



Santa Cruz County Board of Education • 400 Encinal Street, Santa Cruz, CA 95060 • Tel (831) 466-5900 • www.santacruzcoe.org
Ms. Jane Royer Barr • Ms. Rose Filicetti • Ms. Sandra Nichols • Ms. Sue Roth • Mr. Dana Sales
Mr. Abel Sanchez • Mr. Bruce Van Allen

Santa Cruz County Board of Education
Regular Board Meeting
Thursday July 18, 2019
4:00 p.m.
Tech Center

REVISED AGENDA

1. CALL TO ORDER, ROLL CALL AND ESTABLISHMENT OF QUORUM

Dana Sales (President), Jane Royer Barr, Rose Filicetti, Sandra Nichols, Sue Roth, Abel Sanchez,
Bruce Van Allen
Faris Sabbah, Secretary

2. PLEDGE OF ALLEGIANCE

Superintendent Sabbah (Secretary) will lead the Pledge of Allegiance.

3. APPROVAL OF AGENDA

Agenda deletions and/or changes of sequence will be approved or the agenda will be approved as submitted.

4. PUBLIC COMMENT

This is an opportunity for the public to address the Board regarding items not on the agenda. The Board President will recognize any member of the audience not previously placed on the agenda who wishes to speak on a matter directly related to school business. Each speaker, on any specific topic, may speak up **three (3) minutes** unless otherwise limited or extended by the President. The President may allot time to those wishing to speak but no action will be taken on matters presented (EDC § 35145.5). If appropriate, the President, or any Member of the Board, may direct that a matter be referred to the Superintendent's Office for placement on a future agenda. Please refer to item, Please Note, on the last item of this agenda.

5. CONSENT AGENDA

All items appearing on the consent agenda are recommended actions which are considered to be routine in nature and will be acted upon as one motion. Specific items may be removed for separate consideration. Item(s) removed will be considered immediately following the consent agenda motion as Deferred Consent Items.

- 5.0.1 Minutes of the Special Board Meeting of June 13, 2019
- 5.0.2 Minutes of the Regular Board Meeting of June 20, 2019

5.1. DEFERRED CONSENT ITEMS (if required)

This item is placed on the agenda to address any items that might be pulled from Agenda Item 5.0 for further discussion/consideration if so determined.

6. CORRESPONDENCE

Correspondence will be available for review at the meeting location.

7. REPORTS, DISCUSSIONS, AND PRESENTATIONS

7.1. Strategic Plan

The Board will receive a presentation on the final draft Santa Cruz COE's new Strategic Plan.

Presenters: Dr. Faris Sabbah, County Superintendent of Schools
Nicole Young, Owner, Optimal Solutions Consulting

7.2. Your Future Is Our Business

The Board will receive a presentation on the success story of Your Future Is Our Business (YFIOB). The mission of YFIOB is to provide every Santa Cruz County student with opportunities to discover a fulfilling and successful career. YFIOB also brings schools and businesses together to support students in becoming Santa Cruz County's next generation of workers and leaders.

Presenters: Dr. Faris Sabbah, County Superintendent of Schools
Mary Gaukel-Forster, Executive Director, YFIOB

8. PUBLIC HEARINGS, NEW BUSINESS, AND ACTION ITEMS

8.1. Adopt Resolution #19-12 in Support of Immigrant Students and Families

The Board will be asked to approve Resolution #19-12 confirming Santa Cruz County Office of Education's commitment to providing equitable and accessible education to all learners, including immigrant students and their families.

Presenters: Dr. Faris Sabbah, Superintendent
Tonje Switzer, Assistant to the CEO, Community Bridges

Motion &
Roll Call Vote: Dana Sales (President)

8.2. Adopt Resolution #19-13 to Maintain Trust and Safety for Local Immigrants

The Board will be asked to approve Resolution #19-13 confirming Santa Cruz County Office of Education's commitment to maintaining trust and safety for local immigrants.

Presenters: Dr. Faris Sabbah, Superintendent
Bruce Van Allen, Chair, Community Outreach and Legislative Committee,
Santa Cruz County Board of Education

Motion &
Roll Call Vote: Dana Sales (President)

9. SUPERINTENDENT'S REPORT

County Superintendent of Schools, Dr. Faris M. Sabbah, will provide an update on activities and matters of interest.

10. TRUSTEE REPORTS (3 minutes each)

Trustees will report on matters, events, and activities as related to Board goals of: Advocating for students, maintaining community relations, and promoting student achievement.

11. AD HOC COMMITTEE REPORTS/ACTIONS (if any)

11.1 Community Outreach and Legislative Committee Update

This committee will update the Board on recent and upcoming legislative policy changes.

12. ADDITIONS, IF ANY, TO FUTURE BOARD AGENDA ITEMS

13. SCHEDULE OF MEETINGS AND COMING EVENTS

Stuff The Bus: School Supply Collection Drive Stuff-A-Thon
Kaiser Permanente Arena
August 3, 2019
140 Front St., Santa Cruz CA 95060
8:30 a.m. - 12:00 p.m.

Regular Meeting of the Santa Cruz County Board of Education
400 Encinal Street, Santa Cruz, CA 95060
August 15, 2019
4:00 p.m.

Regular Meeting of the Santa Cruz County Board of Education
400 Encinal Street, Santa Cruz, CA 95060
September 19, 2019
4:00 p.m.

14. ADJOURNMENT

The Board President will adjourn the meeting.

PLEASE NOTE:

Public Participation:

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Backup Documentation:

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ADA Compliance:

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SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM

Board Meeting Date: July 18, 2019

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Action

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Information

TO: Dr. Faris Sabbah, County Superintendent of Schools

FROM: Administrative Department

SUBJECT: Special Board Meeting Minutes of June 13, 2019

BACKGROUND

Consent Agenda items are recommended for approval as actions routine in nature and acted upon as one motion. Specific items may be removed for specific consideration.

SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION:

Board approval of June 13, 2019 Minutes.

FUNDING IMPLICATIONS

None.



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Ms. Jane Royer Barr • Ms. Rose Filicetti • Ms. Sandra Nichols • Ms. Sue Roth • Mr. Dana Sales
Mr. Abel Sanchez • Mr. Bruce Van Allen

**Santa Cruz County Board of Education
Special Board Meeting
Thursday June 13, 2019
4:00 p.m.
Board Room**

UNAPPROVED MINUTES

1. CALL TO ORDER, ROLL CALL AND ESTABLISHMENT OF QUORUM

Board Present

Jane Royer Barr
Rose Filicetti
Sandra Nichols
Sue Roth
Bruce Van Allen
Dana Sales (President)
Faris Sabbah (Secretary)

Staff Present

Jivan Dhaliwal
Mary Hart
Sage Leibenson
Rebecca Olker
John Rice
John Armstrong
Jenny Russell
Rosalinda Ramirez

Absent

Abel Sanchez

2. PLEDGE OF ALLEGIANCE

Superintendent Sabbah led the Pledge of Allegiance.

Santa Cruz County Board of Education

Minutes, Special Meeting

June 13, 2019

3. APPROVAL OF AGENDA

Agenda deletions and/or changes of sequence will be approved or the agenda will be approved as submitted.

It was M.S.C. (Barr/Van Allen) to approve the agenda.

Ayes: Barr, Filicetti, Nichols, Sales, Van Allen

Nays: None

Abstain: None

Absent: Roth, Sanchez

4. PUBLIC COMMENT

None.

5. CONSENT AGENDA

5.0.1 Minutes of the Regular Board Meeting held on May 16, 2019.

Trustee Filicetti requested that the proposed minutes from the May 16, 2019 Regular Meeting be amended to reflect more details about the community related events she shared in her trustee report. This request sparked a discussion among Board members regarding whether or not trustee reports should include community related events in addition to educational activities. President Sales requested that this topic be agendized at a future board meeting for further discussion.

It was M.S.C. (Filicetti/Van Allen) to approve the consent agenda item 5.0.1 as amended.

Ayes: Barr, Filicetti, Nichols, Sales, Van Allen

Nays: None

Abstain: None

Absent: Roth, Sanchez

5.1. DEFERRED CONSENT ITEMS (if required)

None.

6. CORRESPONDENCE

None.

