./PRE CALC. Hnrs) (CSU/UC)

Math Academy 2 is a continuation of the intensive math instruction begun in Math Academy Year 1. Students will be ready to begin Calculus at the end of this year. Topics include advanced algebra, trigonometry, statistics, analytic geometry and introduction to calculus.

PRECALCULUS (TRIGONOMETRY/ANALYTIC GEOMETRY) (CSU/UC)

PREREQUISITE: Alg. 1, Geometry and Alg. 2 with grades of **B** or better **or consent of instructor**

The topics of trigonometry will include the trigonometric functions, use of tables in trigonometry, solutions of right and oblique triangles, circular trigonometry, radian measurements, fundamental identities, graphs of trigonometric functions and inverse trigonometric functions, complex numbers, DeMoivre's theorem, conic sections, sequences and series, and polar coordinates and vectors in the plane.

Analytic Geometry will cover graphing linear quadratic, rational and other functions through the use of vectors, conic sections, transformation of coordinates, curve sketching and polar coordinates.

INTRODUCTION TO CALCULUS (CSU/UC)

This course is designed for students who have completed Trig/Analytic and are interested in taking calculus (BC or college level) the following year. Topics include limits, continuity, derivatives, applications of the derivative, the definite integral, indefinite integral, applications of integration, calculus of parametric vector and polar functions, and sequences and series.

AP CALCULUS AB & CALCULUS AB PROJECT (CSU/UC)

PREREQUISITES: **A or B in Trigonometry/Analytic Geometry**

This course covers the standard college-level AB calculus course. Topics include limits and continuity, derivatives, applications of the derivative, the definite integral, indefinite integral, applications of integration. This will be followed by intensive preparation for taking the AP Exam. After the AP Exam, students are expected to complete a research project on a mathematical topic. This is a full year course.

Students are expected to take the AP exam in May. This course is equivalent to one semester of college level calculus. A student who passes the AB exam will receive 5 semester units of credit from participating colleges and universities.

AP CALCULUS BC & CALCULUS BC PROJECT

PREREQUISITES: **A or B in Intro to Calculus or Math Academy II**

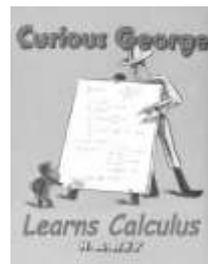
This course covers the standard college-level BC calculus course. Topics include limits and continuity, derivatives, applications of the derivative, the definite integral, indefinite integral, applications of integration, calculus of parametric vector and polar functions, sequences and series. After the AP Exam, students are expected to complete a research project on a mathematical topic. This is a full year course.

Students are expected to take the AP exam in May. This course is equivalent to two semesters of college calculus. A student who passes the BC exam will receive 10 semester units of credit from participating colleges and universities.

AP STATISTICS (CSU/UC)

PREREQUISITE: Alg. 1, Geometry and Alg. 2 with grades of **B** or better **or consent of instructor**

Statistics is a required course for many college majors. The AP Statistics course represents the content of a typical, one-semester, non-calculus based introductory college course. Topics include analyzing one variable and two variable data, planning studies, anticipating patterns (probability), and statistical inference.



Physical Education (2 years required for graduation)

Both terms of PE Core 1 must be passed before taking electives. Electives are for 10th-12th graders only.

Offerings are based on student sign-ups. Students should include an alternate for PE course requests.

These courses may be repeated for credit to a maximum of 40 credits in PE

ADAPTIVE PHYSICAL EDUCATION

PREREQUISITE: Recommendation of physician, counselor and/or teacher (I.E.P.)

Various activities are presented to students who are unable to participate in regular physical education class.

PE CORE 1

This class will consist of selected units in the following activities: swimming, soccer, basketball, softball, badminton, pickle ball, volleyball, and conditioning. Each unit is two weeks long. A second year of PE is required for graduation. Students may enroll in Athletic PE after completing two standards-based PE courses.

PE CORE 2

This class will consist of learning advanced skills, strategies, and critical thinking in the following activities: swimming, soccer, basketball, softball, badminton, pickle ball, volleyball, and conditioning. Each unit will be two weeks in length.

YOGA

Focus on Yoga/Fitness while meeting State Standards of High School PE 3F and 3C. Yoga will be presented as a practice to facilitate lifelong skills enhancing physical, emotional & intellectual strength, as well as flexibility and increased range of motion. Emphasis will also be placed on mindfulness through breathing techniques, postures, and relaxation/meditation.

AQUATICS

Students will learn and participate in a variety of Aquatic Activities such as Swim Strokes, Water Polo, Water Aerobics, Water Safety Skills, Aquatic Games, as well as basic first aid techniques, while meeting the State Standards of High School PE Course 2 and 3E.

LIFETIME FITNESS

Students will learn the fundamentals, rules, and strategies of a variety of sports or activities that they can continue to use to stay healthy throughout high school and the rest of their lives. The recreational activities will include games such as ultimate Frisbee, golf, tennis, volleyball and other lifetime activities at the discretion of the instructor.

PHYSICAL CONDITIONING/WEIGHT LIFTING

Students will participate in a program of weights and running. Each student will be required to lift weights and participate in running activities.

ATHLETIC PE

PREREQUISITE: Passed PE Core 1 & 2 (or another PE course in their sophomore year), Must be either a junior or senior active in a School Sports Program in season at some time during the semester.

This is a fourth period conditioning class for athletes involved in an after school sport. If an athlete quits, is on probation, becomes ineligible or is removed from the team they may be moved to another PE class or simply dropped from Athletic PE.



REGIONAL OCCUPATION PROGRAMS (R.O.P.)

The Santa Cruz County Regional Occupational Program (R.O.P.) provides many job training classes for youth 16 and older and adults. This gives students an outstanding opportunity to gain classroom instruction and hands-on experience in the adult working world. Classroom/job sites are located throughout the county, and the classes meet at a variety of different times. ROP works closely with local employers and many classes offer on-the-job training. While there is no formal placement process, follow-up studies show that those who complete the program have a high rate of job placement.

