



Santa Cruz High School

Home of the Cardinals

415 Walnut Avenue Santa Cruz, CA 95060
(831) 429-3960 | schs.sccs.net

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MISSION AND VISION STATEMENTS

SCHOOLWIDE LEARNER OUTCOMES

MISSION

To ensure high levels of learning for all students and adults.

VISION

The vision of SCHS is to nurture life-long learners who demonstrate critical thinking, creativity, integrity, and personal responsibility as members of our school and greater community. We collaborate to ensure equity to achieve college and career readiness for all students.

SCHOOLWIDE LEARNER OUTCOMES

SCHS Students will demonstrate...

THOUGHT

- **Posing questions to understand**
- **Analyzing and reaching conclusions**
- **Being actively engaged**

KNOWLEDGE

- **Making meaningful connections between their classes and the real world**
- **Applying knowledge to help solve a problem**
- **Connecting knowledge from a variety of content areas**

ACTION

- **Setting goals and developing plans to meet them**
- **Showing appropriate reaction to set-backs**
- **Taking responsibility for one's own learning**
- **Seeking help as needed**

DIRECTION

- **Thinking critically about their futures**
- **Developing goals for short and long term**
- **Discovering interests and strengths**

Santa Cruz High School Core Values

At Santa Cruz High School, we believe that:

- All members of the school community should work together towards student success.
- Relationships grounded in mutual respect between both students and teachers are the foundation of our community.
- Being inclusive means building a strong community in and out of the classroom, promoting a sense of belonging, and creating an environment of equity.
- It is our responsibility to create and maintain an environment where students feel safe to ask questions and are empowered to exercise their voice.
- Celebrating genuine curiosity encourages students to explore new ideas and try new things.
- We provide students with the analytical skills needed to make evidence-based judgments.
- We challenge students with rigorous expectations.
- When presented with challenges, students should feel confident and empowered to take risks and be themselves.
- We motivate students to be purposeful learners who care about learning for learning's sake.
- We encourage students to take ownership of their education and advocate for their learning and their needs.



IMPORTANT LOCATIONS ON CAMPUS

Activities & Leadership – located in room 61

- Find out about Leadership class, clubs, dances and formals. Plan an event or fundraiser.

Athletic Director – located in the 1st floor of the main building

- Find out about joining an athletic team, eligibility requirements, games or meet dates and times, try out dates, and coach's contact information.

Attendance Office – located in the main building, main entrance

- Turn in notes regarding absences and tardies, obtain a tardy slip or off campus pass, printout of your attendance, teacher verification form for mistaken absences, request homework if absent, check for lost items.

Counseling & Career Center – located in the main building, down the left hall from the main entrance.

- Academic planning, CTE courses, alternative programs, college testing (SAT, ACT), college and admission requirements, technical schools, tutor program, transcripts, work permits, job and volunteer opportunities.
- Social-emotional and mental health support.

Finance Office – located in the main building, bottom floor by the California Street entrance

- Pay for lost or damaged textbooks, class materials, uniform or athletic fees, ASB fees, yearbooks, AP Tests and student parking permits.

Health Office – located in the main building, down the left hall from the main entrance

- Report here if you feel ill or have an injury, check out of school if going home ill, obtain bandages and ice for wounds and file a form to keep medications on campus.

Library – located in between the gym and science building

- Check out books with your student ID or use a computer for word processing or internet research.
- Check out and return text books, obtain a list of overdue textbooks.
- Meet with the Credit Recovery teacher.



BELL SCHEDULE

Our [bell schedule](#) is designed to provide students with multiple levels of support. Wednesdays will have either the minimum day or regular day schedule. Then, each of the other four days of the week will have a Cardinal Connect schedule. Cardinal Connect is a 40 minute period during which students may work on homework, get help with areas of confusion, or receive assistance from their teachers. On a typical five day week, they will have one Cardinal Connect period with each of their teachers. Students are automatically enrolled in a Cardinal Connect period that aligns with each of their classes, except those that are offered zero period or off campus.

SCHEDULING INSTRUCTIONS PROCEDURES, REGULATIONS & GUIDELINES

PROCEDURES

- **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.
- **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.
- **Turn in and discuss your course selections with your counselor.** These courses will be in your schedule unless you and your counselor make changes.
- **It may be necessary for the school to change your selections** because of:
 - Ineligibility (past grades, test scores, teacher recommendations, year in school)
 - Oversubscribed courses
 - Conflict in schedule (two or more requested classes taught at the same time)
 - Canceled classes due to lack of enrollment

Ordinarily, 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.

- **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

- **All students must take a minimum of six classes (three classes each term).** Students may take up to 8 classes per year. However, taking 4 classes in one semester can be an extremely rigorous course load and care should be taken when making this decision; take into account all of the student's commitments. Juniors may take 5 on-campus classes with one off-site class.

Seniors may take 4 on-campus classes with one off-site class.

- **All classes receive 10 credits** per semester or 5 units per quarter with a passing grade. The following classes earn 2.5 credits: OFF campus CTE, AVID, athletic PE, math plus, and ELD.
 - **All course selections run for two quarters. The exceptions are: Psychology/Sociology, and American Govt./Economics** which are combinations of two single quarter courses taught back-to-back.
 - **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.
 - **Adding and 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. **The last day to add a class is the 7th instructional day of the quarter. The last day to drop a class with no record is the 15th instructional day of the quarter. The last day to drop a class with a W (withdrawal mark) is 2 instructional days after the progress grade has been posted to Infinite Campus. Classes dropped after that point receive a WF (withdrawal failure mark).** For a specific current year deadline please click on the following [link](#).
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SANTA CRUZ HIGH SCHOOL Graduation Requirements	
Requirement	Credits
ETHNIC STUDIES	5
WORLD HISTORY	10
U.S. HISTORY	10
AMERICAN GOVERNMENT/ECONOMICS	10
ENGLISH	40
MATHEMATICS	20
PHYSICAL EDUCATION	20
LIFE SCIENCE (Biology)	10
PHYSICAL SCIENCE (Chemistry or Physics)	10
FINE ART	10
HEALTH	5
APPLIED ART	5
FINE/APPLIED ART/LOTE	10
ELECTIVES	65
TOTAL	230

CSU and UC Minimum Subject Requirements: "A-G" (Grade of 'C-' or Better Required)			
Classes		Credits	"Years" / # of Classes
A	HISTORY/SOCIAL STUDIES	20	2
B	ENGLISH	40	4
C	MATH (Int. Math 1, Int. Math 2 and Int. Math 3 or M.A. 1 and M.A. 2 /4 yrs. Recommended)	30	3+
D	LAB SCIENCE (Biology and Chemistry or Physics— 2 yrs.req/ both Physics and Chemistry are recommended)	20	2+
E	LANGUAGE OTHER THAN ENGLISH (2 yrs required/ 3 yrs recommended--must be in the same language)	20	2+
F	VISUAL & PERFORMING ARTS	10	1
G	COLLEGE PREP ELECTIVES	10	1

Sample Four-Year Plans

Classes in bold indicate grade level required courses.