Santa Cruz County Board of Education

Minutes, Special Meeting

June 13, 2019

7. PUBLIC HEARINGS, NEW BUSINESS, AND ACTION ITEMS

7.1 Public Hearing: Local Control Accountability Plan (LCAP)

In compliance with California EDC § 52062(b)(1), the Board held a public hearing on the Local Control and Accountability Plan (LCAP) of the Santa Cruz County Court and Community Schools to solicit recommendations and comments from members of the public regarding specific actions and expenditures of these programs. John Armstrong, Director of Alternative Education Programs, gave a presentation to the Board about this LCAP.

The Board asked clarifying questions about the presentation.

Trustee Roth arrived at 4:08 p.m.

7.2 Public Hearing: Local Control Accountability Plan (LCAP)

In compliance with California EDC § 52062(b)(1), the Board held a public hearing on the Local Control and Accountability Plan (LCAP) of the Santa Cruz County Career Advancement Charter School (CAC) to solicit recommendations and comments from members of the public regarding specific actions and expenditures of this program. Jenny Russell, Principal Teacher of CAC, gave a presentation to the Board about this LCAP.

The Board asked clarifying questions about the presentation.

7.3 Public Hearing: Santa Cruz County Office of Education 2019-2020 Budget

The Santa Cruz County Office of Education's 2019-2020 Budget must be presented for public comment in accordance with EDC § 1620 *et seq.*, 24103. A copy of the budget was available at the meeting upon request.

President Sales opened the public hearing.

Superintendent Sabbah introduced Rebecca Olker, Senior Director of Fiscal Services, to present the 19-20 Budget.

Rebecca Olker's presentation provided an overview of the 2018-19 estimated actuals, the 2018-19 comparisons of second interim vs. estimated actuals, the assumptions used to build the budget for 2019-20, the proposed 2019-20 budget, as well as the multi-year projection report.

The presentation sparked a lively discussion among the Board members in which the trustees asked a number of clarifying questions about the proposed report.

Trustee Nichols left the meeting at 5:38 p.m.

President Sales then invited any members of the public who wished to address the Board on this matter to come to the podium to speak. No comments from the public were made. President Sales then closed the public hearing and explained that further action on this item will be taken at the next Board meeting.

Santa Cruz County Board of Education

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8. SCHEDULE OF MEETINGS AND COMING EVENTS

2019 Foster & Homeless Education Summit
Monterey Peninsula College, Lecture Forum 103
980 Fremont St., Monterey CA 93940
June 12, 2019
8:30 a.m. - 4:00 p.m.

Regular Meeting of the Santa Cruz County Board of Education
400 Encinal Street, Santa Cruz, CA 95060
June 20, 2019
4:00 p.m.

9. ADJOURNMENT

The Board President adjourned the meeting at 5:57 p.m.

PLEASE NOTE:

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Santa Cruz County Board of Education

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June 13, 2019

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SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM

Board Meeting Date: July 18, 2019

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Action

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Information

TO: Dr. Faris Sabbah, County Superintendent of Schools

FROM: Administrative Department

SUBJECT: Special Board Meeting Minutes of June 20, 2019

BACKGROUND

Consent Agenda items are recommended for approval as actions routine in nature and acted upon as one motion. Specific items may be removed for specific consideration.

SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION:

Board approval of June 20, 2019 Minutes.

FUNDING IMPLICATIONS

None.



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Ms. Jane Royer Barr • Ms. Rose Filicetti • Ms. Sandra Nichols • Ms. Sue Roth • Mr. Dana Sales
Mr. Abel Sanchez • Mr. Bruce Van Allen

**Santa Cruz County Board of Education
Special Board Meeting
Thursday June 20, 2019
4:00 p.m.
Ocean/Pacific Conference Room**

UNAPPROVED MINUTES

1. CALL TO ORDER, ROLL CALL AND ESTABLISHMENT OF QUORUM

Board Present

Jane Royer Barr
Rose Filicetti
Sandra Nichols
Sue Roth
Abel Sanchez
Bruce Van Allen
Dana Sales (President)
Faris Sabbah (Secretary)

Staff Present

Bryan Wall
Jivan Dhaliwal
Sage Leibenson
Rebecca Olker
Mary Hart
John Armstrong
Jenny Russell
Michael Paynter

Absent

None

2. PLEDGE OF ALLEGIANCE

Superintendent Sabbah led the Pledge of Allegiance.

Santa Cruz County Board of Education

Minutes, Special Meeting

June 20, 2019

3. APPROVAL OF AGENDA

Agenda deletions and/or changes of sequence will be approved or the agenda will be approved as submitted.

It was M.S.C. (Barr/Filicetti) to approve the agenda.

Ayes:	Barr, Filicetti, Nichols, Roth, Sales, Sanchez, Van Allen
Nays:	None
Abstain:	None
Absent:	None

4. PUBLIC COMMENT

None.

5. CONSENT AGENDA

- 5.0.1 Routine Budget Revisions
- 5.0.2 Donations
- 5.0.3 Surplus Items

It was M.S.C. (Filicetti/Nichols) to approve the consent agenda items 5.0.1, 5.0.2, and 5.0.3.

Ayes:	Barr, Filicetti, Nichols, Roth, Sales, Sanchez, Van Allen
Nays:	None
Abstain:	None
Absent:	None

5.1. DEFERRED CONSENT ITEMS (if required)

None.

6. CORRESPONDENCE

The Board received a newsletter from the Santa Cruz County Farm Bureau.

7. RECOGNITIONS

7.1 International Science and Engineering Fair

The Board recognized Michelle Nazareth, a sophomore at Kirby school, for winning the 4th place award for her biochemistry project at the International Science and Engineering Fair. The Board also recognized Natalie Owens and Trevor Cambron, seniors at San Lorenzo Valley High School, for achieving an Honorable Mention for their project at the Santa Cruz Countywide Science and Engineering Fair for their Earth and Environmental Sciences project titled *Trails, Soil, and Sod* at the 2019 Santa Cruz County Science Fair. Each student gave a brief presentation about their projects and were congratulated by the Board for their excellent achievements in science and engineering.

Santa Cruz County Board of Education

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June 20, 2019

7.2 Certificates of Completion for Administrative Credential Training

Kathleen Howard, Coordinator of the Administrative Credential Tier II Training Program (ACT II), provided an overview of the program to the Board and presented certificates of completion to four administrators who were present at the meeting. Administrators who were recognized at the meeting included Marvilyn Quiroz, Cara Oklin, Denise Phipps-Craig, and Audrey Sirota. 29 Administrators received their certificate of completion for this program in total. The Board congratulated the participants for their achievements.

7.3 Santa Cruz County Office of Education Retirement Recognitions

The Board recognized the important contributions of the following Santa Cruz County Office of Education employees who declared their intent to retire in the 2018-2019 school year:

Eileen Halvey, Educational Specialist, Special Education
Kris Stanga, Senior Director, District Support and Leadership
Jean Gardner, Senior Director, Fiscal Services
Sherrie Elrod, Account Specialist IV, Fiscal Services
Vicki Nunez, Educational Specialist, Special Education Department
Victoria Smith-Raymond, Educational Specialist, Special Education

The Board took a short recess at 4:20 p.m. and reconvened at 4:30 p.m.

8. REPORTS, DISCUSSIONS, AND PRESENTATIONS

8.1 Santa Cruz County Office of Education Summary of Support for School Districts

In accordance with Education Code § 52066(i), the County Superintendent of Schools must prepare an annual summary of how the County Superintendent of Schools plans to support school districts and schools within the county.

Superintendent Sabbah introduced Associate Superintendent of Educational Services, Jivan Dhaliwal, who explained how the California System of Support is structured, explained the goals and actions of the report, and provided a breakdown of the costs for the plan.

Santa Cruz County Board of Education

Minutes, Special Meeting

June 20, 2019

9. PUBLIC HEARINGS, NEW BUSINESS, AND ACTION ITEMS

9.1 Approve Resolution 19-11, “We Can Work”: Work Experience Grant

Dr. Michael Paynter, Director of Student Support Services, gave a presentation regarding the “We Can Work” Work Experience Grant and requested the Board approve an application to enter into a two year contract agreement with the California State Department of Rehabilitation (DOR). The program is called We Can Work and is for both the 2019-20 and 2020-21 school years subject to state and federal budget approvals.