HIGH SCHOOL CREDIT: 5 high school credits per semester are awarded for the successful completion of each five-hour weekly class. Many classes meet 10 hours each week, yielding 10 or more high school credits.

COLLEGE CREDIT: Credit may be awarded for specific courses by either transfer verification or petition.

FEES: Books are at no cost to high school students, but a refundable deposit for some classes may be required. Upon completion, if a state-licensing exam is required, the cost is the student's responsibility.

CERTIFICATIONS: ROP classes provide training, which meets state requirements. For classes that train a student toward a state certification, the applicant must also pass a state certification exam to receive full state certification.

TRANSPORTATION: Dependent on the ROP budget, Santa Cruz Transit bus passes may be available to high school students who need transportation to and from ROP classes only.

REGISTRATION: Students register for classes on their SCHS Course Selection Form and with the SCHS ROP counselor in the Career Center so placement can be reserved at other schools. **See the ROP Counselor for specific course descriptions and locations.**

ROP Courses Offered (and location)

- Administration of Justice (Harbor)
- **Automotive Technician Program (SCHS)**
- **Bicycle Perf. & Tech. (SCHS)**
- Biotechnology (Harbor)
- Computer Assisted Drafting (TBD)
- **Construction Technology (SCHS)**
- Cosmetology (Shoreline Cosmetology)
- **Computer Graphics 1 (SCHS)**
- **Computer Graphics 2 (SCHS)**
- Culinary (multiple locations)
- **Desktop Publishing (SCHS)**
- Fashion Design (Soquel)
- **Fire Technology (SCHS)**
- First Responder (EMT Services)
- Floral Design (Soquel)
- Green Careers (Natural Bridges)
- Green Construction (Natural Bridges)
- Health Careers (Harbor)
- Medical Technology (Harbor)
- Organic Agriculture (Natural Bridges)
- Ornamental Horticulture (Soquel)
- **Photography (SCHS)**
- Sports Medicine (Harbor)
- Veterinary Science (Soquel)
- **Video Productions (SCHS)**
- **Web Design (SCHS)**

Note: *ROP classes at SCHS are described in the Applied Arts section of this catalog. See the ROP counselor at SCHS to sign up for off-campus courses.*

Science (1 year Life & 1 year Physical required for graduation and CSU/UC)

One year of life science and one year of physical science are required for graduation. The UC/CSU system strongly recommends that students take Biology, Chemistry and Physics. Students with 10th grade reading skills may begin with Biology their freshman or sophomore year. Students entering SCHS from our feeder school will receive teacher recommendations.

Most of our students take Biology and the college prep or honors Chemistry and Physics classes. Students seeking additional science experiences and/or challenge enroll in one or more of the additional science electives listed below. When planning your four-year experience, please consider the prerequisites of courses you are interested in.

LIFE SCIENCES

LIFE SCIENCE

Life Science is an introductory course investigating the diversity of life. Students will explore such topics as human anatomy, genetics, ecology, animals and plants, and bacteria and viruses. In addition, the course will include an introduction to the Metric System, graphing, scientific illustration, basic laboratory equipment and procedures, and designing and reporting on experiments.

BIOLOGY (UC/CSU)

Biology deals with the study of living things and the process of research. Course content includes the microscope, the cell, basic chemistry, how organisms get energy, genetics, evolution, ecology, plants and animals.

Physiology and Honors Physiology (UC/CSU)

PREREQUISITE: Biology with a 'C' or better – Chemistry is highly recommended and required for Honors

Physiology is a laboratory course dealing with organ systems of the body. Health and disease and the developmental changes in the body during growth, maturity, and old age will be covered as each of the body systems is studied. New research in the medical field is also discussed. While the text emphasizes human physiology, lectures and supplemental readings will also include animal physiology.

Honors physiology is taught concurrently. Students enrolled in honors will have more rigorous expectations.

ADVANCED BIOLOGY (UC/CSU)

PREREQUISITE: Biology, Chemistry, and Physiology with a 'C' or better

Advanced Biology is a college level biology course with emphasis in biochemistry, cellular biology and genetics. This class will prepare students to take the AP Biology exam. If they pass this exam they may receive college credit.

PHYSICAL SCIENCE

PHYSICAL SCIENCE

The General Science course is designed to meet the needs of students who want to fulfill the physical science graduation requirement. This activity-oriented course involves an introductory exploration in to various aspects of the physical sciences. Units of study may include: energy, light, sound, electricity, magnetism, and chemistry.

CHEMISTRY and CHEMISTRY HONORS (UC/CSU)

PREREQUISITE: "C" or better in Algebra I and "C" or better in Biology

Chemistry is a college-preparatory, lab-oriented course with an emphasis on problem-solving and higher-level thinking skills. The course focus is on learning basic introductory topics in chemistry that have, directly or indirectly, great importance in our world today.

Additionally, lab experiences and projects emphasize learning good laboratory techniques, interpreting data, thinking critically about lab results and applying basic concepts to real world problems. The curriculum includes: atomic and molecular structure, the periodic table, states of matter, types of reactions, writing and balancing chemical equations, energy and chemical equilibrium.

Honors Chemistry, with a prerequisite of a B in Algebra I, covers the same material as college prep chemistry, but in more depth and with a stronger math emphasis. Labs will stress the quantitative aspects of the concepts under investigation. The course is designed for students considering a career in the sciences, engineering or health occupations, and will feed into the AP class (though students in the college prep class will be prepared for AP Chemistry also).