4 Year Plan

***Sample Program 1**

9 th	10 th	11 th	12 th
<input type="checkbox"/> English 1 <input type="checkbox"/> Health/Ethnic Studies <input type="checkbox"/> Math at skill level <input type="checkbox"/> World Language 1 <input type="checkbox"/> Biology <input type="checkbox"/> Fine Art <input type="checkbox"/> PE 9	<input type="checkbox"/> English 2 <input type="checkbox"/> World History <input type="checkbox"/> Math at skill level <input type="checkbox"/> Chemistry or Physics <input type="checkbox"/> World Language <input type="checkbox"/> 2nd required PE class	<input type="checkbox"/> American Lit. <input type="checkbox"/> US History <input type="checkbox"/> Math at skill level <input type="checkbox"/> Chemistry or Physics <input type="checkbox"/> World Language <input type="checkbox"/> Elective/CTE	<input type="checkbox"/> English <input type="checkbox"/> Am Gov./Economics <input type="checkbox"/> Math at skill level <input type="checkbox"/> Science <input type="checkbox"/> College Elective <input type="checkbox"/> College Elective/ CTE

***Sample Program 2**

9 th	10 th	11 th	12 th
<input type="checkbox"/> English 1 <input type="checkbox"/> Health/Ethnic Studies <input type="checkbox"/> Math Acad. 1 (fall) <input type="checkbox"/> Math Acad 1(spring) <input type="checkbox"/> World Language <input type="checkbox"/> Biology <input type="checkbox"/> Fine Art <input type="checkbox"/> PE	<input type="checkbox"/> English 2 Honors <input type="checkbox"/> World Hist. Honors <input type="checkbox"/> Math Acad. 2 (fall) <input type="checkbox"/> Math Acad 2(spring) <input type="checkbox"/> Chemistry or Physics <input type="checkbox"/> World Language <input type="checkbox"/> Fine Art <input type="checkbox"/> 2nd required PE class	<input type="checkbox"/> AP English Language & Comp <input type="checkbox"/> AP US History <input type="checkbox"/> AP Calc. AB/BC <input type="checkbox"/> AP Calc. AB/BC <input type="checkbox"/> Science Elective <input type="checkbox"/> World Language <input type="checkbox"/> Fine Art/Elective	<input type="checkbox"/> AP English Literature <input type="checkbox"/> Government/Econ. <input type="checkbox"/> AP Statistics <input type="checkbox"/> Science/Elective <input type="checkbox"/> World Language <input type="checkbox"/> College Elective

STRATEGIES FOR SUCCESS IN HIGH SCHOOL & BEYOND

For daily success

- School calendars are available on SCHS and SCCS websites. Stay informed about progress reports dates, report card dates, testing dates, holidays, minimum days, and school events.
- Develop a student planning system to keep track of assignments and due dates. Google classroom has the built in to do lists, but students are encouraged to record due dates individually.
- Use a three-ring binder/dividers with pockets in order to keep track of materials.
- Encourage a consistent study time and a consistent, work-conducive study space

Support daily attendance

- Arrange transportation to get to school on time
- Arrange appointments for after school hours

- Arrange vacations to avoid missing school
- Monitor attendance through the Infinite Campus parent portal – sign up in the main office or the counseling office
- Clear attendance with the 24 hour message line at 429-3960 ext. 50206

Use resources

- SCHS library
 - Fiction and non-fiction books, print and online reference materials, Internet access, and printer
 - Website provides virtual access to catalog, e-books, databases, class links, and more
 - Use the Student → Library link from the school website
- Peer Tutoring
- Advancement Via Individual Determination (AVID)
- [SCHS Tips and Tricks](#) for Academic Success are updated regularly. What's more, students are encouraged to submit topics as they arise.

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

- Academic Planning Workshops – 4 year planning (9th graders w/ parent/guardian)
 - Plan a high school program designed to meet your goals
- Career Research (classroom curriculum)
- Career Panels and guest speakers
- College visits to our campus – college representatives for interested students
- Activities posted on grade level Google classrooms
- Career Center – Our Post High School Resource Center in the Counseling Office
- CTE – Career Technical Education Programs – on and off site career tech classes
- College Entrance Exams (PSAT, SAT, ACT, AP)
 - Calendar tests into 4 year plan – AVID students and those on Free and Reduced Lunch qualify for fee waivers for tests as well as college applications

Stay Connected

- Get a parent portal account for Infinite Campus. This will give you access to your student's attendance record, classroom assignments and grades, progress and quarter grades, transcript, and schedule. To sign up, bring a photo ID to the main office or the counseling office.
- Contact teachers by email. For teacher emails, please visit the contact page on the [SCHS website](#).
- Frequent the Santa Cruz High School website for current information.

Be Involved

- Students:
 - Sports
 - Clubs & extra-curricular activities (Theater, Mock Trial, BSU, LSU, 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



CTE COURSES

CAREER TECHNICAL EDUCATION (C.T.E)

The Santa Cruz Career Technical Education Program (CTE) 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. 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: CTE 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.

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

Course	Auto Maintenance Intro A/ Adv A	09505/09506
Year typically taken	11	
Suggested prerequisites	None	
UC, CSU	G	
Graduation requirement	Applied Arts, Elective	
Course description	This basic course of 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 a competency service certificate.
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Course	Auto Maintenance Intro B/ Adv B	09507/09508
Year typically taken	12	
Suggested prerequisites	None	
UC, CSU	G	
Graduation requirement	Applied Arts, Elective	
Course description	Progressive advancement throughout the second year of instruction.	

Course	Small Engine Mechanics CTE	08610
Year typically taken	9-12	
Suggested prerequisites	None	
UC, CSU requirement	G	
Graduation requirement	Applied Arts, Elective	
Course description	This course provides students with knowledge and skills to service and recondition small engines, typically emphasizing two-and four-cycle engines. Students will learn how to troubleshoot and repair speed controls, lubrication, ignition, fuel, power transfer, cooling, exhaust, and starting systems; use hand, power and overhaul tools; and read and interpret service manuals and parts catalogs. Applications may include lawn mowers, tractors, tillers, power tools, gardening equipment, chain saws, etc.	

Course	Intro Auto Tech CTE	08600
Year typically taken	9-12	
Suggested prerequisites	None	
UC, CSU requirement	G	
Graduation requirement	Applied Arts, Elective	
Course description	This course helps students develop automotive service skills for an entry level job. It provides a strong base for growth within the industry. Students will	

	learn safety and preventive maintenance, engine principles and specifications, lubrication systems, cooling systems, fuel systems, electrical systems, emissions control, transmission and drivelines, braking systems, suspension systems and job skills.
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Course	Bicycle Technology CTE	09514
Year typically taken	9-12	
Suggested prerequisites	None	
UC, CSU requirement	G	
Graduation requirement	Applied Arts, Elective	
Course description	Students learn bicycle repair, maintenance, and safety. Curriculum includes building and repairing bicycles, sales and ordering parts, communication, safety laws and the health, environmental, and economic benefits of cycling.	

Course	Digital Media Arts CTE	09390
Year typically taken	9-12	
Suggested prerequisites	None	
UC, CSU requirement	F	
Graduation requirement	Applied Arts, Elective	
Course description	This course introduces the commercial application of design principles to communicate on a two-dimensional plane. Students will create, manipulate, and analyze artistic elements and media used to express feelings and communicate ideas. Students will study the historical and cultural development of two-dimensional arts and its impact as a communications tool. Students will become familiar with current practices and applications including computer design and career focused traditional arts disciplines.	

