



Santa Cruz High School

Home of the Cardinals

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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

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 – Erik Redding (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, and social-emotional 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

For 2021-2022, we are introducing a new bell schedule which is designed to provide students with additional levels of support. Mondays 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 with written permission from a parent or guardian.
- **It may be necessary for the school to change your selections** because of:
 - o Ineligibility (past grades, test scores teacher recommendations, year in school)
 - o Oversubscribed courses
 - o Conflict in schedule (two or more requested classes taught at same time)
 - o Cancelled 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: year-long ROP/CTE, year-long 45-minute classes, and athletic PE.

- **All course selections run for two quarters. The exceptions are: Power/Auto Mechanics, 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 Illuminate. Classes dropped after that point receive a WF (withdrawal failure mark).

| Deadline (Instructional Day) | Fall Semester Quarter 1 | Fall Semester Quarter 2 | Spring Semester Quarter 3 | Spring Semester Quarter 4 |
|--|------------------------------------|------------------------------------|--------------------------------------|--------------------------------------|
| | 08/11/21-10/08/21 | 10/11/21-12/17/21 | 01/07/22-03/11/22 | 03/14/22-05/26/22 |
| Last day to add a class. Last day to drop a class without instructor signature. (7 th day) | Friday August 20 | Wednesday October 20 | Tuesday January 18 | Wednesday March 23 |
| Last day to drop a class without record on transcript. Instructor signature required. (15 th day) | Wednesday September 01 | Monday November 01 | Friday January 28 | Monday April 11 |
| Last day to drop a class with a W on transcript. Instructor signature required. | Wednesday September 22 | Monday November 22 | Tuesday February 22 | Monday April 10 |
| After the last day to drop a class with a “W”, all drops will result in a “WF” on the transcript. | | | | |

Santa Cruz High School 2021-22

High School Graduation and College Admissions Requirements

| Subject Area | SCHS | CSU | UC | Private & Out of State Colleges | Community College |
|---------------------|-------------|------------|-----------|--|--------------------------|
|---------------------|-------------|------------|-----------|--|--------------------------|

| | | | | | |
|-----------------------------------|---|---|---|--|--|
| Social Studies (UC Subject A) | 30 credits World History US History Gov/Econ | 2 years World History US History US Gov (5 credits; Econ counts as a “G”elective) | 2 years World History US History US Gov (5 credits; Econ counts as a “G”elective) | Admission Requirements vary at each private college or university and for many out-of-state public colleges and universities. We recommend that you individually research all colleges or universities that you are interested in to ensure that you fulfill the requirements. Watch for college visits to SCHS! | No subject or GPA requirements for community college. Students must be 18 years old or a high school graduate, or have completed the GED or other high school equivalency. |
| English (UC Subject B) | 40 credits | 4 years | 4 years | | |
| Mathematics (UC Subject C) | 20 credits Int Math 1A and Int Math 1B minimum | 3 years minimum – through Int Math 3 | 3 years minimum – through Int Math 3 (4 years recommended) | | |
| Science (UC Subject D) | 20 credits 1 Life Science (Bio) 1 Physical Science (Chem or Physics) | 2 years 1 Biological/Life Science and 1 Physical Science | 2 years (3 recommended) Biology, Chemistry, or Physics | | |
| World Languages (UC Subject E) | None required for graduation | 2 years minimum in the same language (3 recommended) | 2 years minimum in the same language (3 recommended) | | |
| Fine Art (UC Subject F) | None required but strongly recommended | 1 year | 1 year | | |
| Applied Art | 5 credits | None | None | | |
| Fine/Applied/World Lang | 10 credits must come from one of these subject areas | None | None | | |
| Health | 5 credits | None | None | | |
| Physical Education | 20 credits 10 credits must be PE 1 or PE 2 | None | None | | |
| Elective (UC Subject G) | 80 credits | 1 year college preparatory elective | 1 year college preparatory elective | | |
| Total Credits | 230 credits | 15 classes minimum | 15 classes minimum | | |
| Other Requirements | A “D” grade is required to earn credit toward graduation | - SAT or ACT is not required for the class of 2022. - 2.0 GPA (check CSU website for eligibility table) - Must pass required classes with “C” or better | - SAT or ACT scores will NOT be considered in admissions decisions. - Subject tests no longer required but may be recommended for some majors - 3.0 GPA - Must pass required classes with “C” or better | | |