AP CHEMISTRY (UC/CSU) Offered in the spring of 12/13 and 14/15

PREREQUISITE: Biology, Chemistry, Algebra II with a C or better (can be concurrent), and Chemistry teacher recommendation

This is a college style course with frequent homework assignments and regular exams and laboratory activities. The course focus is on advancing your basic knowledge of topics in chemistry that have, directly or indirectly, great importance in our world today. Additionally, lab experiences and projects emphasize developing better laboratory techniques, interpreting data, thinking critically about lab results and applying basic concepts to real world problems, and writing professional lab reports. Topics include: advanced concepts in bonding, the quantitative aspects of equilibrium, acid and base chemistry, thermodynamics, electrochemistry and chemical kinetics.

PHYSICS and PHYSICS HONORS (UC/CSU)

PREREQUISITE: 'C' or better in Algebra I or equivalent for Physics 'C' or concurrent enrollment in Trigonometry for Honors

The focus of the **Physics** Program at SCHS is on experiments where the many physics theories may be practically tested and



analyzed. A wide range of topics is investigated including; gravitational forces, trajectories, circular motion, the conservation of energy and momentum, heat transfer mechanisms, the characteristics of waves (e.g., water, sound & light), electricity, magnetism, electromagnetic induction, radioactivity and spectral analysis. Students will have the opportunity to utilize a variety of scientific equipment and instruments such as air tracks, electronic timers, wave tanks, lasers, solar cells, Geiger counters, power supplies and multi-meters for making electrical measurements.

Physics Honors is similar to regular physics. In addition, all students are expected to perform more sophisticated analyses, to utilize a higher level of mathematics, and to demonstrate a deeper level of understanding of the basic physics principles.

AP PHYSICS (UC/CSU) offered 13/14 and 15/16

PREREQUISITE: Physics or Honors Physics & Trigonometry

This course is designed to prepare students for the "Physics B" Advanced Placement Exam. Most of the topics covered in Honors Physics will be reviewed. These topics include: Newtonian mechanics, thermal physics, electricity and magnetism, waves and atomic physics. In addition, an assortment of related topics will be covered in greater detail. These include: harmonic motion, fluid mechanics, kinetic theory, capacitance and optics. Note: Calculus is NOT required for this course or for the associated AP exam.



ENGINEERING (Applying for CSU/UC) Offered in the spring of 12/13 and 14/15

PREREQUISITE: Physics or Honors Physics

Engineering is an interdisciplinary approach to the application of basic scientific understanding for the purpose of creating useful machines, processes and materials. This will be an overview course, exposing students to the professional practices and scope of engineering. The course is designed for students interested in further education in engineering, those who want to know more about the field and those looking for a project-based course that applies their high school math and science training to problem solving. Topics covered will include mechanical, electrical, civil, environmental, chemical, nuclear, digital, thermal, naval and fluid engineering. Students will study and apply each of the topics as they relate to boats and navigation.

AP ENVIRONMENTAL SCIENCE (UC/CSU) offered 13/14 and 15/16

PREREQUISITE: Biology and Chemistry

AP Environmental Science provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them.

Social Studies (World Civilizations, US History, American Government/Economics required for graduation - World Civilizations & US History required by CSU/UC)

WORLD CIVILIZATIONS and WORLD CIVILIZATION INTENSIVE (UC/CSU)

World Civilizations is a college prep class required of all tenth graders. It examines major turning points in the shaping of the modern world from the late eighteenth century to the present. The class 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. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives.

World Civilizations (Intensive) approaches the study of human history with the same core curriculum, but at an accelerated pace and depth. The student will expand her/his academic skills while working to understand the world around them and their place in it! (Prerequisite: B or better in English 1 or teacher recommendation).

U.S. HISTORY and HONORS U.S. HISTORY (UC/CSU)

US History is a college prep course that is required of all juniors. It examines major turning points in American history in the twentieth century. Following a review of the nation's beginnings and the impact of the Enlightenment on U.S. democratic ideals, students study the social and cultural impacts of new technology and a corporate economy. They trace the change in the ethnic composition of America; the movement toward equal rights for racial minorities and women; and the role of the United States as a major power in the post-cold war world.

Students enrolled in **Honors** will examine major turning points in American History, from the post Civil War era to the present, emphasizing: the continuing growth of the federal government; the continuing struggle between the individual and the state and between minority rights and majority power; the impact of technology on American society; the movement toward equal rights for minorities and women; the role of the United States as a world power. Students will examine American culture, including religion, art, drama, music, and literature. Students will assess, weigh, and interpret historical materials, including primary documents, from several perspectives. (Prerequisite: a B or better in World Civilization or teacher recommendation).

AP US HISTORY (UC/CSU)

The Advanced Placement Program in American History provides students with the analytic skills and factual knowledge necessary to deal with the problems and materials in American history. Students should learn to assess historical materials, their relevance to a given problem, their reliability, and their importance as well as to weigh the evidence and interpretations presented in historical scholarship. The Advanced Placement American History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. **Students enrolling in AP US History are expected to take the AP test in the spring.** (Prerequisite: a B or better in World Civilization or teacher recommendation).

AMERICAN GOVERNMENT / ECONOMICS (UC/CSU)

This course is a combination of two single term courses required of all seniors. American Government students apply knowledge gained in previous years of study to pursue a deeper understanding of the U.S. political system and government administration. In addition, they draw on their studies of American history and of other societies to compare different systems of government in the world today.

Economics is primarily a course in social science, enriching students' understanding of the operations of economic systems. This course is a mix of macroeconomics and microeconomics, from concepts of supply, demand and pricing to labor, taxes and investments.

SOCIOLOGY / PSYCHOLOGY

Sociology/Psychology is a project-based class that explores major social and social-psychological themes including propaganda, race, gender, and social class. Grading will be based on both individual and group work (including presentations). Class discussions are frequent.