Course	Digital Media Arts Advanced (Capstone)	09395
Year typically taken	10-12	

Suggested prerequisites	Introduction to Digital Media
UC, CSU requirement	F
Graduation requirement	Applied Arts, Elective
Course description	<i>Digital Media 2 / Advanced Visual and Commercial Art</i> – This course meets UC/CSU requirements for visual and performing arts (F) credit. In this course students will study the history of photography, photo composition and exposure, digital photo editing processes, career and communication skills. Students will apply the use of photography to develop studies of fashion, architecture, portraiture and fine art photography. Students will create works that combine and intersect visual design, photography, 2D and 3D arts. Students will complete an updated or new portfolio to showcase and demonstrate mastery of skills in visual and commercial art.

Course	Mill Cabinetry CTE	09064
Year typically taken	9-12	
Suggested prerequisites	None	
UC, CSU requirement	F	
Graduation requirement	Applied Arts, Elective	
Course description	This course introduces students to career opportunities within the sector and provides an overview of the planning, design, layout, and technical drawing interpretation for practical use in woodworking, cabinetmaking, and millworking. It may also cover different cabinet and furniture styles used, various wood products and materials, and proper tool selection. Students will be introduced to the different construction processes in the cabinetmaking, furniture making, and millworking industries.	

Course	Mill Cabinetry Advanced CTE	09066
Year typically taken	9-12	
Suggested prerequisites	Mill Cabinetry CTE	
UC, CSU requirement	G	
Graduation requirement	Applied Arts, Elective	
Course description	This course allows students to demonstrate mastery in skills attained in concentrator courses. This may include demonstrating competency in the planning, construction, and installation of furniture, cabinets,	

	countertops, and/or other millwork products. Students will demonstrate competence in the design, layout, and technical drawing interpretation for practical use in woodworking, cabinetmaking, and millworking. They will demonstrate mastery of various construction processes by building and/or installing furniture, cabinets, countertops, or any number of millwork products.
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Course	Video Production CTE	09430
Year typically taken	9-12	
Suggested prerequisites	None	
UC, CSU requirement	F	
Graduation requirement	Applied Arts, Elective	
Course description	This course prepares students for entry-level work in video productions. The class includes: pre-production planning, writing and script editing, on-camera acting, technical work, critical analysis, post production editing of projects and their presentation to outside audiences. Students learn Desktop Publishing, Internet usage, computer graphics, video editing, communication development, and script writing. Articulates with Cabrillo.	

Course	Video Production Advanced CTE	09435
Year typically taken	9-12	
Suggested prerequisites	None	
UC, CSU requirement	F	
Graduation requirement	Applied Arts, Elective	
Course description	Advanced Cinema/ Film/Video ProductionThis course will examine specific uses of film and video technology in various entertainment and industry sectors. Students receive advanced training in pre and post production jobs and competencies, current and emerging technologies, and the collaborative nature of the creative process involved in video production.	

Course	Dance CTE	22210
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Year typically taken	9-12
Suggested prerequisites	None
UC, CSU requirement	F
Graduation requirement	Fine Art or Elective
Course description	<p>Dance CTE is an elective course that focuses on the fundamentals, observation, and process of dance performance and introduction of creation. Students will learn different styles of Western and urban dance (ballet, jazz, modern, contemporary, hip-hop) and enhance their creative and artistic abilities through the development of kinesthetic awareness, strategies of choreography, improvisation, and basic dance technique. Students will view dance from a critical perspective, which involves engagement in artistic and theoretical conversation about works, artistic choices, and the impact on dancer/audience/choreographer. There will be opportunities for student performance and to teach/mentor dancers and peers in an outreach setting, while continuing to grow technically and artistically. Through broadening and expanding their own movement vocabulary, students will progress in dance skills with the goals of improving their skills as self-responsible developing artists.</p>

Course	Dance Choreography Advanced CTE	22215
Year typically taken	10-12	
Suggested prerequisites	Dance	
UC, CSU requirement	F	
Graduation requirement	Fine Art or Elective	
Course description	<p>Advanced Dance Choreography is an elective course that follows the first Dance course. It focuses on the fundamentals, observation, and process of dance performance and creation. Students will learn different styles of Western and urban dance (ballet, jazz, modern, contemporary, hip-hop) and enhance their creative and artistic abilities through the development of kinesthetic awareness, strategies of choreography, improvisation, and basic dance technique. Students will view choreography from a critical perspective, which involves engagement in artistic and theoretical conversation about works, artistic choices, and the impact on dancer/audience/choreographer. They will engage in peer and instructor evaluation and critical analysis in verbal discussions, video analysis, and anatomical exploration. There will be opportunities for student performance and to teach/mentor dancers and peers in an outreach setting, while continuing to grow technically and artistically. To conclude the semester, students will develop the proficient skills required to create an ensemble piece to be presented in a</p>	

	professionally produced showcase. Through broadening and expanding their own movement and choreographic vocabulary, students will develop their own choreographic style that will progress with the goals of improving their skills as self-responsible developing artists.
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ENGLISH LANGUAGE DEVELOPMENT

Course	ELD 3	10030
Year typically taken	9	
Suggested prerequisites	None	
UC, CSU requirement	B	
Graduation requirement	English	
Course description	The course focuses on reading, writing, speaking, and listening. Students participate in extensive listening and speaking exercises. The course covers basic structures of the English language. Students progress from an elementary understanding of English words and verb tenses to a more comprehensive grasp of various formal and informal styles. The course may include an orientation to the customs and cultures of people in the United States.	

Course	ELD Language and Literacy	10050
Year typically taken	10-12	
Suggested prerequisites	ELD 3	
UC, CSU requirement	B	
Graduation requirement	English	
Course description	This year-long elective course provides support in academic language and literacy, with a primary focus on supporting long term English Learners.	

	Additionally, it provides study skills support and tutoring in content areas as needed.
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ENGLISH

Requirement for graduation: 4 years of English

Requirement for CSU/ UC eligibility: 4 years of English

Course	English 1	01000
Year typically taken	9	
Suggested prerequisites	None	
UC, CSU requirement	B	
Graduation requirement	English	
Course description	The course will concentrate on reinforcing and building foundational reading, writing, speaking, and listening skills as articulated by the Common Core State Standards. Students will study diverse works of fiction and nonfiction in order to develop abilities related to narrative, expository, and analytical writing, with particular emphasis on mastering the steps in the writing process. Language study will reinforce foundational writing conventions and mechanics.	

Course	English 2	01020
Year typically taken	10	
Suggested prerequisites	English 1	
UC, CSU requirement	B	
Graduation requirement	English	
Course description	In English 2, students read, discuss, and write about stories, essays, plays, poems and novels from a multicultural perspective. Students study elements of fiction and literary terms. The course emphasizes critical thinking skills, in-depth analysis, and use of 21st century technology. Units in writing will further	

	develop expository, reflective, and analytical writing as aligned to the Common Core State Standards for ninth and tenth grade. Committed discussion, journal writing, literary analysis, vocabulary development, and oral presentations will accompany thoughtful reading of the literature.
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Course	English 2 Honors	01026
Year typically taken	10	
Suggested prerequisites	“B” or better in English 1	
UC, CSU requirement	B	
Graduation requirement	English	
Course description	Students read, discuss, and write about stories, essays, plays, poems and novels from a multicultural 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 Common Core State Standards for ninth and tenth grade. Committed discussion, journal writing, literary analysis, vocabulary development, and oral presentations will accompany thoughtful reading of the literature. Students are required to read and write outside of class.	

Course	American Literature	01060
Year typically taken	11	
Suggested prerequisites	English 2/H	
UC, CSU requirement	B	
Graduation requirement	English	
Course description	This college prep English class is 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 Common Core State Standards.	