Santa Cruz High School 2021-22

UC and CSU Approved College Prep Subject Requirements

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

“a” – HISTORY
American Government

U. S. History
U. S. History (AP)

World History
World History Honors

“b” - ENGLISH

English 1
English 2
English 2 Honors
American Literature
American Literature Honors
English Composition
World Literature
AP English Literature & Composition
AP English Language & Composition
Transitional English*
*Students may use only one year of ELD to meet English requirements

“c” - MATHEMATICS

Integrated Math 1A
Integrated Math 1B
Integrated Algebra 1/Geometry (*Math Acad.1*)
Integrated Math 2
Integrated Math 3
Algebra 2/Trig Analysis (*Math Acad 2-fall*)
Analytic Geom./Pre Calc-(H) (*Math Acad.2-spring*)
Trigonometry/Analytic Geometry
Intro to Calculus (H)
Calculus, AB (AP)
Calculus AB Project
Calculus BC Project (AP)
Statistics (AP)
Introduction to Computer Science
Computer Science A (AP)

“d” – LABORATORY SCIENCE

Biology
Chemistry
Physics
Physiology Honors
AP Biology
AP Chemistry
AP Physics 1

AP Physics 2
AP Environmental Science

“e” – FOREIGN LANGUAGE

French 1, 2, 3 and 4
AP French Language and Culture
Spanish 1, 2, 3, and 4
AP Spanish Language and Culture

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

Art
Painting, Painting Advanced
Ceramics, Ceramics Advanced
Jewelry
Photography
Jazz Choir
Concert Choir
Jazz Band
Marching Band
Theater Arts, Advanced
Graphic Design 1 and 2
Video Productions

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

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

AVID 9
AVID 10
AVID 11
AVID 12
Dance, Dance Advanced
Economics
Psychology
Sociology
Leadership
Bike Tech, Bike Tech Advanced
Woodworking, Woodworking Advanced

RECOMMENDED HIGH SCHOOL EDUCATIONAL PLANS

PROGRAM RATIONALE

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

OVERVIEW

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

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

Entry level careers

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

Semi-Professional careers

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

General College Admissions

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

Most Competitive College Admissions

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

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



Sample Four-Year Plans

Classes in bold indicate grade level required courses.

College Preparatory (General) – Sample Program*

| 9th | 10th | 11th | 12th |
|---|--|--|---|
| <input type="checkbox"/> English 1 | <input type="checkbox"/> English 2 | <input type="checkbox"/> American Literature | <input type="checkbox"/> English |
| <input type="checkbox"/> 9 th Grade Core | <input type="checkbox"/> World History | <input type="checkbox"/> US History | <input type="checkbox"/> Government/Economics |

| | | | |
|--|---|--|--|
| <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"/> Math at skill level <input type="checkbox"/> Chemistry or Physics <input type="checkbox"/> World Language 1 or 2 <input type="checkbox"/> Elective/PE | <input type="checkbox"/> Math at skill level <input type="checkbox"/> Chemistry or Physics <input type="checkbox"/> Elective/PE <input type="checkbox"/> Elective/CTE | <input type="checkbox"/> Math at skill level <input type="checkbox"/> Elective Advanced Science <input type="checkbox"/> Elective/PE <input type="checkbox"/> Elective/ CTE |
|--|---|--|--|