The Board asked clarifying questions about the presentation.

It was M.S.C. (Barr/Filicetti) to approve the application to enter the “We Can Work” Work Experience Grant program as Resolution #19-11.

Ayes: Barr, Filicetti, Nichols, Roth, Sales, Sanchez, Van Allen

Nays: None

Abstain: None

Absent: None

9.2 Adopt Local Control Accountability Plan (LCAP)

Following a public hearing held on June 13, 2019 the Board was asked to adopt the Local Control Accountability Plan (LCAP) of the Santa Cruz County Court and Community Schools (EDC § 52062(b)).

John Armstrong, Director of Alternative Education, gave a brief presentation regarding the updates and changes to the proposed LCAP since the last meeting on June 13th. The Board had asked clarifying questions about the new changes to the plan.

It was M.S.C. (Filicetti/Van Allen) to approve the LCAP for the Santa Cruz County Court and Community Schools.

Ayes: Barr, Filicetti, Nichols, Roth, Sales, Sanchez, Van Allen

Nays: None

Abstain: None

Absent: None

Santa Cruz County Board of Education

Minutes, Special Meeting

June 20, 2019

9.3 Adopt Local Control Accountability Plan (LCAP)

Following a public hearing held on June 13, 2019 the Board was asked to adopt the Local Control Accountability Plan of the Santa Cruz County Career Advancement Charter School (EDC § 52062(b)).

Jenny Russell, Principal Teacher of CAC, explained that no changes were made to the CAC LCAP since the last meeting on June 13th. The Board had no further questions about the plan.

It was M.S.C. (Barr/Roth) to approve the LCAP for the Santa Cruz County Career Advancement Charter School.

Ayes:	Barr, Filicetti, Nichols, Roth, Sales, Sanchez, Van Allen
Nays:	None
Abstain:	None
Absent:	None

9.4 Adopt Santa Cruz County Office of Education 2019-2020 Budget

Following a Public Hearing held on June 13, 2019, the Board was asked to adopt the Santa Cruz County Office of Education 2019 - 2020 Budget.

Rebecca Olker, Senior Director of Fiscal Services, reported that no changes were made to the proposed budget since the last meeting of June 13, 2019.

It was M.S.C. (Filicetti/Barr) to approve the Santa Cruz County Office of Education 2019 - 2020 Budget.

Ayes:	Barr, Filicetti, Nichols, Roth, Sales, Sanchez, Van Allen
Nays:	None
Abstain:	None
Absent:	None

9.5 Approve Charter School Application for the California State Retirement System (CalSTRS) Activation

Mary Hart, Deputy Superintendent of Business Services, asked the Board to approve the CalSTRS application to enable submission to STRS for employees STRS contributions pertaining to the Santa Cruz County Cypress Charter High School (SCCCCHS).

It was M.S.C. (Barr/Van Allen) to approve the CalSTRS application to enable submission to STRS for employees STRS contributions pertaining to the Santa Cruz County Cypress Charter High School (SCCCCHS).

Ayes:	Barr, Filicetti, Nichols, Roth, Sales, Sanchez, Van Allen
Nays:	None
Abstain:	None
Absent:	None

Santa Cruz County Board of Education

Minutes, Special Meeting

June 20, 2019

9.6 Approve Resolution #19-08 in Support of Prop 30 and 55, Education Protection Funds Act (Santa Cruz County Office of Education)

Rebecca Olker, Director of Fiscal Services, asked the Board to adopt Resolution #19-08 to approve usage of the funds made available from Proposition 30 and Proposition 55 for educational expenditures within the County Office of Education's budgets.

Rebecca Olker explained that the purpose of Proposition 55 is to continue increased income taxes contained in Proposition 30 which continues the use of the Education Protection Account as the fund into which the increased revenues are deposited for the purpose of distributing to California school agencies.

It was M.S.C. (Nichols/Van Allen) to approve Resolution #19-08 to approve usage of the funds made available from Proposition 30 and Proposition 55 for educational expenditures within the County Office of Education's budgets.

Ayes:	Barr, Filicetti, Nichols, Roth, Sales, Sanchez, Van Allen
Nays:	None
Abstain:	None
Absent:	None

9.7 Approve Resolution and #19-09 in Support of Prop 30 and 55, Education Protection Funds Act (Career Advancement Charter)

Rebecca Olker, Director of Fiscal Services, asked the Board to adopt Resolution #19-09 to approve usage of the funds made available from Proposition 30 and Proposition 55 for educational expenditures within the Santa Cruz County Career Advancement Charter School's budgets.

It was M.S.C. (Roth/Nichols) to approve Resolution #19-09 to approve usage of the funds made available from Proposition 30 and Proposition 55 for educational expenditures within the Santa Cruz County Career Advancement Charter School's budgets.

Ayes:	Barr, Filicetti, Nichols, Roth, Sales, Sanchez, Van Allen
Nays:	None
Abstain:	None
Absent:	None

Santa Cruz County Board of Education

Minutes, Special Meeting

June 20, 2019

9.8 Approve Resolution and #19-10 in Support of Prop 30 and 55, Education Protection Funds Act (Santa Cruz County Cypress Charter High School)

Rebecca Olker, Director of Fiscal Services, asked the Board to adopt Resolution #19-10 to approve usage of the funds made available from Proposition 30 and Proposition 55 for educational expenditures within the Santa Cruz County Cypress Charter High School's budgets.

It was M.S.C. (Barr/Van Allen) to approve #19-10 to approve usage of the funds made available from Proposition 30 and Proposition 55 for educational expenditures within the Santa Cruz County Cypress Charter High School's budgets.

Ayes:	Barr, Filicetti, Nichols, Roth, Sales, Sanchez, Van Allen
Nays:	None
Abstain:	None
Absent:	None

9.9 Approve Consolidated Application 2019-2020

John Rice, Senior Director of Alternative Education, asked the Board to approve the 2018-2019 Consolidated Application.

Trustee Nichols asked John Rice for clarification on the definition of the "protected prayer certification" included within the consolidated application.

It was M.S.C. (Roth/Filicetti) to approve the 2018-2019 Consolidated Application.

Ayes:	Barr, Filicetti, Nichols, Roth, Sales, Sanchez, Van Allen
Nays:	None
Abstain:	None
Absent:	None

10. SUPERINTENDENT'S REPORT

County Superintendent of Schools, Dr. Faris M. Sabbah, provided an update on activities and matters of interest.

Dr. Sabbah also asked the Board if they would approve the COE's intent to nominate Nicholas Ibarra, education journalist at the Santa Cruz Sentinel, for the CSBA Golden Quill nomination. There were no objections made by the Board to this request.

Santa Cruz County Board of Education

Minutes, Special Meeting

June 20, 2019

11. TRUSTEE REPORTS (3 minutes each)

Trustee Filicetti attended a Delegate Assembly focused on Special Education, a CCBE Board of Directors meeting, the CARSNet Charter Authorizers Boot Camp 2019, the Capitol Advisors May Revise Workshop, and Alternative Education and CAC Graduation ceremonies. She also attended the Special Meeting of the Santa Cruz County Board of Education on June 13, and was assigned as the 2019 CCBE Annual Conference Presenter Liaison for Capitol Advisors "Pure Politics" session on September 13, 2019.

Trustee Sanchez attended Watsonville Graduation ceremonies and the Santa Cruz COE staff picnic.

Trustee Barr attended both Sequoia Graduations the Capitol Advisors May Workshop,

Trustee Nichols attended a number of Graduation ceremonies, and the Santa Cruz LGBTQ+ Pride Parade in which she marched with a banner that read "All Immigrants are Welcome!".

Trustee Roth attended the Santa Cruz COE Staff Appreciation Picnic, attended the Capitol Advisors May Workshop, attended the June Agenda Committee meeting, and six graduation ceremonies.

Trustee Sales attended a number of graduation ceremonies and the Agenda Committee meeting of the Santa Cruz County Board of Education.

12. AD HOC COMMITTEE REPORTS/ACTIONS (if any)

12.1 Community Outreach and Legislative Committee Update

Trustee Filicetti shared an update CCBE's recent efforts to preserve County Boards' authority over charter schools in relation to AB1505.