World Languages (2 years required for CSU/UC - 3 or more years recommended)



Spanish for Spanish Speakers 1 → Spanish for Spanish Speakers 2 → Spanish 4 → AP Spanish

Spanish 1 → Spanish 2 → Spanish 3 → Spanish 4 → AP Spanish

French 1 → French 2 → French 3 → French 4 → AP French

Santa Cruz High offers a full course of language development in both Spanish and French. The UC/CSU system requires two-years, (and recommends 3), in the same language for entrance. Students interested in a language other than Spanish or French may be able to access it through Cabrillo College. Students proficient in Spanish reading and writing may consider Spanish for Spanish Speakers. Students with background in Spanish or French may test into a higher level of the language. **A grade of C or higher is required to move on to the next level.**

SPANISH 1 & FRENCH 1 (UC/CSU)

This course is designed to give students basic communicative skills in French within a realistic cultural context. A variety of methods and techniques are used to teach listening, speaking, writing and reading skills in Spanish/French. In-class activities are primarily communicative, including games, skits and role-plays. Students also are exposed to the culture of Spanish/French speaking countries through film, music and stories of the French-speaking world.

SPANISH 2 & FRENCH 2 (UC/CSU)

Students continue to develop language skills and fluency using many of the same techniques as in Spanish/French 1. Students learn more complex communicative functions and reading and writing skills will be more developed. This course satisfies the 2nd year of the two-year language admission requirement for the UC and CSU systems.

SPANISH 3 & FRENCH 3 (UC/CSU)

All language skills previously studied are refined through a variety of activities such as: oral and written reports, skits, and reading. Grammatical principles, introduced in Levels 1 and 2 will be reviewed; new advanced structures are presented to ensure increased proficiency in the language. This course satisfies the advance course admission requirement for the University of California System.

SPANISH 4 & FRENCH 4 (UC/CSU)

All language skills are refined and developed; including activities such as writing and enacting original skits and dialogues, formal discussions of historical and cultural study, discussions of short stories and poetry. All grammatical structures are reviewed and students will have studied all the major elements of the language by the end of the fourth level. Students also engage in communicative activities. Reading and writing will receive increased emphasis. The class is conducted entirely in the target language.

AP SPANISH & AP FRENCH (UC/CSU)

Students continue to perfect and refine their language skills in comprehension, speaking, writing and reading. Literary works are studied. Frequent oral presentations, pair work, informal conversation, compositions and class discussion help students perfect their French language skills. A systematic review of the basic points of grammar is ongoing. Students prepare for the Advanced Placement Test. These classes are conducted entirely in the target language.

SPANISH FOR SPANISH SPEAKERS I & 2 (UC/CSU)

Spanish for Spanish Speakers is a two-level course designed for students who already speak and understand everyday Spanish but who need to develop their reading and writing skills. Students will hone their skills in vocabulary development, spelling (including accent marks), and grammar. They will develop skills to read and write for specific purposes. Throughout the course, students will be exposed to Spanish-speaking cultures from around the world by reading a variety of Spanish and Latin American literature and nonfiction works. Additionally, they will develop study skills to promote academic success. Level 1 addresses basic literary and grammatical concepts, while Level 2 addresses more advanced literary and grammatical concepts in preparation for Spanish 4 and AP Spanish.

SPECIAL NEEDS

TEEN-AGE PARENT PROGRAM (TAPP)

Pregnant and parenting teens are required to meet all District graduation requirements including Algebra 1, the Language Arts Portfolio, and the California High School Exit Exam. Students receive additional support through an instructional technician and connections to community resources. As funds permit, students may also be enrolled in a tutorial support class.

While attending school, free child care is available for any teen parent.

Special Education

The Special Education program is designed to assist students who qualify due to a variety of perceptual and academic disabilities. Students must have a valid IEP in order to enroll in any Special Education class. Students in this program are expected to meet all District graduation requirements including Algebra 1, the Language Arts Portfolio, and the California High School Exit Exam. Students who do not meet these requirements will receive a certificate of completion rather than a diploma.

Resource Specialist Program (R.S.P.)

Most students in this program are enrolled in Tutorial classes where study skills, test taking skills and other learning strategies are stressed so that students may progress and succeed in general education courses. Some content area classes such as English and Mathematics are available for students whose IEP specifies greater modification of instruction. Students can enroll in R.S.P. up to 49% of their yearly class schedule.

Special Day Class (S.D.C.) 2

Students placed in this class complete academic requirements for a regular diploma or certificate of completion - depending upon the individual's assessed needs and IEP goals. They are offered small group instruction in math, reading, sciences, and social studies. These SDC classes provide an alternative curriculum and modified instruction. Students may take mainstream classes as appropriate.

Special Day Class (S.D.C.) 1

Students placed in this class complete a functional skills curriculum for a certificate of completion. Students are offered small group instruction in math, reading, writing, and life skills. Individual needs will be assessed and IEP goals will focus on functional skills with reality-based instruction pertaining to basic needs. All students will work in the Cardinal Café, a fully functioning business on campus. Students will take mainstream classes when appropriate. These experiences will enable the student to become acquainted with life experiences and prepare them for their future in a realistic and appropriate manner.

Students with an IEP may elect to complete an alternate form of graduation based on the IEP and their skills and disabilities.

- Students who meet IEP goals but who are unable to meet high school requirements may be given a Certificate of Attendance.
- Students who meet IEP goals and high school course requirements but who are unable to pass the California High School Exit Exam may receive a Certificate of Achievement.

EXTRA-CURRICULAR ACTIVITIES

SPORTS

Santa Cruz High offers a variety of opportunities for participation in sports. Each sport is played during one of the following seasons: Fall (which starts in mid-August), Winter (which starts the first of November), and Spring (which starts the first of February). The chart below lists the sports offered during each season. Students may check with the athletic director to see if a particular sport requires try-outs. Uniform, transportation, and coaching costs are offset through donations and fund raising of players and families.

FALL	WINTER	SPRING
Football Cross Country Water Polo Girls' Golf Girls' Tennis Girls' Volleyball	Soccer Basketball Wrestling	Baseball Lacrosse Softball Swimming Track Boys' Golf Boys' Tennis

An athletic packet is available on the sports link on our school website. All students must complete this packet to participate on a team. In addition, students are required to maintain academic eligibility by being enrolled in and attending at least three classes each term, earning a GPA of 2.0 with no F's at progress and term grades, and earning the minimum number of credits toward graduation. Eligibility is checked and at the end of each progress and grading term.