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

| 9 th | 10 th | 11 th | 12 th |
|---|---|--|---|
| <input type="checkbox"/> English 1 <input type="checkbox"/> 9th Grade Core <input type="checkbox"/> Math Acad. 1 (fall) or Math at skill level <input type="checkbox"/> Fine Art or (Math Acad. 1 (spring)) <input type="checkbox"/> World Language 1 <input type="checkbox"/> Biology <input type="checkbox"/> PE | <input type="checkbox"/> English 2 Honors <input type="checkbox"/> World Hist. Honors <input type="checkbox"/> Math Acad. 2 (fall) or Geometry or Algebra 2 <input type="checkbox"/> PE or (Math Acad. 2 (spring)) <input type="checkbox"/> Chemistry or Physics <input type="checkbox"/> World Language 2 | <input type="checkbox"/> AP English Language <input type="checkbox"/> AP US History <input type="checkbox"/> AP Calc. or Trig/Intro to Calc or math at skill level <input type="checkbox"/> Chemistry or Physics <input type="checkbox"/> World Language 3 <input type="checkbox"/> Elective/ROP/CTE - (PE or Fine Art if previously substituted with Math Academy) | <input type="checkbox"/> AP English Literature <input type="checkbox"/> Government/Econ. <input type="checkbox"/> AP Statistics or Trig or AP Calc. <input type="checkbox"/> Elective Advanced Science <input type="checkbox"/> World Language 4 <input type="checkbox"/> Elective/ROP/CTE - (PE or Fine Art if not taken already) |

Chemistry is recommended in the same year as AP Chemistry for best mastery of course material.

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

PENCIL IN YOUR FOUR-YEAR PLAN HERE

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

Overview:

English – Minimum of four years. (UC/CSU requires four years, some recommend 5 courses)

9th Grade Core – meets Health and Applied Art high school graduation requirements.

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

Math – Minimum of 2 years including completion of Integrated Math 1B. (UC/CSU requires 3 years with completion of Integrated Math 3). Research indicates that completing more levels of math is associated with increased college completion rates. In addition, an increasing percentage of jobs require a math background. Students enter the following math sequence based on their entering skill level. The basic sequence of math courses is Integ Math 1A – Integ Math 1B – Integ Math 2 – Integ Math 3 – Trigonometry – Intro to Calc – AP Calculus AB or BC.

(Math Academy 1 and 2 prepares students for entrance into AP Calculus BC.) AP Statistics may follow Integrated Math 3.

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

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

Fine Arts – SCHS recommends a minimum of 1 course – recommend additional years for breadth/depth of exposure or emphasis in area of interest.

PE – Minimum of 20 credits; must include PE 1 or PE 2. Athletic PE may be taken in 10th through 12th grade if participating in extracurricular sports.

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

STRATEGIES FOR SUCCESS IN HIGH SCHOOL & BEYOND

For daily success

- School calendars are available on SCHS and SCCS websites (progress reports dates, report card dates, testing dates, holidays, minimum days)
- 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 class 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. 206

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
- 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

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 using email. The general format is the first name followed by the last name @sccs.net. Thus John Doe would be johndoe@sccs.net.
- 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

APPLIED ARTS, ROP, and CTE COURSES

ENGINE REPAIR (CTE) & SMALL ENGINE MECHANICS (CTE)

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

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

AUTOMOTIVE TECHNICIAN PROGRAM (ROP) :



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

BICYCLE PERFORMANCE AND TECHNOLOGY: 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.

GRAPHIC DESIGN & GRAPHIC DESIGN ADVANCED (CTE) :

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



YEARBOOK :

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

DIGITAL PHOTOGRAPHY & DIGITAL PHOTOGRAPHY ADVANCED (CTE)

This course will provide students with opportunities to extend their knowledge and skills in the field of photography. This course will familiarize the student with photographic equipment, materials, methods, and processes. Students will learn how to apply elements from the study of photography to other art forms, content areas, and careers. Meets UC/CSU A-G "F" requirement.

WOODWORKING AND WORDWORKING ADVANCED (CTE)

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

VIDEO PRODUCTION & VIDEO PRODUCTION ADVANCED (CTE) (CSU/UC)

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, and video editing, communication development, and script writing. Meets UC/CSU A-G "F" requirement. Articulates with Cabrillo.