13. ADDITIONS, IF ANY, TO FUTURE BOARD AGENDA ITEMS

14. SCHEDULE OF MEETINGS AND COMING EVENTS

Regular Meeting of the Santa Cruz County Board of Education
400 Encinal Street, Santa Cruz, CA 95060
July 18, 2019
4:00 p.m.

Regular Meeting of the Santa Cruz County Board of Education
400 Encinal Street, Santa Cruz, CA 95060
August 15, 2019
4:00 p.m.

15. ADJOURNMENT

The Board President adjourned the meeting at 5:32 p.m.

Santa Cruz County Board of Education

Minutes, Special Meeting

June 20, 2019

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SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM

Board Meeting Date: July 18, 2019

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Action

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Information

TO: Santa Cruz County Board of Education

FROM: Dr. Faris Sabbah, County Superintendent of Schools

SUBJECT: Santa Cruz COE Strategic Plan, Final Draft

BACKGROUND

The Board will receive a presentation on the final draft Santa Cruz COE's new Strategic Plan.

SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION:

Receive presentation.

FUNDING IMPLICATIONS

None.

Santa Cruz County Office of Education

**Strategic Plan
2019 – 2024**

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Letter from the County Superintendent

I am proud to present the **Santa Cruz County Office of Education's (Santa Cruz COE) 2019 – 2024 Strategic Plan**, the roadmap that will guide our work for the next five years. This plan builds on the successes of both our past and current initiatives, and reflects Santa Cruz COE's commitment to ensuring all learners have educational opportunities and the support they need to succeed and prosper. I am grateful to all the students, families, teachers, administrators, district leaders, community partners, and Santa Cruz COE staff and managers who have contributed their wisdom and ideas to this strategic plan.

The promise of public education is for every learner to achieve and thrive in school and in life. To realize this promise, every student must be immersed in a supportive learning environment that builds on their strengths and expands their opportunities. We recognize that significant disparities in educational opportunities and outcomes exist among students in Santa Cruz County based on race, socioeconomic status, ethnicity, gender, special needs, immigration status, English learner proficiency, sexual orientation, and geography, which result from a legacy of systemic, economic, and political inequity. We believe we have to be deliberate in confronting and dismantling these systems of power and privilege to succeed in our mission. To this end, we are committed to listening to the diverse voices of our educational community in order to gain a clear understanding of their needs. Our process to develop this plan has involved a series of meetings where a variety of stakeholders from different sectors provided their feedback to design solutions to address these needs, and moreover hold us accountable in this effort.

While equity has been a deeply-held value within the Santa Cruz COE for many years, our new strategic plan calls out our commitment to equity more explicitly. This is reflected in our new mission: **To lead an equitable and innovative learner-centered education system.** We take this responsibility seriously, as our whole community will benefit when we fulfill this mission and achieve our new vision of success: **Engaged learners and leaders who have the social, emotional, academic, and technical skills to thrive in a changing world.**

The Santa Cruz COE is eager to begin aligning our efforts to this new 5-year strategic plan. We feel this ambitious plan accurately reflects our deeply held commitment to equity, excellence, and innovation. The Santa Cruz COE needs committed, engaged partners to fulfill this vision, as systemic inequities cannot be solved by one organization or system alone. We look forward to deepening our collaboration with our many partners, as well as continuing to develop best practices internally, as we work together to achieve our mission ***to lead an equitable and innovative learner-centered education system.***

Dr. Faris Sabbah
Santa Cruz County Superintendent of Schools

Santa Cruz COE's Strategic Planning Process & Key Themes

This strategic plan reflects a 6-month planning process designed to update the Santa Cruz COE's strategic framework (vision, mission, values, and priorities) and develop a roadmap that will guide our strategic initiatives, partnerships, and supports for districts and students over the next five years.

We began with a needs assessment in the fall of 2018. With the assistance of Applied Survey Research (ASR) and Optimal Solutions Consulting (OSC), we were able to hear the perspectives of hundreds of stakeholders within and outside of the Santa Cruz COE through:

- Listening sessions with students and parents/guardians
- Key informant interviews with district superintendents and community leaders
- Focus groups with district personnel and representatives from public and nonprofit partners
- Input sessions with stakeholders groups
- An online survey
- Input sessions with Santa Cruz COE staff, managers, and the County Board of Education

These diverse stakeholders shared their perspectives about our strengths and areas to improve as an organization, as well as opportunities to achieve greater impact. Key themes included:

Strengths to Build On

- The Santa Cruz COE's intentional focus on equity, which is a shared value among many stakeholders;
- The range and quality of Santa Cruz COE's programs for students and districts, and the responsiveness and expertise of staff;
- Strong, effective partnerships with districts, community-based agencies, and public agencies;
- Santa Cruz COE's role as a central hub and convener that brokers collaborative opportunities, creates systems, leverages resources, and shares and spreads best practices;
- The increased focus on early childhood education, LGBTQ students, social emotional learning (SEL), implementation of science standards, environmental literacy, and special education services;
- Santa Cruz COE's influence on local and state policy.

Areas for Improvement

- Increase cross-district collaboration and foster a collective mindset of, "All 40,000 students in the county are our kids;"
- Tailor communication, services, and support to match districts' varying needs and contexts;
- Increase the Santa Cruz COE's presence in south county;

- Communicate clearly and proactively to all stakeholders within and outside of the Santa Cruz COE about the organization’s strategic direction and its role, initiatives, partnerships and accomplishments.

Opportunities to Achieve Greater Impact

- Enhance Santa Cruz COE’s role as a central hub and convener to increase visibility, funding, coordination, and access to countywide programs and professional development;
- Use the Santa Cruz COE’s visibility and credibility to elevate expectations and systemic practices that support the whole learner;
- Dedicate attention, resources, and support to address students’ social-emotional and behavioral health;
- Develop deep expertise in a few areas, such as trauma-informed care and culturally competent teaching practices, then teach others;
- Systematize and replicate effective initiatives that benefit all districts, such as the Countywide Science Initiative (implementation of the Next Generation Science Standards), the Equity Institute, the Whole Child Approach, and Multi-Tiered Systems of Support;
- Work with schools and community partners to foster youth leadership and civic engagement;
- Sustain and scale effective programs;
- Increase the Santa Cruz COE’s leadership, civic engagement, and advocacy at the local, regional, state, and national levels on broader community issues that affect learning, such as housing, transportation, food, health care, early care and education, environmental justice, safety, social support, and discrimination and racism.

Countywide Data

ASR also reviewed countywide data that highlight some hopeful trends, as well as differences in educational opportunities and outcomes that warrant a systems-level response —i.e. changes in policies and practices and greater collaboration — from the Santa Cruz COE, districts, and other community partners. For example:

Only half of all children ages 3-4 were enrolled in preschool or Transitional Kindergarten in 2017;

- On average, less than half (40%) of 3rd grade students met or exceeded the English Language Arts (ELA) standard in 2018. **This percentage has steadily increased since 2016**, but was still below the statewide percentage (48%). There was a significant difference in percentages when broken out by race and ethnicity. A higher percentage of Asian and white 3rd graders met or exceeded standards (69% and 64%, respectively) than African American/Black and Latinx¹ students 45% and 25%, respectively).
- In 2018, only 43% of 3rd grade students met or exceeded math standards (below California’s average of 49%) and the percentages varied significantly by race and ethnicity, ranging from 75% of Asian students to 28% of Latinx students.
- Similar patterns were seen in countywide data on the percentage of 8th and 11th grade students meeting or exceeding standards in ELA and math.