Course	AP English Language and Composition	01100
Year typically taken	11	
Suggested prerequisites	“B” or better in English 2/Eng. 2 Honors	
UC, CSU requirement	B	
Graduation requirement	English	
Course description	<p>The AP English Language and Composition course prepares junior students to receive college credit by passing the AP exam offered in May. Students should be aware that this is an Advanced Placement class and has workload, pacing, and expectations similar to college writing courses. Students in this course will read, analyze, and respond to a wide variety of fiction and nonfiction. Our nonfiction curriculum will include expository, personal, and argumentative works from diverse authors and sociohistorical contexts; our fiction curriculum will focus on American literature. The ultimate goal of this course is to build a strong foundation in rhetorical principles and college-level academic writing.</p>	

Course	World Literature	01070
Year typically taken	12	
Suggested prerequisites	American Literature or AP English language and Composition	
UC, CSU requirement	B	
Graduation requirement	English	
Course description	<p>World Literature is a common core standards aligned class offered to seniors to meet the four-year college/university admissions requirement. Students read, discuss and critique texts from a variety of cultures. Students explore common subjects throughout different cultures including family structures, power, empathy, and purpose. 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.</p>	

Course	English Composition	01080
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Year typically taken	12
Suggested prerequisites	American Literature or AP English language and Composition
UC, CSU requirement	B
Graduation requirement	English
Course description	English Composition is a common core standards aligned class offered to seniors to meet the four-year college/university admissions requirement. Students read, discuss and critique texts on a variety of topics, with a focus on rhetorical structures. An emphasis is placed on forming and supporting claims about key topics in order to better articulate one's point of view.

Course	AP English Literature and Composition	01110
Year typically taken	12	
Suggested prerequisites	“B” or better in American Literature or AP English language and Composition	
UC, CSU requirement	B	
Graduation requirement	English	
Course description	This course presents a challenge commensurate to a beginning literature and composition course in college. Students will focus on critical analysis of literature, as well as listening and speaking standards. They will also produce quality timed writing in order to succeed both in college and on the Advanced Placement English Literature and Composition Examination.	

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

High school graduation: 1 year of a fine, visual, or performing art
UC//CSU eligibility: 1 year of a fine, visual, or performing art

Course	Ceramics	08060
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Year typically taken	9-12
Suggested prerequisites	None
UC, CSU requirement	F
Graduation requirement	Fine Art or Elective
Course description	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.

Course	Ceramics Advanced	08070
Year typically taken	10-12	
Suggested prerequisites	Ceramics	
UC, CSU requirement	F	
Graduation requirement	Fine Art	
Course description	Students explore and apply the skills acquired in Ceramics. Additional training at: the wheel, sculpture, glaze calculation and kiln firing included.	

Course	Media Journalism	08515
Year typically taken	9-12	
Suggested prerequisites	None	
UC, CSU requirement	F	
Graduation requirement	Fine Art or Elective	

Course description	This class focuses on developing the communication 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. Students will also produce and film content for the daily What's Chirpin' Broadcast as well as manage the school's social media profile. Meeting deadlines, fulfilling assignment expectations and attending class are major considerations for the students' evaluation.	
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Course	Jewelry design	08100
Year typically taken	9-12	
Suggested prerequisites	None	
UC, CSU requirement	F	
Graduation requirement	Fine Art or Elective	
Course description	In this course, students will work with metals as a medium for creative expression. Students will learn skills to make art out of sheet metal and wire to create necklaces, rings, bracelets, earrings, and other functional art. Students will learn technical skills and tool use with an emphasis on design and craftsmanship.	

Course	Jewelry Design Advanced	08101
Year typically taken	10-12	
Suggested prerequisites	Jewelry Design	
UC, CSU requirement	F	
Graduation requirement	Fine Art or Elective	
Course description	In this course, students will work with metals as a medium for creative expression. Students will learn skills to make art out of sheet metal and wire to create necklaces, rings, bracelets, earrings, and other functional art. Students will learn technical skills and tool use with an emphasis on design and craftsmanship.	

Course	Art	08000
Year typically taken	9-12	
Suggested prerequisites	None	
UC, CSU requirement	F	
Graduation requirement	Fine Art or Elective	
Course description	<p>This course focuses on drawing, illustration, and composition. The first quarter will focus on drawing from observation and foundational drawing skills. Projects include exercises in line and shading, using ink, graphite, and colored pencil. The second quarter builds on the skills learned in the first quarter, expanding your skillset to include perspective, figure drawing, stylization, and exploration of the imagination, using materials such as pastels, watercolor, and mixed media.</p>	

Course	Painting	08040
Year typically taken	10-12	
Suggested prerequisites	Art	
UC, CSU requirement	F	
Graduation requirement	Fine Art or Elective	
Course description	<p>This course explores a combination of traditional and non-traditional painting techniques designed to give students a successful experience in painting. The first quarter focuses on water-based media, transparent watercolor, tempera, gouache, and acrylic. The Second quarter continues the use of water-based media and introduces oil painting and mixed media.</p>	

Course	Painting Advanced	08050
Year typically taken	11-12	
Suggested prerequisites	Painting	

UC, CSU requirement	F
Graduation requirement	Fine Art or Elective
Course description	Painting Advanced students are expected to have a basic working knowledge of painting, and additional skills will be taught as needed to find and pursue a personal direction in painting.

Course	Special Studies: Fine Art	08020
Year typically taken	12	
Suggested prerequisites	Completed all other courses within area with a “B” or better	
UC, CSU requirement	F	
Graduation requirement	Fine Art or Elective	
Course description	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.	

Course	Color Guard	08170
Year typically taken	10-12	
Suggested prerequisites	None	
UC, CSU requirement	F	
Graduation requirement	Students may receive 5 units of PE credit their junior and senior year.	
Course description	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.
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Course	Color Guard 9th SCHS	08171
Year typically taken	9	
Suggested prerequisites	None	
UC, CSU requirement	F	
Graduation requirement	Students may receive 5 units of PE credit their junior and senior year.	
Course description		

Course	Jazz Choir SC	08161
Year typically taken	9-12	
Suggested prerequisites	Auditions required for incoming students, concurrent enrollment in Concert Choir SC	
UC, CSU requirement	F	
Graduation requirement	Fine Art or Elective	
Course description	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.	

Course	Concert Choir SC	08141
Year typically taken	10-12	
Suggested	None	

prerequisites	
UC, CSU requirement	F
Graduation requirement	Fine Art or Elective
Course description	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.

Course	Band 9th SCHS	08183
Year typically taken	9	
Suggested prerequisites	None	
UC, CSU requirement	F	
Graduation requirement	Fine Art or Elective	
Course description	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.	

Course	Varsity Band	08184
Year typically taken	10-12	
Suggested prerequisites	9th grade Band	
UC, CSU requirement	F	
Graduation requirement	Fine Art or Elective	

Course description	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.
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Course	Jazz Ensemble	08202
Year typically taken	9-12	
Suggested prerequisites	Varsity Band	
UC, CSU requirement	F	
Graduation requirement	Fine Art or Elective	
Course description	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.	

Course	Theater Arts	08220
Year typically taken	9-12	
Suggested prerequisites	None	
UC, CSU requirement	F	
Graduation requirement	Fine Art or Elective	
Course description	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.	