INTRODUCTION TO COMPUTER SCIENCE (CTE)

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.

AP COMPUTER SCIENCE A (CTE) (CSU/UC)

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.

DANCE CHOREOGRAPHY

This performance based class focuses on movement as a form of expression. We are in the process of receiving approval for Fine Arts credit for this course and expect it to be approved by this Spring.

ENGLISH LANGUAGE DEVELOPMENT

English Learners will be enrolled in the appropriate English Language Development (ELD) program based on scores on the ELPAC and consultation with their teachers. Students with beginning and early intermediate skills should enroll at Harbor's Newcomer program. ELD courses at SCHS begin with ELD 3, serving students with Intermediate to Advanced ELD skills.

ELD 3

This course provides English Language Development instruction for students at the intermediate level. Students will work with a diverse number of fiction and nonfiction from varying content areas in order to develop the foundational skills needed to succeed in their academic courses. It is offered during the first semester and is followed by Transitional English., so that students in this course are continuously enrolled in an English Language Development course throughout the year.

TRANSITIONAL ENGLISH

This English Language Development course is designed to build students' skills in foundational reading, writing, speaking, and listening to prepare them for success in their future English and content area courses. Transitional English is integrated into English 1 classes, so that students have a variety of opportunities to work with fluent English speakers, while still receiving instruction and support appropriate to their English proficiency level.

ELD LANGUAGE AND LITERACY

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.

ENGLISH (4 years of English)

4 years of English are required for high school graduation, CSU/UC admissions.

Transitional English/English 1 → English 2 (or Honors) → American Literature or AP English Language→ Senior English class (AP English Literature, English Composition, or World Literature)

ENGLISH 1 (CSU/UC)

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.

ENGLISH 2 (CSU/UC)

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.

ENGLISH 2 HONORS (CSU/UC)

PREREQUISITE: "B" or better in English 1.

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.

AMERICAN LITERATURE (CSU/UC)

This college prep English class required of eleventh grade students. Students will study the major themes present in American literature through daily reading, writing, discussion, and vocabulary development aligned with the Common Core State Standards.

AP LANGUAGE AND COMPOSITION (CSU/UC)

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

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.

WORLD LITERATURE (CSU/UC)

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.

ENGLISH COMPOSITION (CSU/UC)

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.

AP ENGLISH LITERATURE AND COMPOSITION (CSU/UC)

PREREQUISITE: "B" or better in American Literature. Reading above grade level and signed agreement to meet AP Eng. Lit. course standards (available - SCHS Counseling Office.)

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)

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

VISUAL ARTS

ART (CSU/UC)

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 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.

CERAMICS & CERAMICS ADVANCED (CSU/UC)

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

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



JEWELRY DESIGN (CSU/UC)

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.

PAINTING & PAINTING ADVANCED (CSU/UC)

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

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. 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.

SPECIAL STUDIES: FINE ART (CSU/UC)

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

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

PERFORMING ARTS

COLOR GUARD

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

THEATER ARTS (CSU/UC)

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

JAZZ CHOIR/CONCERT CHOIR (CSU/UC)

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

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

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



JAZZ ENSEMBLE (CSU/UC)

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

GENERAL EDUCATION

AVID—Advancement Via Individual Determination (CSU/UC)

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

LEADERSHIP

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

SCHOOL SERVICE, OFFICE AIDES, LIBRARY PRACTICE, TECH AIDES.

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

School Service students may receive P/NP credit for service performed for school personnel, including offices, teachers, or textbook room. 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.

Library aides supervise the circulation desk and shelve books, assist students and faculty in finding and using materials, make deliveries, help keep the library organized, clean, and attractive, and support the library staff with class preparation, book processing, and other tasks. Library aides should be organized, efficient, punctual/good attendance, responsible, able to follow directions and use one's time well.

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

ACADEMIC ASSISTANT

PREREQUISITE: Teacher and assistant principal approval.