¹ Latinx is a gender-neutral term used as an alternative to the gender-specific terms, Latino or Latina

- Overall, 69% of students who responded to the 2016-17 California Healthy Kids Survey said they felt safe in their schools, and 59% said they felt like they were a part of their schools. However, only 32% of students said they had a caring relationship with adults at school, with noticeable differences between Asian (27%), Latinx (28%), and African American/Black (29%) students, compared to white students (39%).
- Students who self-identified as gay or lesbian experienced verbal and physical abuse, or the threat of physical harm, at a disproportionately higher rate than students overall. For example, 25% of gay and lesbian students had been threatened with harm or injury, compared to 6% of students overall.
- Santa Cruz County's suspension rate has been lower than California's since 2014-15, but has begun rising in recent years. In 2017-18, the county's suspension rate rose from 1.7% to 3.1%, only slightly lower than California's rate of 3.5%. Latinx students accounted for 75% of all suspensions in the county in 2017-18.
- Similarly, Santa Cruz County's expulsion rate had remained low (.02% - .05%) and below California's rate until 2017-18, when the county rate jumped to .12%, which was higher than California's rate of .08%. This data should be interpreted with caution, since a small change in the number of suspensions and expulsions can cause a significant increase in the percentage.
- Santa Cruz County's graduation rate decreased slightly between 2014-15 (87%) and 2017-18 (82%), but the **dropout rate also declined** in that same period from 2.3% to 1.8%.
- While the **decline in the dropout rate is good news**, only one-third (33%) of Santa Cruz County's high school graduation cohort were deemed "Prepared" for postsecondary education or careers in 2018, according to the new College and Career Indicator (CCI). The CCI is a combined measure that accounts for preparedness for both college and career. This percentage trailed California (42%) and varied by students' race and ethnicity – from 19% of Latinx students to 50% of white students. A similar percentage of Asian students (47%) and African American/Black students (46%) were Prepared for college/career.

We cannot afford to dismiss or downplay the importance of these data, particularly the concerning trends. "Research demonstrates that inequalities in both opportunity and outcomes along the lines of race and social class begin early and often persist throughout students' K–12 years and beyond, and that they are much larger in the United States than in comparable countries (Bradbury et al. 2015; Putnam 2015)."²

The Santa Cruz COE will not accept inequities in access, opportunities, and outcomes as inevitable. These data have informed our strategic plan, which serves as **a call for collective action to:**

1. **Create integrated systems of support** that address the **social determinants of health** (the social, economic, political, and physical environments in which people are born, grow, live, work, and age) that impact our learners' educational opportunities and outcomes; and

² Garcia, E. and Weiss, E. (2017). Education Inequalities at the School Starting Gate: Gaps, Trends, and Strategies to Address Them. Retrieved from Economic Policy Institute <https://www.epi.org/publication/education-inequalities-at-the-school-starting-gate/>

2. **Eliminate the structural and systemic gaps and barriers** (institutional norms, practices, and policies) that create the **opportunity gap** (inequitable access to opportunities, resources, and supports for learners) that contributes to **inequitable outcomes**—the differences in health, social, educational, and economic status that are too often predictable by race, cultural or ethnic identity, gender identity, sexual orientation, family income, home language, immigration status, learning differences, and other characteristics.

Equity: The Foundation for Success

Our society is rapidly and constantly changing, with new jobs and career paths emerging — often faster than our country’s education system has been able to respond. While social and technological advances present exciting educational and career opportunities, we also face daunting challenges that threaten intergenerational well-being, such as the housing crisis, climate change, poverty, and persistent injustices against our LGBTQ, immigrant, and ethnically diverse communities. These challenges are inextricably linked to the social and emotional health of our learners and educators, and therefore inextricably linked to the quality of our county’s education system and academic outcomes.

Education is often viewed as the great equalizer that “levels the playing field” and creates equal opportunities for all to succeed in life. While this is true for many people, we know we still have much work to do to make this a reality for all learners in our community. Educational systems throughout the country are not just imperfect and chronically underfunded, but have been built on a legacy of laws, policies, and practices (e.g., segregation, disinvestment in low-income communities, disproportionate use of harsh discipline for students of color) that create and reinforce the opportunity gap that contributes to inequitable life outcomes.

The Santa Cruz COE is driven by a deep sense of urgency to transform educational systems and practices so that all learners, with diverse and unique backgrounds and circumstances, have opportunities and access to supports and resources that enable them to achieve and thrive, from birth through adulthood. This strategic plan is an explicit statement of our enduring commitment to equity for all learners. We invite all our partners—learners, families, schools, districts, public and non-profit community partners, businesses, and our staff—to join us in fulfilling our vision.

Our Strategic Framework

Our Vision

We envision a community with engaged learners and leaders who have the social, emotional, academic, and technical skills to thrive in a changing world.

Our Mission

To lead an equitable and innovative learner-centered educational system.

Our Values

1. **Equity** – We create or improve programs, practices, and policies to ensure that every learner has opportunities, experiences, and support **systems** that address their educational goals and needs.
2. **Innovation** – We foster communication, collaboration, creativity, and critical thinking to generate new ideas and solutions.
3. **Partnership** – We listen to the needs of our learners, families, educators, and the community, and work with our partners to create networks of support and opportunities so all our learners can achieve and thrive.
4. **Excellence** – We hold ourselves to high standards of quality and professionalism and aim to exceed the expectations of our learners, community, partners, and staff.

The Role of the Santa Cruz COE

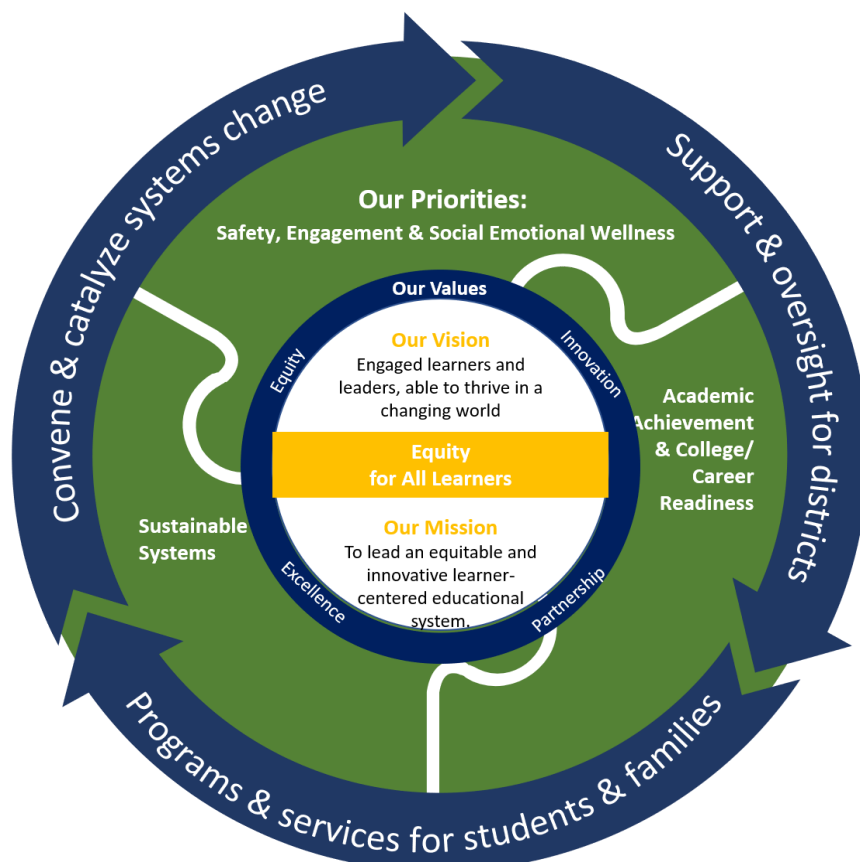
The Santa Cruz COE is a public agency charged with providing educational leadership, resources, and services to ensure quality educational opportunities for all learners. We accomplish this through our three primary roles:

- **Convene leaders & catalyze systems change:** The Santa Cruz COE leads and participates in **community-wide** initiatives that transform policies, practices, and systems that impact students' educational opportunities and outcomes.
- **Provide support & oversight for districts:** The Santa Cruz COE offers programmatic and business services, supports, and oversight to the 10 school districts in Santa Cruz County. These services and supports — including professional learning, curriculum and instructional support, human resources, payroll, technology, budget approval and monitoring, data reporting, and Local Control Accountability Plan approval and monitoring — complement districts' efforts or provide resources that would not otherwise exist, particularly for small school districts.
- **Provide services & programs for students and families:** The Santa Cruz COE coordinates and offers a range of arts, environmental education, child development, **career and technical education**, and instructional programs and services for students, from birth through age 24 and beyond, and their families. Instructional programs are offered directly by the Santa Cruz COE through Alternative Education, Special Education, Outdoor Science School, Career Technical Education Partnership, and Student Services programs.