Schedules for the individual team sports are usually available 30 days prior to the first event of the season. Games are also announced to students in the Daily Bulletin, on the school website, and are published in local newspapers.

Students, parents, and community members are encouraged to attend the school's athletic events. A nominal admission fee is charged with proceeds going to the Athletic Department. Annual family passes for all Santa Cruz High home games are available to purchase from the Cardinal Club at football games.

CLUBS

Santa Cruz High offers a variety of student clubs. Students are primarily run by students with the support of an advisor. Each year, new club opportunities result from specific student interest. Ongoing clubs include:

Asian Club	Interact	Rainbow Alliance
Band Council	Knitting Club	Red Cross
Black Student Union	Latin Dance	SCHS Newspaper
Chess Club	Mock Trial	Surf Club
Debate Club	Model United Nations	Theater Club

THEATER

There are two student run theater events offered each year. In the fall, students choose a drama, comedy, or series of one act plays. The spring performance is a musical. Students prepare monologues and songs for try-outs. Students fulfill all roles required in a theater including director, actors/actresses, theater technicians, lighting support, costumes, props, sets, and publicity. Students are supported by a theater advisor.

MUSIC

The Marching Band, Color Guard, Concert Band, and Jazz Band participate in multiple Band Reviews each year. In addition, the band and choir host an annual winter and spring concert.

PARENT AND COMMUNITY GROUPS

SANTA CRUZ HIGH PTA

The mission of the California State PTA is to positively impact the lives of all children and families by representing the members, and empowering and supporting them with skills in advocacy, leadership and communications. Together with teachers, administration, and staff, the PTA plans projects and activities which benefit all students at Santa Cruz High School. The PTA sponsors the Annual Giving Campaign which supports specific projects and school and classroom needs. PTA activities include providing mini-grant funds to faculty and to student organizations, awarding scholarships to seniors, organizing the teacher appreciation luncheon, supporting Grad Night, and recognizing academic achievement through the Academic Booster Committee.

All parents/guardians are encouraged to join the PTA.

SITE COUNCIL

The Site Council consists of parent, student, faculty, staff, and administration representatives. Parent representatives are elected by parents/guardians of members of the student body. The council is responsible for approving: the School Site Single Plan, the School Safety Plan, the Western Association of Schools and Colleges, (WASC), Action Plan and expenditures of categorical funds.

School Site Council meetings are public, and parents and students are welcome to attend. There is an open communications section at the beginning of each meeting where the public may bring up items of concern about the school.

CARDINAL BOOSTER CLUB

The Cardinal Booster Club is a group of parents and community members that supports the athletic program at Santa Cruz High by providing student athlete recognition and financial assistance for school teams. Monthly meetings are held during the school year, typically on the third Wednesday of each month at 6:30 p.m. in the school library.

Fund raising projects include an annual events, snack bars at games, and the sale of family passes. Annual family passes for the Santa Cruz High School home games are available for purchase at football games from the Cardinal Club.

BAND BOOSTERS

Band Boosters is a group of parents, guardians, and others whose primary purpose is to support the Santa Cruz High School music program and its goals for each school year. We aim to provide opportunities for students to receive a fully rounded high school experience including the pursuit of musical excellence, development of personal and team discipline, and the chance to check their progress at band reviews and competitions. Our focus is to provide:

- logistical support for the music program, providing volunteers whenever required, and
- financial support through fund raising programs.

Band Boosters meets the third Thursday of every month in the Band Room at SCHS from 7-10 p.m. Parents may join the Band Boosters electronic mailing list to receive SCHS Music Department newsletters and announcements by going to <https://lists.got.net/listinfo/cardinalmusic> and fill in the form under "Subscribing to Cardinalmusic"

ENGLISH LEARNERS' ADVISORY COMMITTEE (ELAC)

Parents of students who learned English as a second language meet once a month to discuss ways in which they might support their students' educational experience and achievement and advise the school on issues of importance to their students. The English Learners' Advisory Committee also raises money to assist students with scholarships to college.

PARENTS OF AFRICAN-AMERICAN STUDENTS (PAAS)

In partnership with UCSC and Second Saturday Network, PAAS provides academic and social support to our African-American students. This support includes organizing college visits, scholarships, and participation at the state BSU conference.

SANTA CRUZ HIGH ALUMNI ASSOCIATION

Keeping track of over 100 years of Santa Cruz High graduates is a big job, yet this is just one of the responsibilities of the Santa Cruz High Alumni Association. The association has information about alumni dating back to 1878. The Alumni Association office can also provide current information about upcoming class reunions. To reach the Alumni Office, call 429-3926.

In addition to preserving Santa Cruz High history, the Alumni Association offers scholarships to graduating seniors and provides financial support to various school projects and organizations.

COLLEGE ENTRANCE TESTING

Many students will take one or more of the following college entrance exams as part of the college admission process. For additional information use the counseling college link on the Santa Cruz High School website. Additional information, registration, and study tips are located at www.collegeboard.org/ and www.actstudent.org/

EAP

The Early Assessment Program uses questions from the math and English California Standards Tests given to all juniors in the spring. The math test uses questions embedded in the Algebra 2 and Advanced High School CST tests as well as additional questions for juniors at the end of the tests. The English assessment uses questions embedded in the 11th grade ELA test as well as supplementary "optional" questions provided at the end of the exam and a supplementary essay question provided on a separate day. Students who do well on one or both of these tests will be exempt from the math and English assessment required by the CSU's and community colleges.

PSAT

The Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test, known as the PSAT, measures verbal and math reasoning abilities important for academic performance in college. It is one way students can assess and demonstrate college readiness as well as preview the SAT 1 exam. As such, all juniors are expected to take the PSAT. In addition, sophomores who have completed geometry in the freshman year may choose to take the PSAT for practice. For juniors, exceptionally high scores on the PSAT may qualify them for National Merit Scholarships.