Course	Theater Arts Advanced	08225
Year typically taken	10-12	
Suggested prerequisites	Theater Arts	
UC, CSU requirement	F	
Graduation requirement	Fine Art or Elective	
Course description	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.	

Course	Leadership	15015
Year typically taken	9-12	
Suggested prerequisites	None	
UC, CSU requirement	G	
Graduation requirement	Elective	
Course description	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.	

Course	Play Productions	08250
Year typically taken	9-12	
Suggested prerequisites	None	
UC, CSU requirement	None	

Graduation requirement	Fine Art or Elective
Course description	This class is an overview of Production Design & Management. Students will learn about all of the elements that go into taking a theatrical production from the page to the stage. It combines the creative and the practical and teaches students how to break a huge task into manageable sections to ensure high production value.

Course	Electronic Music	08189
Year typically taken	9-12	
Suggested prerequisites	None	
UC, CSU requirement	F	
Graduation requirement	Fine Art or Elective	
Course description	Students in this course explore the digital realm of making music while learning basics of music theory, notation & history. This will be a project based class.	

Course	AP Music Theory	08190
Year typically taken	10-12	
Suggested prerequisites	Previous Music Classes	
UC, CSU requirement	F	
Graduation requirement	Fine Art or Elective	
Course description	Students in this course explore the digital realm of making music while learning basics of music theory, notation & history. This will be a project based class.	

GENERAL EDUCATION

Course	AVID 9 SC	15111
Year typically taken	9	
Suggested prerequisites	Counselor/ Teacher recommendation	
UC, CSU requirement	G	
Graduation requirement	Elective	
Course description	<p>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, 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 courses taken concurrently with another course so that it spirals for the full year..</p>	

Course	AVID 10 SC	15121
Year typically taken	10	
Suggested prerequisites	counselor/ teacher recommendation	
UC, CSU requirement	G	
Graduation requirement	Elective	
Course description	<p>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, 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 courses taken concurrently with another course so that it spirals for the full year..</p>	

Course	AVID 11 SC	15131
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Year typically taken	11
Suggested prerequisites	Counselor/ Teacher Recommendation
UC, CSU requirement	G
Graduation requirement	Elective
Course description	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, 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 courses taken concurrently with another course so that it spirals for the full year..

Course	AVID 12 SC	15141
Year typically taken	12	
Suggested prerequisites	Counselor/ Teacher Recommendation	
UC, CSU requirement	G	
Graduation requirement	Elective	
Course description	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, 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 courses taken concurrently with another course so that it spirals for the full year..	

Course	English 1 AVID	01003
Year typically taken	9	

Suggested prerequisites	Counselor/Teacher Recommendation
UC, CSU requirement	D
Graduation requirement	English
Course description	English 1 combined with Freshman AVID both are a year long course.

Course	World History AVID	02011
Year typically taken	10	
Suggested prerequisites	Counselor/ Teacher Recommendation	
UC, CSU requirement	A	
Graduation requirement	Social Science	
Course description	This course provides an overview of the history of human society from early civilization to the contemporary period, examining political, economic, social, religious, military, scientific, and cultural developments. Students study cultures of the western and nonwestern world. The course integrates geography with history and cultural studies. World History combined with Sophomore AVID. Year long course.	

Course	American Lit & AVID	
Year typically taken	11	
Suggested prerequisites	Counselor/ Teacher Recommendation	
UC, CSU requirement	B	
Graduation requirement	English	
Course description	This course is designed to parallel college-level English courses. It exposes students to prose written in a variety of periods, disciplines, and rhetorical	

	contexts. The course emphasizes the interaction of authorial purpose, intended audience, and the subject at hand. Students learn to develop stylistic flexibility as they write compositions covering a variety of topics. AP Lang. & Comp combined with Junior AVID. Year long course.
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Course	American Gov. AVID/Economics AVID	02083/02115
Year typically taken	12	
Suggested prerequisites	Counselor/ Teacher Recommendation	
UC, CSU requirement	A/G	
Graduation requirement	Social Science	
Course description	American Gov. and Economics combined with Senior AVID. Year long cour	

Course	Academic Assistant, Library Aid, Bilingual Assistant	16130
Year typically taken	10-12	
Suggested prerequisites	Teacher and Administrator Approval	
UC, CSU requirement	None	
Graduation requirement	Elective/Applied Art	
Course description	Students work under direct supervision of the teacher, tutoring students or completing other content area tasks that support instruction. This is a rigorous course in which students are expected to demonstrate advanced understanding of content on a daily basis. 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. Students earn a letter grade.	

Course	Academic Lab	13060
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Year typically taken	10-12
Suggested prerequisites	Counselor recommendation
UC, CSU requirement	None
Graduation requirement	Elective
Course description	<p>Academic Lab is a one semester elective course for which students receive a pass/ fail grade. The course is tied to California's academic content area standards. In no case will students be permitted to "just hang out" or "play on their phones."</p> <p>Students who enroll in the course fall into three group:</p> <ul style="list-style-type: none"> ● Credit Recovery: These students report to the Academic Lab, where they work on their credit recovery classes. While completing credit recovery classes, they earn credit for the relevant credit recovery courses. Once they have completed the course, they remain in the course for the rest of the semester and earn elective credits. The exact number of elective credits will be determined by the date at which they transition from credit recovery to one of the other two options. ● Homework help: These students use Academic Lab to work on homework for other classes. For students who are not in academic support, they might also receive organizational support and tutoring when available. They might work in small study groups or independently. They could use this time to review old quizzes or study for new ones. The primary use of their time is on supporting their success in other academic areas. ● Independent Academic Inquiry: These students design and independently explore an area of academic interest with the support of the Academic Lab teacher and librarian. Ideally this is one long term project that can be developed over the course of the semester, but it's also possible that students who are primarily using Academic Lab for homework help might work on smaller projects when they have no homework. All students enrolled in Academic Lab are encouraged to consider something they would like to explore.

HEALTH

Course	Health	03000
Year typically taken	Required of all 9th grade students	
Suggested prerequisites	None	
UC, CSU requirement	G	
Graduation requirement	Health,	
Course description	This ninth grade course meets the Health requirement for graduation. The technology portion is designed to ensure all 9 th graders are introduced to Information Literacy and Digital Citizenship. The health portion includes substance abuse, personal and family living, human sexuality, nutrition, and disease.	

MATH

Graduation Requirement: 20 credits
CSU/UC: 3 years required – 4 rec.)

Course	Integrated Math 1A	04100
Year typically taken	9	
Suggested prerequisites	None	
UC, CSU requirement	C	
Graduation requirement	Math	
Course description	This course is the first half of the SCCS Integrated Math 1 course. The course is aligned with the Common Core State Standards. Topics include algebra, geometry, functions, and statistics. Topics are spiraled over the course of the	

	semester. Awards 10 credits of Mathematics toward HS graduation requirements.
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Course	Integrated Math 1B	04105
Year typically taken	9	
Suggested prerequisites	Integrated Math 1A	
UC, CSU requirement	C	
Graduation requirement	Algebra	
Course description	This course is the second half of the SCCS Integrated Math 1 course. The course is aligned with the Common Core State Standards. Topics include algebra, geometry, functions, and statistics. Topics are spiraled over the course of the semester. Awards 10 credits of Algebra towards HS graduation requirements.	