Our Strategic Priorities

Our review of stakeholder input and community data led us to identify the following three strategic priorities to focus on over the next five years:

1. **Safety, Engagement, Social-Emotional Wellness**
2. **Academic Achievement & College/Career Readiness**
3. **Sustainable Systems**



The strategic priorities are overlapping and interrelated, but are described here as distinct priorities for planning purposes. We have identified an aspirational goal, strategies (broad approaches), and key indicators of progress for each strategic priority. Over the next five years, we will implement these strategies through our programs and partnerships. Specific activities and initiatives may vary each year, depending on our community's needs, and will be defined on an annual basis as part of the Santa Cruz COE's annual action planning and progress report.

Strategic Priority 1: Safety, Engagement, and Social-Emotional Wellness

Our Goal: Every learner is safe, connected, supported, and socially and emotionally healthy.

Why this Matters: Many of our students face daunting challenges on a daily basis in their homes, schools, and communities. The stress of economic instability, homelessness, family violence, bullying, discrimination, racism, fear of deportation, and other forms of trauma takes its toll on the health and well-being of learners of all ages. Educators are often the “first responders” who see the symptoms of chronic stress and trauma in students’ behaviors or learning difficulties.

A growing body of research shows that teaching social-emotional skills, such as managing emotions, practicing compassion and empathy, handling conflict, and making responsible decisions is just as critical to students’ success as teaching academic skills, such as reading, writing, and math. In addition, teaching critical thinking, leadership, and civic engagement skills provides learners with tools to be active agents of change in their homes, schools, and communities. When social-emotional learning (SEL) and civic engagement are integrated into academic instruction, and other [trauma-informed and healing-centered](#) resources are available to support safety and social and emotional well-being, students typically have fewer behavioral issues and can focus on learning. This can contribute to improved academic outcomes and increased engagement and action at school and in the community.^{3, 4}

While the Santa Cruz COE alone cannot solve all the complex circumstances in our students’ lives, we can use our leadership, partnerships, cross-sector initiatives, internal programs, and resources to create learning environments that foster safety, belonging, purpose, and engagement — essential conditions for teaching the whole learner.

Strategies: In addition to the Santa Cruz COE’s ongoing services, programs and initiatives, we will focus on implementing these strategies over the next five years, in support of our strategic goal.

Convene & Catalyze Systems Change	Support & Oversight for Districts	Programs & Services for Students & Families
<ul style="list-style-type: none"> Convene cross-sector partners to create integrated systems of supports that promote safety, engagement, behavioral health, wellness, and social emotional learning 	<ul style="list-style-type: none"> Support countywide implementation of safety protocols Support districts to integrate Social Emotional Learning (SEL) with academic instruction 	<ul style="list-style-type: none"> Partner with businesses, nonprofits, and public agencies to increase the availability of high-quality, affordable early care and education

³ Taylor, Rebecca D., Oberle, E., Durlak, Joseph A., Weissberg, Roger P. 2017. “Promoting Positive Youth Development Through School-Based Social and Emotional Learning Interventions: A Meta-Analysis of Follow-Up Effects.” *Journal of Child Development*, 88 (4): 1156-1171.

⁴ Cress, Christine M. 2012. “Civic Engagement and Student Success: Leveraging Multiple Degrees of Achievement.” *Diversity and Democracy*, 15 (3).

- Increase **inclusion of student and family voices** in program and policy decisions
- Build **integrated data systems** and processes to support **data-driven decision-making**

- Support districts to implement **strategic intervention systems**
- Provide ongoing **professional learning** for districts, schools, community partners, and Santa Cruz COE staff

- Increase **enrollment** in high-quality early care and education
- Increase student access to ongoing, standards-based **programs in the Arts**
- Increase opportunities and student access to **outdoor learning and environmental literacy programs**
- Enhance student/family **engagement and leadership** programs

Key Indicators of Progress

- Preschool and Transitional Kindergarten enrollment
- Family engagement levels
- Postsecondary completion
- Student leadership
- School attendance, with focus on chronic absenteeism
- School climate and safety survey results
- Suspension, expulsion, and drop-out rates

Strategic Priority 2: Academic Achievement and College/Career Readiness

Goal: All learners have the academic and non-academic skills and supports to be actively engaged and successful in careers, further education, and their communities.

Why This Matters: High-quality education and lifelong learning opportunities continue to be key drivers of economic security and mobility. Individuals with college degrees or higher are more likely to earn higher incomes than people who do not graduate from high school,⁵ which increases their opportunities to earn higher incomes, build wealth (assets), and experience social mobility. In addition, changes in the global economy, innovations in Science, Technology, Engineering, Arts, and Math (STEAM) industries, the emergence of the “gig economy,” and the aging Baby Boomer population have driven changes in workforce needs. Nationwide, many employers report difficulty hiring workers who have the necessary knowledge and skills for today’s jobs.⁶ The combined effect of opportunity gaps in educational attainment, income, and employability reinforces the social and economic inequities that perpetuate intergenerational disparities.

The Santa Cruz COE recognizes there are multiple pathways to achieving college, career and community success, all of which begin at birth and are part of a lifelong learning process. We work in partnership with students, families, schools, districts, and community

⁵ Pew Research Center (2014). The Rising Cost of Not Going to College. Retrieved from <https://www.pewsocialtrends.org/2014/02/11/the-rising-cost-of-not-going-to-college/>

⁶ Employers Globally Struggle to Find Workers With the Right Skills. 2018. Retrieved from <https://www2.staffingindustry.com/Editorial/Daily-News/Employers-globally-struggle-to-find-workers-with-the-right-skills-46531>

partners to provide educational opportunities and support so that all learners can achieve and thrive, no matter which pathway they choose. Modern career opportunities require us to offer innovative and challenging learning experiences, starting in the earliest years of childhood, to ensure that our learners develop the academic, [career](#), technical, and social-emotional skills required to succeed today and in the future.

Strategies: In addition to our ongoing services, programs and initiatives, we will focus on implementing these strategies over the next five years, in support of our strategic goal.

Convene & Catalyze Systems Change	Support & Oversight for Districts	Programs & Services for Students & Families
<ul style="list-style-type: none"> • Integrate data systems across districts • Establish or improve processes to ensure equitable distribution of resources, based on the diverse needs of districts/schools and student groups • Deepen partnerships with community colleges and institutes of higher education to connect students to future possibilities and pathways • Partner with businesses, nonprofits, and public agencies to connect internships and work-based learning with CTE programs • Advocate for state adoption of a CTE requirement for graduation 	<ul style="list-style-type: none"> • Provide guidance, technical assistance, and oversight for districts' Local Control Accountability Plans • Address academic achievement gaps • Support students and teachers in achieving increased rigor • Provide leadership and guidance to districts on implementing new standards, curricula and/or instructional practices • Establish a professional learning system to ensure all district/school staff have the skills and capacity to meet the needs of all learners • Convene communities of practice to support content acquisition • Partner with districts and schools to develop relevant opportunities and college/career pathways that match student needs and interests • Develop additional career pathways – e.g. early childhood education, K-12 education, public safety, health and medical, green jobs, and the arts 	<ul style="list-style-type: none"> • Increase enrollment in high-quality, affordable early care and education • Support ongoing, standards-based Science, Technology, Engineering, Arts & Math (STEAM) programs • Provide quality instruction and learning experiences to students in Santa Cruz COE's Alternative Education, Special Education, and Environmental Literacy programs • Increase Career and Technical Education Partnership (CTEP) in middle and high schools • Offer dual enrollment and articulated courses at the community college level all schools

Key Indicators of Progress:

- Kindergarten Readiness
- Students meeting or exceeding grade-level standards
- Emerging Multilingual Redesignation rates
- Number of students with Seal of Biliteracy
- Graduation rate
- College/Career Readiness
- Successful transition to independent living and employment for Special Education students

Strategic Priority 3: Sustainable Systems

Goal: The education system in Santa Cruz County is cohesive, effective, and equitable.

Why This Matters: Achieving equity for all learners will require multiple partners across multiple systems to work together to create the conditions that support equitable opportunities for lifelong learning and education. This typically requires institutional changes in policies and practices that do not happen in isolation or on their own. As the leader of a countywide educational system that intersects with health, human services, child welfare, juvenile justice, government, private sector, and higher education systems, the Santa Cruz COE can provide resources, leadership, and “backbone support” to facilitate systems-level changes that improve all learners’ safety, engagement, social-emotional wellness, academic achievement, and college/career readiness. In addition, the Santa Cruz COE’s support and oversight for districts helps enhance their fiscal health, business processes, data-driven decision-making, and technology infrastructure, which are essential to providing high-quality education to all learners.