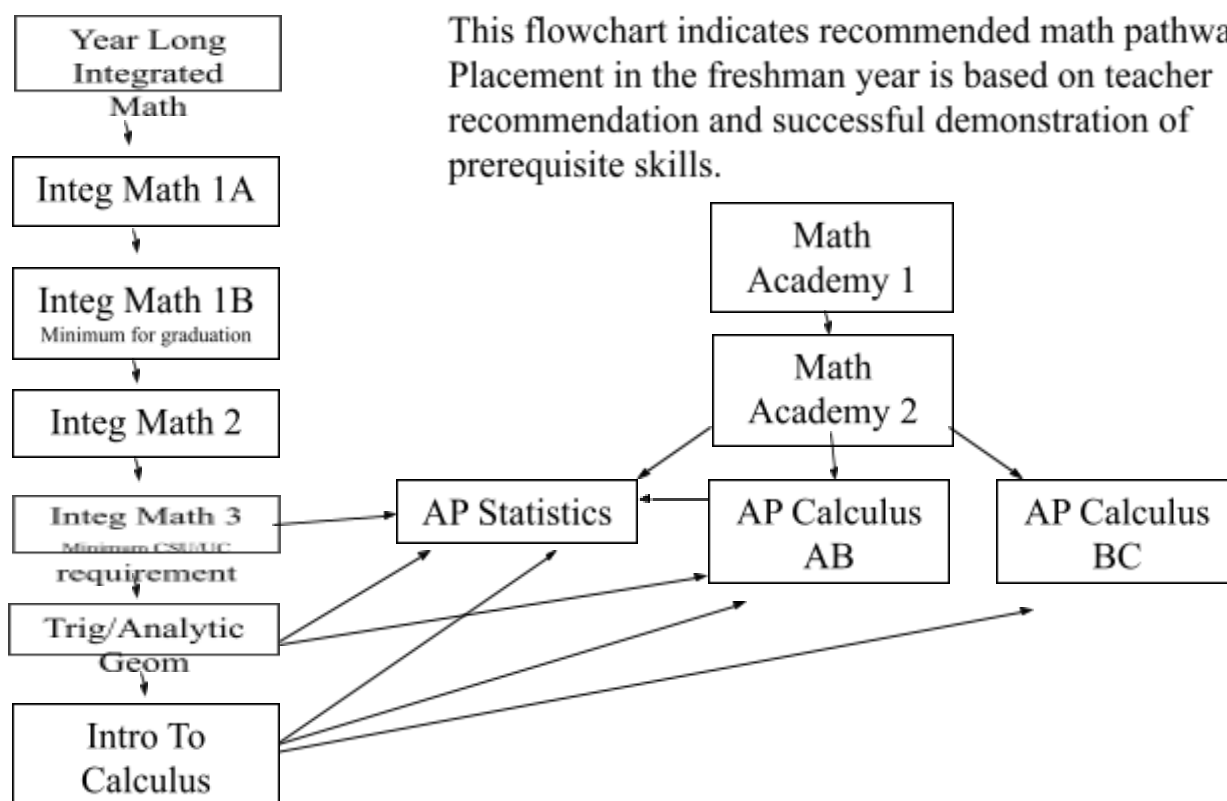
Academic Assistants work as tutors for a teacher or the AVID program. This is a rigorous class and students who wish to be academic assistants should expect to be actively tutoring throughout the period.

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

This ninth grade course meets the Health requirement for graduation. The technology portion is designed to ensure all 9th graders are introduced to Information Literacy and Digital Citizenship. The health portion includes substance abuse, personal and family living, human sexuality, nutrition, and disease. Students must pass both terms to receive Health credit.

MATH

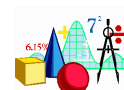
(2 yrs w/Algebra for graduation, 3 year w/Algebra 2 for CSU/UC – 4 rec.)



Current SCHS students must have received grades of C or better in both terms of math to enroll in the next level math course. For classes beyond Integrated Math 3, students need a B or better to continue.