The exam is approximately three hours and is given only once each year, in October. There is a fee for this exam, but fee waivers are available for low income students. Students may register for the PSAT in the finance office at lunch.

SAT I

The Scholastic Assessment Test (SAT I) is an entrance exam required by most four-year colleges. The three-hour test, which measures verbal, math and writing abilities, is administered on specific Saturday mornings throughout the year. There is a fee for this exam, but fee waivers are available for low-income students. Foster students, students on free and reduced lunch, and medical students should see the assistant principals' secretary for a fee waiver.

Most students take the SAT I twice, once in May or June of the junior year and again in October of the senior year. Colleges will use the highest score for admissions.

The information booklet and study guide are available in the Career Center. The "high school code number" requested on all college testing and admissions forms is 053297. Students may register online at www.collegeboard.org.

SAT II

The SAT II: Subject Tests are required in addition to the SAT I by some University of California schools, many private colleges, and some out-of-state public institutions, as part of the admissions process and for placement purposes. Each one-hour exam measures a student's knowledge of a particular subject and his/her ability to apply that knowledge. Some colleges and university programs may require one or more of the tests in the disciplines of math, literature, history, science, and foreign languages. Students should check individual college catalogs for specific requirements.

The registration process and test sites are the same as for the SAT I. A student may take from one to three SAT II tests at a time, but the SAT I and the SAT II may not be taken on the same day. The best time to take a Subject Test is either after completion of a particular course (e.g. Biology) or at the end of a sequence of classes (e.g. Spanish 1,2,3). Most students take two or three subject tests at a time, usually in June of their junior year and again in November or December of the senior year. The high school code is 053297.

ACT

The American College Test, ACT, is very similar to the SAT, and many colleges accept it instead of the SAT. Students should check college catalogs for particular test preferences. The ACT reports scores in English, math, reading, and science reasoning. The registration and study guide are available in the Career Center. The school code is 053297. The ACT is not given at SCHS but students may register for the test given at other area schools.

TOEFL

The Test of English as a Foreign Language (TOEFL) is required by colleges as part of the admissions process for students who have not completed at least three years of high school in an English-speaking country. It is used to determine the English proficiency of students whose native language is not English. Information is available in the Counseling Office.

ONLINE COURSE POLICY

AR 6146.2 Instruction

Santa Cruz City Schools recognizes that delivery of educational options continues to evolve as new research provides further insight on how individuals learn and as society promotes delivery methods supported by evolving communications technologies. We recognize families may want to use online instruction to support credit recovery or as a means to expand course offerings. Toward this end, SCCS provides access to blended online instruction courses through the Blended Learning Program and recognizes options for families to access outside online sources.

Families may also opt to enroll in online learning environments. Such enrollment must be in addition to the minimum school day required by California State Education Code. Students may earn credit toward graduation for online or virtual courses under one or more of the following circumstances:

- The course appears as part of an educational plan (e.g. special education, 504, ELL.).
- The course is not offered at the student's high school of enrollment.
- The student has attempted the course through the high school program and failed.
- The student has received counselor or administrative approval for the course PRIOR to enrolling in the course.

Additionally, If a student is using an online course to meet graduation requirements or to meet a prerequisite for a SCCS course, the following rules apply:

- No more than 40 units may be applied toward graduation from outside sources earned while enrolled in Santa Cruz City Schools. This includes online sources, as well as courses taken through community colleges or Universities.
- Online credit will only be recognized if earned through a regional Association of Schools and Colleges accredited institution.
- Students cannot earn A-G credit for a laboratory course, or visual or performing arts class.
- Students can only earn A-G credit for a World Language course if the Online provider and course is approved on the UC Pathways list.
- Students can only earn SCCS World Language credit if the online course includes a listening and speaking component and the student passes the equivalent course final at the school of enrollment.
- Students can only earn A-G credit for a course if the Online provider and course is approved on the UC Pathways list or the course earns "principal certification". Principal certification will be provided if a student takes and passes the equivalent course final at the school of enrollment. Principal certification does not apply to laboratory science, visual and performing arts, or world language courses.
- An online course will not substitute as a prerequisite course unless the student passes the prerequisite course final.
- SCCS does not assume responsibility for providing equipment, technical assistance or Internet access to students enrolled in online courses for home instruction or off school premises; nor does SCCS recommend any specific providers.
- The school must receive an official record of the grade from the online provider before awarding credit toward graduation. Credit to be applied to graduation requirements must be received by May 1st of the senior year.
- Students may not use online courses as the sole medium for instruction in any required subject area.
- Students are expected to adhere to the District code of conduct, including the Acceptable Use Policy.
- Students considering NCAA approval for an Online course are responsible for determining if the Online provider and course is NCAA approved.
- Students considering applying for a private college should check with the individual college to find out if they accept the Online provider and coursework toward meeting admissions requirements.

BEHAVIOR EXPECTATIONS

Students are expected to behave and dress appropriately for an academic environment. The most common incidences that result in disciplinary action are listed below. The full list of behavior expectations and consequences is listed on the following three pages.

Attendance Issues

Students' academic success is closely related to their attendance patterns. Santa Cruz City Schools Board policy requires that absences be excused within 72 hours. We attempt to communicate attendance concerns through our nightly caller, mail, e-mail and personal phone calls. In addition students with identified truancy patterns will receive detention, Saturday School or be referred to the School Attendance Review Board. To support student success:

- Call in excused absences immediately, (state law requires absences be excused within 72 hours). You may excuse absences by calling our 24 hour recorded line at 429-3960 ext 206 or e-mailing Elizabeth Gonzalez at egonzalez@sccs.net. After 72 hours any unexcused absence will be permanently marked as unexcused. By California state education code, teachers are not required to provide credit for assignments or tests that were completed on the day of an unexcused absence. Absences due to illness, medical appointment, court appearance, death in the immediate family, jury duty, and religious obligations are considered excused.
- Enroll in Infinite Campus. This provides Internet access to your student's attendance record. To enroll, please see Elizabeth Gonzalez. You must provide photo identification.
- Schedule vacations, excursions, and medical appointments during non school hours.
- Make sure students check out through the attendance office if they leave campus for an appointment or go home ill. **Absences that occur mid-day are automatically considered unexcused if there has not been a communication between the parent/guardian and office staff.**
- Provide appropriate consequences at home if you discover your student has been truant.