Strategies: In addition to our ongoing services, programs and initiatives, we will focus on implementing these strategies over the next five years, in support of our strategic goal.

Convene & Catalyze Systems Change	Support & Oversight for Districts	Programs & Services for Students & Families
<ul style="list-style-type: none"> • Integrate data systems and establish data-sharing agreements within and across sectors • Convene cross-sector/system partners and facilitate systems changes that align with the Santa Cruz COE’s strategic priorities • Participate in cross-sector/system initiatives that align with the Santa Cruz COE’s strategic priorities 	<ul style="list-style-type: none"> • Provide business, human resources, and technology services to districts • Provide guidance, technical assistance, and oversight for districts’ Local Control Accountability Plans • Partner with districts to implement strategies to decrease teacher shortages and increase retention of highly effective teachers 	<ul style="list-style-type: none"> • Pursue grants and other sustainable funding opportunities to maintain and/or expand key Santa Cruz COE programs and services

- Support districts in pursuing **grants and other funding opportunities** for key programs and services

Key Indicators of Progress:

- Qualified, stable teacher workforce
- Staff retention
- Positive certification of district budgets
- LCAP approvals
- Grants and other funding acquired
- Maintenance of Santa Cruz COE services

Our Implementation Plan

This plan articulates our strategic direction for the next five years, which will require ongoing partnerships with stakeholders inside and outside of the Santa Cruz COE to achieve progress. We are committed to taking the following steps to implement and adapt our strategic plan in response to changing conditions:

- Each Santa Cruz COE department will develop annual action plans with specific activities, roles, timelines, and metrics that are aligned with the strategic plan and other departmental plans.
- These action plans will inform the Santa Cruz COE's evaluation plan and annual progress report.
- The Santa Cruz COE will conduct an annual review of the strategic plan and update annual action plans based on the data collected and analyzed in the annual progress report.
- The Santa Cruz COE will continue to engage learners, families, districts, schools, community partners, businesses, higher education, and other stakeholders in implementing and adapting our strategic plan, in response to community needs.

Conclusion

The Santa Cruz COE's 5-year strategic plan is ambitious, and we are ready to lead transformational systems changes that result in equity for all learners. The Santa Cruz COE needs committed, engaged partners to fulfill this vision, as systemic inequities cannot be solved by one organization or system alone. We look forward to deepening our collaboration with our many partners as we work together to fulfill our vision of a community with *engaged learners and leaders who have the social, emotional, academic, and technical skills to thrive in a changing world.*



SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM

Board Meeting Date: July 18, 2019

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Action

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Information

TO: Santa Cruz County Board of Education

FROM: Dr. Faris Sabbah, County Superintendent of Schools

SUBJECT: Your Future Is Our Business (YFIOB) Positive Impact Report

BACKGROUND

The Board will receive a presentation on the success story of Your Future Is Our Business (YFIOB). The mission of YFIOB is to provide every Santa Cruz County student with opportunities to discover a fulfilling and successful career. YFIOB also brings schools and businesses together to support students in becoming Santa Cruz County's next generation of workers and leaders.

SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION:

Receive presentation.

FUNDING IMPLICATIONS

None.



SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM

Board Meeting Date: July 18, 2019

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Action

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Information

TO: Santa Cruz County Board of Education

FROM: Dr. Faris Sabbah, County Superintendent of Schools

SUBJECT: Resolution #19-12 in Support of Immigrant Students and Families

BACKGROUND

The Board will be asked to approve a Resolution #19-12 confirming Santa Cruz County Office of Education's commitment to providing equitable and accessible education to all learners, including immigrant students and their families.

SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION:

Adopt Resolution #19-12.

FUNDING IMPLICATIONS

None.



We are pleased to provide the Childcare Safety Plan (CSP) -- a powerful and simple toolkit to aid Family Preparedness Planning. The CSP is a free-of-cost, one-stop shop for parents to plan for the care of their minor children in case something happens to the parents, such as deportation or other incapacity.

The CSP is a fairly straightforward 4-paged fill-in-the-blank form. It includes a designation of Caregivers, a Caregiver Authorization Affidavit, a list of additional powers granted to the Caregiver and a medical directive. In separate *optional* attachments, parents can provide critical information about their children's medical and other needs, and complete a Nomination of Guardianship form and/or a Power of Attorney for Travel. The risks and benefits of each are explained within the document.

The CSP fills in the gap between the only 2 childcare authorizations currently recognized by California law:

1. the extremely limited yet significant authority granted by the California Caregiver Authorization Affidavit, and
2. the very aggressive and powerful Nomination of Guardianship, which could lead to a loss of parental rights.

Because family preparedness can present complex issues, the general intention of the CSP Coalition has been that every family filling out the CSP would receive the assistance of a trained volunteer. In Santa Cruz and Monterey, we have trained over 200 volunteers and staff at 25 organizations where families can receive free help. This includes all bilingual coordinators in the Santa Cruz and Pajaro Valley school districts. We have worked extensively with Santa Cruz and Monterey County school districts to offer the CSP through parent workshops.

COE's endorsement of the CSP is crucial for several reasons, including:

- COE's support helps to ensure that "gatekeepers" to services -- such as medical offices, recreational programs and educational institutions -- will accept the authority of a designated Caregiver with confidence and allow children to access all of the services to which they are entitled.
- Parents will enjoy peace-of-mind knowing that their Caregiver designation will be honored in case the parents are incapacitated.
- Endorsement of the CSP is a precursor to supporting statewide legislative efforts to create a childcare planning document that will be available and honored throughout California.

Thank you for your support of the CSP.

- *The CSP Coalition*

Childcare Safety Plan (CSP)

Plan De Seguridad Para El Cuidado De Hijos Menores (CSP)



**PROYECTO
PLAN
FAMILIAR**




COMMUNITY BRIDGES
PUENTES DE LA COMUNIDAD



Santa Cruz

SANCTUARY CITY



Who will care for your kids if you cannot?

Family Emergency Preparedness is crucial in today's uncertain times. Parents and kids may become separated by events such as military deployment, incarceration, illness or other emergency, or deportation. One aspect of family emergency preparedness is choosing a caretaker for your kids if something were to happen to you. This is a temporary childcare custody document informing necessary parties of your childcare wishes.

What do I need to fill out?

At a minimum, it is crucial for parents to complete the 4-paged CSP if you wish to have an operative plan in place for the care of their kids in case of family separation. If you are interested in providing further information to assist the caregiver in caring for your kids, you may complete the additional resources included in this packet.

This is a free document. You should not be charged any money for it.

This is general information only, not legal advice.

This CSP is not an official form provided by state law. There is no guarantee that any or all provisions of your plan will be honored. For specific advice about your family's situation, consult a licensed attorney.

* * * * *

¿Quién cuidará de tus hijos si no puedes?

La preparación para emergencias familiares es crucial en los tiempos de incertidumbre de hoy. Los padres y los niños pueden separarse por eventos como despliegue militar, encarcelamiento, enfermedad u otra emergencia o deportación.

Un elemento de la preparación para emergencias familiares es elegir quién sería el cuidador de sus hijos si algo le ocurriera a usted. Este es un documento de custodia temporal que informa sus deseos sobre el cuidado de sus hijos a posibles autoridades necesarias.

¿Qué necesito para completar?

Como mínimo, es crucial que los padres completen el CSP de 4 páginas si desean tener un plan operativo para el cuidado de sus hijos en caso de una separación familiar. Si los padres están interesados en proporcionar más información e instrucciones para ayudar al cuidador a cuidar a los niños, pueden completar los recursos adicionales incluidos en este paquete.

Este documento es gratuito. No le pueden cobrar por este documento.

Esta es solamente información general; no es asesoría legal.

Este CSP no es un formulario oficial proporcionado de acuerdo con la ley estatal. No hay ninguna garantía de que se respetarán alguna o todas las disposiciones de su plan. Si necesita asesoría específica sobre la situación de su familia, consulte a un abogado con licencia.