Course	Integrated Math 2	04120
Year typically taken	9-12	
Suggested prerequisites	Integrated Math 1B	
UC, CSU requirement	C	
Graduation requirement	Math	
Course description	This course is aligned with the Common Core State Standards for Mathematics. Topics include algebra, geometry, trigonometry, functions, and probability. Topics are spiraled over the course of the semester.	

Course	Integrated Math 3	04130
Year typically taken	9-12	
Suggested prerequisites	Integrated Math 2	

UC, CSU requirement	C
Graduation requirement	Math
Course description	This course is the third course in the Integrated Math sequence aligned with the Common Core State Standards for Mathematics. Topics include algebra, functions, analytic geometry, precalculus, and advanced statistics.

Course	Math Academy 1 (Integrated Algebra and Geometry)	04140
Year typically taken	9	
Suggested prerequisites	Application	
UC, CSU requirement	C	
Graduation requirement	Math	
Course description	<p>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.</p>	

Course	Math Academy 2 (Integrated Algebra 2 / Trigonometry & Pre Calculus/ Analytic Geometry	04160/04200
Year typically taken	10	

Suggested prerequisites	Math Academy 1
UC, CSU requirement	C
Graduation requirement	Math
Course description	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.

Course	Trigonometry/ Analytic Geometry	04170
Year typically taken	10-12	
Suggested prerequisites	Integrated Math 3	
UC, CSU requirement	C	
Graduation requirement	Math	
Course description	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.	

Course	Introduction to Calculus	04210
Year typically taken	10-12	
Suggested prerequisites	Trigonometry/ Analytic geometry	
UC, CSU	C	

requirement	
Graduation requirement	Math

Course	AP Calculus AB & Calculus AB Project	04220/04225
Year typically taken	11-12	
Suggested prerequisites	Trigonometry/Analytic Geometry	
UC, CSU requirement	C	
Graduation requirement	Math	
Course description	<p>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.</p>	

Course	AP CALCULUS BC & CALCULUS BC PROJECT	04230
Year typically taken	11-12	
Suggested prerequisites	Math Academy 2 or Intro to Calculus	
UC, CSU requirement	C	
Graduation requirement	Math	
Course description	<p>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</p>	

	<p>Exam, students are expected to complete a research project on a mathematical topic. This is a full year course.</p> <p>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.</p>
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Course	AP Statistics	04250
Year typically taken	11-12	
Suggested prerequisites	Integrated Math 3	
UC, CSU requirement	C	
Graduation requirement	Math	
Course description	<p>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.</p>	

Course	Introduction to Computer Science	04260
Year typically taken	11-12	
Suggested prerequisites	None	
UC, CSU requirement	D	
Graduation requirement	Applied Arts, Elective	
Course description	<p>This course teaches the foundations of computer science and basic programming, with an emphasis on helping students develop logical thinking and problem solving skills. Once students complete Introduction to Computer Science, they will have learned material equivalent to a semester college introductory course in Computer Science and be able to program in JavaScript and Python. This course is the first of a 2-course pathway in computer science. Upon successful completion of this class, students will be prepared to take AP Computer Science A.</p>	

Course	AP Computer Science A	04280
Year typically taken	11-12	
Suggested prerequisites	Introduction to Computer Science CTE	
UC, CSU requirement	C	
Graduation requirement	Applied arts, elective	
Course description	<p>This course introduces students to computer science with fundamental topics that include problems solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. Taking the AP class, students will prepare for the AP Computer Science A exam, which can award college credit.</p>	

Physical Education (2 courses required for graduation)

Students must pass either PE 1 or PE 2 for high school graduation. All freshmen must take the 9th Grade Physical Fitness Testing. Electives PE courses and Athletic PE are for 10th-12th graders only.

Course	PE 1	07000
Year typically taken	9	
Suggested prerequisites	None	
UC, CSU requirement	None	
Graduation requirement	Physical Education	
Course description	<p>This class will consist of selected units in the following activities: swimming, soccer, basketball, softball, badminton, pickleball, 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.</p>	

Course	PE 2	07020
Year typically taken	10-12	
Suggested prerequisites	PE 1	
UC, CSU requirement	None	
Graduation requirement	Physical Education	
Course description	This class will consist of learning advanced skills, strategies, and critical thinking in the following activities: swimming, soccer, basketball, softball, badminton, pickleball, volleyball, and conditioning. Each unit will be two weeks in length.	

Course	PE Yoga	07080
Year typically taken	10-12	
Suggested prerequisites	PE 1	
UC, CSU requirement	None	
Graduation requirement	Physical Education	
Course description	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.	

Course	Sports conditioning/ weight lifting	07076
Year typically taken	10-12	
Suggested prerequisites	PE 1	
UC, CSU requirement	None	

Graduation requirement	Physical Education
Course description	Students will participate in a program of weights and running. Each student will be required to lift weights and participate in running activities.

Course	Athletic PE	
Year typically taken	10-12	
Suggested prerequisites	PE 1	
UC, CSU requirement	None	
Graduation requirement	Physical Education	
Course description	10 th through 12 th grade students may receive 2.5 PE credits per sport upon completion of the Athletic PE Contract, signed by the coach and turned in to the Athletic Director upon completion of the sports season. Credits are awarded P/NR (pass-no record).	

Science

1 year Life & 1 year Physical required for graduation

CSU: Biology and Chemistry/Physics

UC: Two of these three subjects: Biology, Chemistry, or Physics

Course	Biology	05040
Year typically taken	9	
Suggested prerequisites	None	
UC, CSU requirement	D	
Graduation requirement	Life Science	
Course description	Biology is the study of living organisms. Through the Model-Based Biology	

	curriculum, this class will focus on exploring and understanding the interconnectedness of our living world. This is a rigorous course designed to cover a breadth of topics in the realm of life science while developing your critical thinking and problem-solving skills in preparation for future science courses and for being informed citizens of our society. The course will address the four main ideas of how organisms obtain and use energy to survive, how species interact, how traits are built and passed from parents to offspring, and why traits change over time.
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Course	Chemistry	05060
Year typically taken	10-12	
Suggested prerequisites	Biology	
UC, CSU requirement	D	
Graduation requirement	Physical Science	
Course description	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.	

Course	Physics	05080
Year typically taken	11	
Suggested prerequisites	Biology	
UC, CSU requirement	D	
Graduation requirement	Physical Science	
Course description	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 multimeters for making electrical measurements.
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Course	AP Biology	05050
Year typically taken	11-12	
Suggested prerequisites	Biology, Chemistry and Physics	
UC, CSU requirement	D	
Graduation requirement	Life Science	
Course description	AP 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.	

Course	Physiology Honors	05105
Year typically taken	11-12	
Suggested prerequisites	Biology, Chemistry and Physics	
UC, CSU requirement	D	
Graduation requirement	Life Science	
Course description	Physiology is a laboratory science course that focuses on the study of the structures and functions of each human body system, the relationships between systems, and the way homeostasis is maintained within the body. Health, 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. We will regularly apply course learning to medical case studies, laboratory exercises, and dissections. Honors physiology is taught concurrently, and students enrolled in honors will	

	have more rigorous expectations.
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Course	AP Environmental Science	05125
Year typically taken	11-12	
Suggested prerequisites	Biology, Chemistry and Physics	
UC, CSU requirement	D	
Graduation requirement	Interdisciplinary Science	
Course description	AP Environmental Science provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to 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. Topics covered will include threats to biodiversity, pollution, issues in modern agriculture, challenges associated with water use, energy resources, and the climate crisis.	