Tardies

Students are expected to be in class and ready to begin class at the appointed class time. Fifteen minute breaks are provided between classes to ensure students have time to go to their lockers and take care of personal business. Students with habitual tardies will receive afterschool detention and/or Saturday school.

Electronic Devices

Cell phones, iPods, and other electronic devices may be a distraction to the learning process. They should be off and out of sight during class time unless a teacher provides specific permission to use them. Unauthorized use or interruption of a class due to an electronic device will result in confiscation of the device. It will be held in the administration office until the end of school the following day. A second offence will result in a two-day hold. A third offense will result in a week hold. Please support this policy by refraining from calling or texting your student during class time. Students are permitted use of electronic devices during lunch and breaks.

Lost and Stolen Items

Please be aware that SCHS is not responsible for students' personal belongings. Bicycles, cell phones and other electronic devices, wallets, and other "desired" items may be stolen. Students are encouraged to use personal locks on gym lockers, keep their locker combinations private, use kryptonite locks for bicycles, and keep items of value on their person. Security personnel handle lost items and theft reports.

Skateboards and Bicycles

Students are encouraged to use alternative transportation to get to and from school. However, skateboards and bicycle use on campus can be dangerous. For this reason, skateboards are to be kept in lockers during the school day and carried while on campus; bicycles should be locked in the bike cage.

Dress Code

Students are expected to dress for an academic environment. Please help your students discriminate between appropriate beach wear and appropriate school clothing. In addition, clothing that is indicative of gangs is not allowed on campus.

Santa Cruz City Schools

Secondary School (Grades 6-12) Behavior Expectations and Consequences

The Santa Cruz City Secondary Schools maintain a safe environment conducive to learning. We believe that our first responsibility as educators is to support students in becoming safe and responsible adolescents and young adults.

We expect all students to act responsibly and respectfully and to conduct themselves in a healthy, self valuing manner as they work to achieve their academic and career goals. We expect our schools to be free of put downs, slurs, harassment, intimidation and bullying including cyber bullying.

We believe it is important for students and parents to understand the expectations of the staff in regards to behavior. We believe the goal of discipline is to change behavior, not to punish. To that end, when a student engages in the behaviors listed below, our first response will be to educate students on the repercussions of their behavior and work with them to avoid such behavior in the future. Consequences for repeated behaviors or moderate to severe behaviors which interfere with the safe, learning environment for all students are detailed below. Suspension from school is employed as a consequence only when other means of intervention have not been successful and/or when an unsafe condition has been created by the student's behavior. There are incidences in which the schools are mandated by California Education Code Section 48900 to recommend expulsion from the Santa Cruz City Schools. These are noted below.

In addition, the Santa Cruz City Schools appreciates the relationship and support we receive from our law enforcement partners, the Santa Cruz Police Department and the Santa Cruz County Sheriff's Office. Our School Resource Officers are welcome members of our school community contributing to the safe learning environment we want for all students.

In matters of student discipline, we are obligated by law to call law enforcement whenever a student is engaged in assault leading to physical harm of another student, staff member or visitor. We will also call law enforcement if a student brandishes a knife, is in possession of a firearm or explosive device, or engages in sexual assault or battery. We may call law enforcement to investigate vandalism and theft, possession of a weapon, and to assist us in determining if a student is under the influence of a controlled substance.

We are required by law to notify law enforcement within one school day when a student is under the influence, in possession of a controlled substance or involved in distribution or sales of a controlled substance.

Each school will maintain a log of contacts with law enforcement in matters of student discipline.

Santa Cruz City Secondary Schools Discipline

Behavior	1 st offense Possible consequences	2 nd offense Possible consequences	3 rd offense Possible consequences
Minor offenses <ul style="list-style-type: none"> ● Academic dishonesty ● Class misconduct ● Defiance of the authority of teachers, administrators and/or staff members ● Derogatory comment ● Dress code violation ● Electronic devise (cell phone, iPod, etc) ● Falsehood/forged note ● Laser pointer ● Gang attire ● Inappropriate Behavior/Language ● Internet abuse ● Name calling ● No show/detention/Sat. School ● Left campus w/out pass ● Rough play/rough housing ● Skate/Bike ● Unauthorized Area ● Unsafe Behavior 	Conference/warning Community service Conflict resolution Counseling Letter of apology Administrative educational assignment Confiscate item	Conference/warning Community service Conflict resolution Counseling Detention Letter of apology Administrative educational assignment Confiscate item Parent contact	Conference/warning Community service Conflict resolution Counseling Detention Letter of apology Administrative educational assignment Confiscate item Parent contact In school suspension Suspension
Moderate offense <ul style="list-style-type: none"> ● Bullying ● Defiance of the authority of teachers, administrators and/or staff members ● Inappropriate behavior/language ● Obscene Acts, Profanity, and Vulgarity 	Conference/warning Community service Conflict resolution Counseling Detention Letter of apology Administrative educational assignment	Conference/warning Community service Conflict resolution Counseling Detention Letter of apology Administrative educational assignment Saturday School Suspension	Conference/warning Community service Conflict resolution Counseling Detention Letter of apology Administrative educational assignment Saturday School In school suspension Suspension