INTEGRATED MATH 1A (CSU/UC)

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.



INTEGRATED MATH 1B (CSU/UC)

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. **Completion of both Integrated Math 1A and 1B, or the equivalent from middle school, is required to graduate from high school.**

INTEGRATED MATH 2 (CSU/UC)

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.

INTEGRATED MATH 3 (CSU/UC)

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. Passing Integrated Math 3 with a C is the minimum requirement for eligibility to California State public universities.

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

The Santa Cruz Mathematics Academy is an intensive two-year program that provides students the opportunity to study mathematics for two hours a day, every day, all year long. This program integrates the study of algebra, geometry, trigonometry, pre-calculus, calculus and other topics in mathematics. It emphasizes problem-solving and critical thinking skills and includes applications of mathematics to the physical and social sciences. In addition to their regular course work, students will complete a long-term research project of their own choosing each semester. Students work together to solve problems, write about mathematics and present their mathematical ideas. The pace is rapid and students are expected to do a large volume of work outside of the

classroom. . The Academy expects its students to complete Advanced Placement Calculus in their junior year, and study advanced topics in mathematics during their senior year, most likely at the University of California, Santa Cruz or Cabrillo Community College.

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

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

TRIGONOMETRY/ANALYTIC GEOMETRY (CSU/UC)

PREREQUISITE: Int Math 1B, 2, and 3 with grades of **B** or better **or consent of instructor**

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

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

INTRODUCTION TO CALCULUS (CSU/UC)

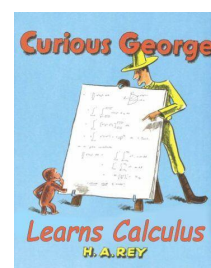
This course is designed for students who have completed Trig/Analytic and are interested in taking calculus (BC or college level) the following year. Topics include limits, continuity, derivatives, applications of the derivative, the definite integral, indefinite integral, applications of integration,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

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

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

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

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



AP CALCULUS BC & CALCULUS BC PROJECT

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

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

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

AP STATISTICS (CSU/UC)

PREREQUISITE: Int Math 1B, 2, & 3 with grades of **B** or better **or consent of instructor**

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

Physical Education (2 courses required for graduation)

Students must pass either PE Core 1 or PE Core 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.

ADAPTED PHYSICAL EDUCATION

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

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

PE CORE 1

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

PE CORE 2

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

YOGA

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

AQUATICS

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

SPORTS CONDITIONING/WEIGHT LIFTING

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

ATHLETIC PE

10th through 12th 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).

CAREER TECHNICAL EDUCATION (C.T.E)/ REGIONAL OCCUPATION PROGRAMS (R.O.P.)

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

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

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

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

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

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

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

ROP/CTE Courses Offered (and location)

- Criminal Justice (Harbor)
- **Automotive Technician Program (SCHS)**
- **Bicycle Perf. & Tech. (SCHS)**
- Biotechnology (Soquel)
- **Digital Graphics 1 (SCHS)**
- **Digital Graphics 2 (SCHS)**
- Culinary (multiple locations)
- Fire Science (off-site)
- First Responder (EMT Services)
- Health Careers (Harbor)
- Medical Technology (Harbor)
- Music Prod and Rec Arts (SVHS)
- Agriculture Production (Natural Bridges)
- **Digital Photography (SCHS)**
- Sports Medicine (Harbor)
- **Video Productions (SCHS)**

- **Web Design (SCHS)**

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

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

One year of life science and one year of physical science are required for graduation. The UC/CSU system strongly recommends that students take Biology, Chemistry, and Physics. Most of our students take Biology and Chemistry and Physics classes. The majority of the advanced science classes require Biology, Physics, and Chemistry as prerequisite. Students seeking additional science experiences and/or challenges enroll in one or more of the additional science electives listed below. When planning your four-year experience, please consider the prerequisites of courses you are interested in.

LIFE SCIENCES

BIOLOGY (UC/CSU)

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.