Course	AP Chemistry	05070
Year typically taken	11, 12	
Suggested prerequisites	Biology, Chemistry and Physics	
UC, CSU requirement	D	
Graduation requirement	Physical Science	
Course description	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.	

Course	AP Physics 1 and 2	05085/05086
Year typically taken	10,11,12	
Suggested prerequisites	Biology	
UC, CSU requirement	D	
Graduation requirement	Physical Science	
Course description	This course is designed to prepare students for the AP Physics 1 and AP Physics 2 exams. 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.	

Social Studies

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

Course	Ethnic Studies	02145
Year typically taken	09	
Suggested prerequisites	None	
UC, CSU requirement		
Graduation requirement	Ethnic Studies	
Course description	<p>This quarter-long Ethnic Studies course encourages students to reflect on their identities, analyze systems of oppression, and engage in actions that promote justice and inclusion. Through three interconnected units, students will:</p> <ul style="list-style-type: none"> Examine their personal and cultural identities while connecting their stories to local history and community narratives. 	

	<ul style="list-style-type: none"> ● Critically analyze systemic racism and oppression, exploring how stereotypes and exclusionary practices manifest in institutions like media and local systems. ● Collaborate to address injustices in their community, drawing inspiration from social movements and envisioning a future rooted in equity and inclusion. <p>Throughout the course, students will develop skills for constructive dialogue, build empathy and respect for others, and gain tools to advocate for positive change in their communities. This course fosters critical thinking, personal growth, and collective action toward creating a more just and inclusive society.</p>
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Course	World History	02010
Year typically taken	10	
Suggested prerequisites	None	
UC, CSU requirement	A	
Graduation requirement	World History	
Course description	<p>World History 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.</p>	

Course	World History Honors	02030
Year typically taken	10	
Suggested prerequisites	B or higher in English 1 both terms	
UC, CSU requirement	A	
Graduation	World History	

requirement	
Course description	World History Honors 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!

Course	US History	02050
Year typically taken	11	
Suggested prerequisites	World History	
UC, CSU requirement	A	
Graduation requirement	American History	
Course description	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.	

Course	AP US History	02070
Year typically taken	11	
Suggested prerequisites	B or higher in World History and English (both terms) or approval of the department	
UC, CSU requirement	A	
Graduation requirement	United States History	
Course description	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.
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Course	American Government/ Economics	02080/02110
Year typically taken	12	
Suggested prerequisites	US History	
UC, CSU requirement	American Gov. (A), Economics (G)	
Graduation requirement	American Government and Economics	
Course description	<p>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.</p> <p>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.</p>	

Course	Psychology/ Sociology	02120/02140
Year typically taken	11,12	
Suggested prerequisites	None	
UC, CSU requirement	G	
Graduation requirement	Elective	

Course description	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.
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World Languages (2 years required for CSU/UC – 3 or more years recommended)

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 with a background in Spanish or French may take a placement exam.. All language teachers have been trained in the American Council on the Teaching of Foreign Language (ACTFL) research based methodology and plan instruction based on the three modes of communication: interpersonal, presentational and interpretive.

A grade of C or higher is required to move on to the next level.

Course	Spanish 1	06000
Year typically taken	9-12	
Suggested prerequisites	None	
UC, CSU requirement	E	
Graduation requirement	Elective	
Course description	This course is designed to give students basic communicative skills in Spanish within a realistic cultural context. A variety of methods and techniques are used to teach listening, speaking, writing and reading skills in Spanish. In-class activities are primarily communicative, and grammar is reinforced in context. Authentic materials from target cultures are used extensively. Students also are exposed to the cultures of Spanish speaking countries through film, music and stories of the Spanish-speaking world.	

Course	Spanish 2	06010
Year typically taken	9-12	
Suggested prerequisites	Spanish 1 or Teacher Recommendation	
UC, CSU	E	

requirement	
Graduation requirement	Elective
Course description	Students continue to develop language skills and fluency using many of the same techniques as in Spanish 1. Students learn more complex communicative functions and reading and writing skills will be more developed. Authentic materials from target cultures are used extensively. This course satisfies the 2 nd year of the two-year language admission requirement for the UC and CSU systems.

Course	Spanish 3	06020
Year typically taken	9-12	
Suggested prerequisites	Spanish 2 or teacher recommendation	
UC, CSU requirement	E	
Graduation requirement	Elective	
Course description	All language skills previously studied are refined through a variety of activities such as: oral and written reports, role plays, and reading. Grammatical principles, introduced in Levels 1 and 2 will be reviewed in context; new advanced structures are introduced in context. This course satisfies the advanced course admission requirement for the University of California System. Authentic materials from the target cultures are used extensively.	

Course	Spanish 4	06030
Year typically taken	9-12	
Suggested prerequisites	Spanish 3 or teacher recommendation	
UC, CSU requirement	E	
Graduation requirement	Elective	
Course description	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 regularly engage in communicative activities. Reading and writing will receive increased emphasis. The class is conducted entirely in the target language and authentic materials from target cultures are used extensively.
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Course	AP Spanish Language	06040
Year typically taken	10-12	
Suggested prerequisites	Spanish 4 or teacher recommendation	
UC, CSU requirement	E	
Graduation requirement	Elective	
Course description	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 Spanish 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.	

Course	French 1	06100
Year typically taken	9-12	
Suggested prerequisites	None	
UC, CSU requirement	E	
Graduation requirement	Elective	
Course description	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 French. In-class activities are primarily communicative, and grammar is reinforced in context. Authentic materials from target cultures are used extensively. Students also are	

	exposed to the cultures of French speaking countries through film, music and stories of the French-speaking world.
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Course	French 2	06110
Year typically taken	9-12	
Suggested prerequisites	French 1 or teacher recommendation	
UC, CSU requirement	E	
Graduation requirement	Elective	
Course description	Students continue to develop language skills and fluency using many of the same techniques as in/French 1. Students learn more complex communicative functions and reading and writing skills will be more developed. Authentic materials from target cultures are used extensively. This course satisfies the 2 nd year of the two-year language admission requirement for the UC and CSU systems.	

Course	French 3	06120
Year typically taken	9-12	
Suggested prerequisites	French 2 or teacher recommendation	
UC, CSU requirement	E	
Graduation requirement	Elective	
Course description	All language skills previously studied are refined through a variety of activities such as: oral and written reports, role plays, and reading. Grammatical principles, introduced in Levels 1 and 2 will be reviewed in context; new advanced structures are introduced in context. This course satisfies the advanced course admission requirement for the University of California System. Authentic materials from the target cultures are used extensively.	

Course	French 4	06130
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Year typically taken	9-12
Suggested prerequisites	French 3 or teacher recommendation
UC, CSU requirement	E
Graduation requirement	Elective
Course description	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 regularly engage in communicative activities. Reading and writing will receive increased emphasis. The class is conducted entirely in the target language and authentic materials from target cultures are used extensively.

Course	AP French Language	06223
Year typically taken	10-12	
Suggested prerequisites	French 4 or teacher recommendation	
UC, CSU requirement	E	
Graduation requirement	Elective	
Course description	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.	

Course	American Sign Language 1 and 2 (Dual Enrollment with Cabrillo College)	23100
Year typically taken	10-12	
Suggested	None- Dual Enrollment	

prerequisites	
UC, CSU requirement	E
Graduation requirement	Elective
Course description	ASL 1 is designed for students who are brand new to American Sign Language. Students may continue to build upon that foundation by taking ASL 2 and ASL 3. All courses are designed to develop two primary communicative language skills in ASL: "Receptive" (understanding the language when someone signs TO you), and "Expressive" (You actually signing the language). Students will also learn about Deaf society in general and about features of Deaf culture that influence the use of the language in daily life. Students will learn a variety of useful expressions that will help them to communicate with native speakers.