Santa Cruz City Secondary Schools Discipline

Behavior	1 st offense Possible consequences	2 nd offense Possible consequences	3 rd offense Possible consequences
<p>Violation of CA Education Code or Illegal Acts</p> <ul style="list-style-type: none"> • Aided or abetted Physical Injury • Caused, attempted, or Threatened Physical Injury • Committed an Act of Hate Violence • Defiance of authority--repeated, ongoing or sufficiently serious as to interfere with the learning process or endanger the welfare of others • Harassment or Intimidation-creating pervasive climate interfering with the educational process • Harassment or Intimidation of Witness • Hazing • Made Terrorist Threats • Obscene Acts, Profanity, and Vulgarity • Offered, Arranged, or Negotiated Sale of Controlled Substance, Alcohol, or Drug Paraphernalia • Possession of an Imitation Firearm • Possession of a Controlled Substance • Possession or use of Tobacco Products • Possession, Use, or Furnishing Controlled Substance or Alcohol • Property damage • Property theft • Received stolen property 	<p>Community service Conflict resolution Counseling Administrative educational assignment Seven Challenges Suspension</p>	<p>Suspension Expulsion</p>	<p>Suspension Expulsion</p>
<p>Mandated recommendation for Expulsion</p> <ul style="list-style-type: none"> • Assault or battery upon a school employee • Brandishing a Knife • Caused serious physical injury • Possession of an explosive • Possession of a controlled substance (except for 1st offense < 1 oz of marijuana) • Possession of a fire arm • Robbery or extortion • Sales of any controlled substance including marijuana • Sexual assault or sexual battery 	<p>Mandated recommendation for expulsion</p>		

TABACCO FREE SCHOOL

The Governing Board recognizes the serious health risks presented by tobacco use and desires to ensure that, through adoption of consistent policies, district students are made aware of those risks and, to the extent possible, protected from them.

Students shall not possess, smoke, or use tobacco or any product containing tobacco or nicotine while on campus, while attending school-sponsored activities, or while under the supervision and control of district employees. Prohibited products include, but are not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. (Education Code [48900](#), [48901](#))

Students' possession or use of electronic cigarettes, electronic hookahs, and other vapor-emitting devices, with or without nicotine content, that mimic the use of tobacco products is also prohibited.

Students in possession of tobacco or tobacco products or electronic cigarettes will be referred for disciplinary action and will also be referred to Seven Challenges or other smoking cessation programs available.

Nondiscrimination Policy and Uniform Complaint Procedure

Nondiscrimination/Harassment Policy

The Governing Board desires to ensure equal opportunities for all students in admission and access to the district's educational programs, guidance and counseling programs, athletic programs, testing procedures, and other activities. District programs and activities shall be free from discrimination, including harassment, with respect to a student's actual or perceived sex, gender, ethnic group identification, race, national origin, religion, color, physical or mental disability, age, or sexual orientation.

The Board prohibits discrimination, intimidation, or harassment of any student by any employee, student, or other person in the district. Prohibited harassment includes physical, verbal, nonverbal, or written conduct based on one of the categories listed above that is so severe and pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the purpose or effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects the student's educational opportunities.

School staff and volunteers shall carefully guard against segregation, bias, and stereotyping in the delivery of services, including, but not limited to, instruction, guidance, and supervision.

The principal or designee shall develop a plan to provide students with appropriate accommodations when necessary for their protection from threatened or potentially harassing or discriminatory behavior.

Students who engage in discrimination or harassment in violation of law, Board policy, or administrative regulation shall be subject to appropriate discipline, up to and including counseling, suspension, and/or expulsion. Any employee who permits or engages in harassment or prohibited discrimination shall be subject to disciplinary action, up to and including dismissal.

Uniform Complaint Procedure

The Governing Board recognizes that the district is primarily responsible for complying with applicable state and federal laws and regulations governing educational programs. The district shall investigate complaints alleging failure to comply with such laws and/or alleging discrimination and shall seek to resolve those complaints in accordance with the district's uniform complaint procedures.

The district shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination against any protected group as identified under Education Code 200 and 220 and Government Code 11135, including actual or perceived sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or age, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any district program or activity that receives or benefits from state financial assistance.

Uniform complaint procedures shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and career technical and technical training programs, child care and development programs, child nutrition programs, and special education programs.

Procedures

The following procedures shall be used to address all complaints which allege that the district has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions, including all information required for compliance with 5 CCR [4631](#) and [4633](#).

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

Step 1: Filing of Complaint

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the district. (5 CCR [4630](#))

A complaint alleging unlawful discrimination shall be initiated no later than six months from the date when the alleged discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination. (5 CCR [4630](#))

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received,

providing each with a code number and a date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist him/her in the filing of the complaint. (5 CCR [4600](#))

Step 2: Mediation

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

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

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

The use of mediation shall not extend the district's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. (5 CCR [4631](#))

Step 3: Investigation of Complaint

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

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint. (5 CCR [4631](#))

A complainant's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation. (5 CCR [4631](#))

The district's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant. (5 CCR [4631](#))

Step 4: Response

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the district's investigation and decision, as described in Step #5 below, within 60 days of the district's receipt of the complaint. (5 CCR [4631](#))

Step 5: Final Written Decision

The district's decision shall be in writing and sent to the complainant. (5 CCR [4631](#))

The district's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

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

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

Appeals to the California Department of Education

If dissatisfied with the district's decision, the complainant may appeal in writing to the CDE within 15 days of receiving the district's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the district's decision. (5 CCR [4632](#))

Upon notification by the CDE that the complainant has appealed the district's decision, the Superintendent or designee shall forward the following documents to the CDE: (5 CCR [4633](#))

1. A copy of the original complaint

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

The CDE may directly intervene in the complaint without waiting for action by the district when one of the conditions listed in 5 CCR [4650](#) exists, including cases in which the district has not taken action within 60 days of the date the complaint was filed with the district.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the district's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For discrimination complaints, however, a complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the district has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR [4622](#).

Regulation SANTA CRUZ CITY SCHOOLS

approved: February 23, 2011 Soquel, California