PHYSIOLOGY HONORS (UC/CSU)

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

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.

AP BIOLOGY (UC/CSU)

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

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.

AP ENVIRONMENTAL SCIENCE (UC/CSU)

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

AP Environmental Science provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Topics covered will include threats to biodiversity, pollution, issues in modern agriculture, challenges associated with water use, energy resources, and the climate crisis.

PHYSICAL SCIENCE

CHEMISTRY (UC/CSU)

PREREQUISITE: "C" or better in Integrated Math 1 and "C" or better in Biology

Chemistry is a college-preparatory, lab-oriented course with an emphasis on problem-solving and higher-level thinking skills. The course focus is on learning basic introductory topics in chemistry that have, directly or indirectly, great importance in our world today. Additionally, lab experiences and projects emphasize learning good laboratory techniques, interpreting data, thinking critically about lab results and applying basic concepts to real world problems. The curriculum includes: atomic and molecular structure, the periodic table, states of matter, types of reactions, writing and balancing chemical equations, energy and chemical equilibrium.



AP CHEMISTRY (UC/CSU)

PREREQUISITE: Biology, Chemistry, Physics, and Integrated Math 3 with a C or better (can be concurrent), and Chemistry teacher recommendation

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

PHYSICS (UC/CSU)

PREREQUISITE: 'C' or better in Integrated Math 1 or concurrent enrolment

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

AP PHYSICS 1 & AP PHYSICS 2 (UC/CSU)

PREREQUISITE: 'C' or better in Integrated Math 1 or concurrent enrolment

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)

WORLD HISTORY and WORLD HISTORY HONORS (UC/CSU)

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.

World Civilizations 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! (Prerequisite: B or better in English I or teacher recommendation).

U.S. HISTORY (UC/CSU)

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

AP US HISTORY (UC/CSU)

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

AMERICAN GOVERNMENT/ECONOMICS (UC/CSU)

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

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

SOCIOLOGY / PSYCHOLOGY

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

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



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

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

Santa Cruz High offers a full course of language development in both Spanish and French. The UC/CSU system requires two-years, (and recommends 3), in the same language for entrance. Students interested in a language other than Spanish or French may be able to access it through Cabrillo College. Students with 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.

SPANISH 1 & FRENCH 1 (UC/CSU)

This course is designed to give students basic communicative skills in Spanish/French within a realistic cultural context. A variety of methods and techniques are used to teach listening, speaking, writing and reading skills in Spanish/French. In-class activities are primarily communicative, and grammar is reinforced in context. Authentic materials from target cultures are used extensively. Students also are exposed to the cultures of Spanish/French speaking countries through film, music and stories of the Spanish/French-speaking world.

SPANISH 2 & FRENCH 2 (UC/CSU)

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

SPANISH 3 & FRENCH 3 (UC/CSU)

All language skills previously studied are refined through a variety of activities such as: oral and written reports, 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.

SPANISH 4 & FRENCH 4 (UC/CSU)

All language skills are refined and developed; including activities such as writing and enacting original skits and dialogues, formal discussions of historical and cultural study, discussions of short stories and poetry. All grammatical structures are reviewed and students will have studied all the major elements of the language by the end of the fourth level. Students 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.

AP SPANISH & AP FRENCH (UC/CSU)

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

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

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

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

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

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

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

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

Extra-Curricular Activities

SPORTS

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

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

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

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

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

CLUBS

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

This is the first year of our new dance program-- and a wonderful opportunity for students to express themselves not only through movement, but by helping to shape the direction of the program and performances.

PARENT AND COMMUNITY GROUPS

SANTA CRUZ HIGH PTA

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

SITE COUNCIL

The Site Council consists of parent, student, faculty, staff, and administration representatives. Parent representatives are elected by parents/guardians of members of the student body. The council is responsible for approving: the School Site Single Plan, the School Safety Plan, the Western Association of Schools and Colleges, (WASC), Action Plan and expenditures of categorical funds. School Site Council meetings are public, and parents and students are welcome to attend. There is an open communications section at the beginning of each meeting where the public may bring up items of concern about the school.