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. 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 Academic Support classes where study skills, test taking skills and other learning strategies are stressed so that students may progress and succeed in general education courses.

Special Day Class (S.D.C.)

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

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 Cheer	Soccer Basketball Soccer Cheer 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 interests. For information on current clubs, please reach out to the activities director or check the [school website](#).

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.

DANCE The dance program hosts an annual showcase.

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.

Fundraising projects include 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 fundraising 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, 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 Assessment of Student Performance and Progress (CAASPP) tests given to all juniors in the spring. The math test uses questions comparable to those found in the Integrated Math 3 and Advanced High School courses. 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/NMSQT, 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 exam. Freshmen and sophomores may choose to take the PSAT in the spring. Juniors may choose to take the PSAT/NMSQT, which is offered in the fall. There are limited numbers of these tests and students must sign up in advance and pay for them. For juniors, exceptionally high scores on the PSAT may qualify them for National Merit Scholarships. These exams take approximately three hours and are given only once each year.

SAT

The Scholastic Assessment Test (SAT) is an entrance exam used by some colleges. In recent years, there were several changes in regard to which schools are requiring it.

Please note:

- UCs and CSUs are now test blind, meaning that they will NOT use SAT/ACT scores to determine college acceptances, even if they are submitted.
- Some out of state colleges and private colleges require the SAT/ ACT. Students are encouraged to research the requirements of the schools that interest them.

- NCAA no longer requires the SAT/ACT

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 AVID and low-income students. Foster students, students on free and reduced lunch, and AVID students should see the counseling secretary for a fee waiver.

Typically, students take the SAT twice; once in May or June of the junior year and again in October of the senior year. Some colleges will use the highest score for a single sitting for admissions while others use a technique called “super scoring,” in which a score is created from the top scores earned over multiple sittings. For students planning to take the SAT, we advise using the free resources available through the College Board website in order to prepare.

The "high school code number" requested on all college testing and admissions forms is 053297. Students may register online at www.collegeboard.org.

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. Please see the note under “SAT” regarding which schools do and do not require the ACT.

STUDENTS WITH 504 OR IEP PLANS

The College Board (PSAT, SAT, and AP Tests) will allow accommodations if the student submits a request for accommodations through the Assistant Principal of Counseling. Please plan ahead, as the request and approval process can take up to seven weeks. The ACT has a similar system that must be applied for separately from that for College Board testing. PLEASE NOTE: A 504 or IEP does not in itself guarantee additional time on these tests.

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 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 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 incidents that result in disciplinary action are listed below. The full list of behavior expectations and consequences is listed on the following pages.

Attendance Issues

SCHS Attendance Policy

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, email 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:

- ☐ Email, use the Google Form via our Website (Report Absence) or call excused absences immediately, (state law requires absences be excused within 72 hours). You may excuse absences by emailing Todd Hammonds toddhammonds@scs.net, using our (Report Absence) Google Form via our Website or by calling our 24 hour recorded line at 429-3960 ext 206 or. 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 Student Information System. This provides Internet access to your student's attendance record. To enroll, please go to the Main Office or the Counseling Office. 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. Breaks are provided between classes to ensure students have time to go to their lockers and take care of personal business. Students with habitual tardiness will receive after school detention and/or Saturday school.

Electronic Devices

Cell phones 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. For the first offense, the phone will be held in the administration office until the end of school day. The student may pick up the phone at that time, but must turn it in to the office for the entire school day on each of the next two school days. Second and subsequent offenses will result in requiring that a parent must pick up the phone at the end of the school day. 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.

Santa Cruz High School

Cell Phone Policy

Cell Phone Policy:

Cell phones and headphones/earbuds* must be put away during class hours (unless permitted by teacher), including time out of the classroom on a hall pass, and during ALL school and state tests. Students will not be allowed to use cell phones during class time, except with teacher permission for educational purposes.

Teachers may require students to place their cell phones and electronic devices in a phone caddy or box as a means of preventing unauthorized use during class hours. School authorities may confiscate cell phones at any time for failure to follow school policy.

*unless headphone/earbud use is an accommodation in a 504 plan or IEP

1st Offense

Verbal warning is given to the entire class as part of the initial class policies or on an individual basis.

2nd Offense

Phone or electronic devices are confiscated and sent to the office. Phones or electronic devices may be collected from administration by students after the school day. Administrator will document in Infinite Campus.

3rd Offense

Phones or electronic devices are confiscated and sent to the office. Phone or electronic devices must be collected from administration by a parent / guardian after the school day, and students will be assigned detention. Administrator will document in Infinite Campus.

4th Offense

Phones or electronic devices are confiscated and sent to the office. Phone or electronic device must be collected from administration by a parent / guardian after the school day. Administration may require that administration and parent / guardian agree on a plan for students to turn in phone or electronic devices to the office daily. Administrator will document in Infinite Campus.

Santa Cruz High School During Class Bathroom Use Policy

15 - 10 - 15

☐ **First 15 Minutes** - No trips to the bathroom in the first 15 minutes of class

- ☐ **Last 15 Minutes** - No trips to the bathroom in the last 15 minutes of class
- ☐ **< 10 Minutes** - No trips to bathroom longer than 10 minutes
- ☐ Students may not take phones to the bathroom
- ☐ Only one student may leave class at a time
- ☐ Only one student per stall
- ☐ Students who abuse this policy may be required to have an escort to ensure proper use of the time out of class

15 - 10 - 15

- | | | |
|---|--|---|
| <input type="checkbox"/> First 15 Minutes
No trips to the bathroom in the first 15 minutes of class | <input type="checkbox"/> < 10 Minutes
No trips to bathroom longer than 10 minutes | <input type="checkbox"/> Last 15 Minutes
No trips to the bathroom in the last 15 minutes of class |
| <input type="checkbox"/> Students may not take phones to the bathroom | | |
| <input type="checkbox"/> Only one student may leave class at a time | | |
| <input type="checkbox"/> Only one student per stall in the bathroom | | |
| <input type="checkbox"/> Students who abuse this policy may be required to have an escort to ensure proper use of the time out of class | | |

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 outside of school outfits and appropriate school clothing. Clothing with inappropriate messaging and/or images is not allowed (promotions of alcohol or drugs, sexist, racist, obscene, etc.). In addition, clothing that is indicative of gangs is not allowed on campus. You may find [the full dress code policy here](#), with more specifics. Please support us in ensuring all students are safe both at school and in the community by reviewing the policy with your child.

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 incidents 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	1st offense Possible consequences	2nd offense Possible consequences	3rd 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 device (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 offenses <ul style="list-style-type: none"> • Bullying • Defiance of the authority of teacher, 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	

Santa Cruz City Secondary School Discipline		
Behavior	1st offense Possible consequences	2nd offense Possible consequences
Violation of CA Education Code or Illegal Acts	Community service Conflict resolution	Suspension Expulsion

<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>Counseling Administrative educational assignment Seven Challenges Suspension</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 firearm • Robbery or extortion • Sales of any controlled substance including marijuana • Sexual assault or sexual battery 	<p>Mandated recommendation for expulsion</p>	

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.

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