CARDINAL BOOSTER CLUB

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

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

BAND BOOSTERS

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

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

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

ENGLISH LEARNERS' ADVISORY COMMITTEE (ELAC)

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

PARENTS OF AFRICAN-AMERICAN STUDENTS (PAAS)

In partnership with UCSC, 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 Smarter Balanced Assessment Consortium (SBAC) tests given to all juniors in the spring. The math test uses questions embedded 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. As such, all juniors are expected to take the PSAT free of charge to the student, as the district is covering the cost. In addition, freshmen and sophomores may choose to take the PSAT 8/9 or PSAT 10 for practice. The PSAT 8/9 and the PSAT 10 exams are offered in the spring. 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 the last year, there were several changes in regard to which schools are requiring it. Please note:

- UCs will NOT use SA/ACT scores to determine college acceptances, even if they are submitted.
- CSUs are NOT requiring SAT/ACT for the class of 2022.
- At this point, we have been unable to identify any private universities that are requiring the SAT for admissions for the class of 2022.

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 assistant principals' 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.

SAT SUBJECT TESTS

The SAT Subject Tests were once required in addition to the SAT by some University of California schools, many private colleges, and some out-of-state public institutions, as part of the admissions process and for placement purposes. They have been discontinued by the College board and are no longer available.

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, SAT Subject, and AP Tests) will allow accommodations such as extra testing time and testing in a small group setting 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.

TOEFL

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

ONLINE COURSE POLICY

AR 6146.2 Instruction

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

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

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

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

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

BEHAVIOR EXPECTATIONS

Students are expected to behave and dress appropriately for an academic environment. The most common 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

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

Call in excused absences immediately, (state law requires absences be excused within 72 hours). You may excuse absences by calling our 24 hour recorded line at 429-3960 ext 206 or e-mailing Kinnison Gallagher at kgallagher@scs.net. After 72 hours any unexcused absence will be permanently marked as unexcused. By California state education code, teachers are not required to provide credit for assignments or tests that were completed on the day of an unexcused absence. Absences due to illness, medical appointment, court appearance, death in the immediate family, jury duty, and religious obligations are considered excused.

Enroll in Infinite Campus 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. Fifteen minute breaks are provided between classes to ensure students have time to go to their lockers and take care of personal business. Students with habitual tardies will receive afterschool detention and/or Saturday school.

Electronic Devices

Cell phones 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 offences 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.

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.

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 devise (cell phone, iPod, etc) | 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 |

| | | | |
|---|---|--|------------------------------------|
| <ul style="list-style-type: none"> • 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 | | | 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 <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 | Community service Conflict resolution Counseling Administrative educational assignment Seven Challenges Suspension | Suspension Expulsion |

| | | |
|---|---------------------------------------|--|
| <ul style="list-style-type: none"> • 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 | | |
| Mandated recommendation for Expulsion <ul style="list-style-type: none"> • Assault or battery upon a school employee • Brandishing a Knife • Caused serious physical injury • Possession of an explosive • Possession of a controlled substance (except for 1st offense < 1 oz of marijuana) • Possession of a fire arm • Robbery or extortion • Sales of any controlled substance including marijuana • Sexual assault or sexual battery | Mandated recommendation for expulsion | |

Nondiscrimination Policy and Uniform Complaint Procedure

Nondiscrimination/Harassment Policy

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

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

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

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

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

Uniform Complaint Procedure

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

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

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

Procedures

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

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

Step 1: Filing of Complaint

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

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

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.

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

Step 2: Mediation

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

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

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

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

Step 3: Investigation of Complaint

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

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

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

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

Step 4: Response

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

Step 5: Final Written Decision

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

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

The decision shall include:

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

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

Appeals to the California Department of Education

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

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

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

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

Civil Law Remedies

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

Regulation SANTA CRUZ CITY SCHOOLS

approved: February 23, 2011 Soquel, California