CHILDCARE SAFETY PLAN
PLAN DE SEGURIDAD PARA EL CUIDADO DE HIJOS

A. To Whom it May Concern [A quien corresponda]:

I, _____ [1st Parent's Name],
and I, _____ [2nd Parent's Name],
write this Childcare Safety Plan ("Plan") to state my plan for the care and safety of my children. I want this Plan to take effect immediately if and when the Parent(s) signing this Plan become Incapacitated. By "Incapacitated," I mean if, while my children are under the age of 18, I am: (1) detained by law enforcement; (2) incarcerated; (3) deported or removed; (4) unavailable or mentally or physically disabled to the point where I cannot care for my children for a significant period of time; (5) deployed militarily and/or (6) deceased.

Yo, [Nombre del primer padre], y yo, [Nombre de segundo padre], escribo este Plan de seguridad para el cuidado de hijos ("Plan") para declarar mi plan para el cuidado y la seguridad de mi(s) hijo(s). Quiero que este Plan tenga efecto inmediato, siempre y cuando el padre y / o madre que firman este Plan no puedan cuidar a sus hijos menores y se encuentren "incapacitados" para cumplir sus responsabilidades como padres. Por "Incapacitado", quiero decir: si, mientras tengo algún hijo o hijos menores de 18 años, estoy (1) detenido por la policía o alguna otra autoridad, (2) encarcelado, (3) deportado o expulsado del país, (4) no disponible o incapacitado mentalmente o físicamente hasta el grado en que no pueda cuidar a mis hijos durante un período significativo de tiempo, (5) desplegado militarmente y / o (6) fallecido.

B. Children's Names [Nombres de los niños]:

I am the Parent or Guardian of the following minor children, who are covered by this Plan:
Soy el padre o tutor de los siguientes hijos menores, que están cubiertos por este Plan:

CHILD'S NAME: <i>Nombre del niño:</i>	DATE OF BIRTH: <i>Fecha de nacimiento:</i>

C. Designation of Caregiver [Designación del cuidador]:

If I am Incapacitated, I choose the following people to be the **Caregiver** for my children. I trust these people with the care of my children if I am unable to care for my children myself. I believe they will provide a safe home for my children and will be able to provide for my children's basic needs. I have discussed my plans with them and they have agreed to serve as Caregiver for my children if I am Incapacitated. I reserve the right to continue to participate in the care of my children to the maximum extent I am able during my period of Incapacity.

*Si estoy incapacitado, elijo a las siguientes personas para ser **Cuidador(a)** de mis hijos. Confío a estas personas el cuidado de mis hijos si yo fuera incapaz de hacerlo por mi propia cuenta. Creo que van a proporcionarles un hogar seguro y serán capaces de satisfacer sus necesidades básicas. He discutido mis planes con ellos y ellos han aceptado servir como Cuidadores de mis hijos si estoy incapacitado para ello. Me reservo el derecho de seguir participando en el cuidado de mis hijos en la medida de lo posible durante mi período de incapacidad.*

Caregiver [Cuidador]:

NAME:Nombre	ADDRESS:Dirección/Domicilio:	PHONE:Teléfono:
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First Alternate Caregiver (If Caregiver is not able or willing to serve as a Caregiver for my children):

Primer Cuidador alternativo (Si a primera persona no es capaz o no está dispuesto a ser el Cuidador de mis hijos):

NAME:Nombre:	ADDRESS:Dirección/Domicilio:	PHONE:Teléfono
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Second Alternate Caregiver (If the First Alternate Caregiver is not able or willing to serve as Caregiver):

Segundo Cuidador alternativo (Si el primer Cuidador alternativo no puede o no quiere ser Cuidador de mis hijos):

NAME:Nombre:	ADDRESS:Dirección/Domicilio:	PHONE:Teléfono:
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[Parent - If you choose to NOT select alternate caregivers, cross out the extra boxes. It is strongly advised that you select at least a first alternate caregiver.]

[Padres - Si decide NO seleccionar Cuidadores alternativos, por favor tache las cuadros extras. Es recomendable que seleccione al menos un Cuidador alternativo.]

D. Caregiver's Authorization Affidavit [Declaración Jurada de Autorización del Cuidador]:

If I am Incapacitated, the Caregiver has my permission to complete a Caregiver's Authorization Affidavit and to use the Affidavit for all of the reasons authorized by California Family Code Sections 6550-6552.

Si estoy incapacitado, el cuidador tiene mi permiso para completar la Declaración Jurada de Autorización del Cuidador y de usar la Declaración Jurada para todas las razones autorizadas por la Sección 6550-6552 del Código de Familia de California.

E. Additional Powers I Grant to the Caregiver [Poderes adicionales que otorgo al Cuidador]:

If I am Incapacitated, the Caregiver has my permission to do all of the following things:

Si estoy incapacitado, el cuidador tiene mi permiso para hacer todo lo siguiente:

1. To participate in and authorize any and all school-related activities, including field trips, parent-teacher conferences, access to records, special education, and all other school activities that I would have been able to participate in or authorize if I were present.
Participar y autorizar cualquiera y todas las actividades relacionadas con la escuela, incluyendo excursiones, conferencias de padres y maestros, el acceso al expediente académico, educación especial, y todas las demás actividades de la escuela en las que yo hubiera podido participar o autorizar si estuviera presente.
2. To enroll my children in community programs and recreational activities.
Para inscribir a mis hijos en los programas comunitarios y actividades recreativas.
3. To provide for all of my children's health care needs and make necessary health care decisions.

Para proveer todas las necesidades de cuidado de la salud de mis hijos y tomar decisiones médicas necesarias.

4. To travel within the United States with my children and/or to arrange for my children to travel to reunite with me.

Viajar dentro de los Estados Unidos con mis hijos y / o hacer arreglos para que mis hijos viajen para reunirse conmigo.

5. To apply for any public benefits for my children to the same extent I would have been able to apply for them if I were present.

Para solicitar cualquier beneficio público para mis hijos en la misma medida en que habría sido capaz de hacerlo por ellos si estuviera presente.

6. To apply for health insurance for my children.

Para solicitar un seguro de salud para mis hijos.

7. For any other purpose that allows my children to participate in educational, health, social and community activities, just as if I were present.

Para cualquier otro propósito que le permita a mis hijos participar en actividades educativas, de salud, sociales y de la comunidad, como si yo estuviera presente.

[Parent - If you DO NOT wish to give these additional powers to the Caregiver, you may strike a line through those powers you DO NOT grant and write your initials next to the strike-out.]

[Padre: si NO desea otorgar estos poderes adicionales al Cuidador, puede marcar una línea cancelando los poderes que NO otorga y escribir sus iniciales al lado de la opción que haya tachado.]

F. Consent To and Direction For Treatment of Minor Children:

[Consentimiento y dirección para el tratamiento de niños menores]:

If I am Incapacitated, the Caregiver has my permission to use this Plan to obtain medical care for the children identified in this Plan, regardless of the Caregiver's family relationship to my children. The Caregiver may act as my agent to consent to any X-ray examination, anesthetic, medical, surgical or dental diagnosis or treatment, and hospital care that is recommended by, and to be rendered under the general or special supervision of, any licensed doctor or dentist, whether such diagnosis or treatment is rendered at the doctor's office or at a hospital.

I understand that this authorization is given in advance of any specific diagnosis, treatment, or hospital care being required, but is given to provide authority to the above-named agent to consent to any and all such diagnosis, treatment, or hospital care that a licensed doctor or dentist recommends.

This authorization is given pursuant to the provisions of Family Code Section 6910. I hereby authorize any hospital providing treatment to the above-named minor pursuant to the provisions of Family Code Section 6910 to surrender physical custody of the minor to the above-named agent upon the completion of treatment. This authorization is given pursuant to Health and Safety Code Section 1283.

Si estoy incapacitado, el cuidador tiene mi permiso para utilizar este plan para obtener atención médica para los niños identificados en este plan, independientemente de la relación familiar del cuidador con mis hijos. El cuidador puede actuar como mi agente para dar su consentimiento a cualquier examen de rayos X, diagnóstico o tratamiento anestésico, médico, quirúrgico o dental, y atención hospitalaria recomendada por, y bajo la supervisión general o especial de cualquier médico con licencia o dentista, ya sea que dicho diagnóstico o tratamiento se realice en el consultorio del médico o en un hospital.

Entiendo que esta autorización se otorga de manera previa a cualquier diagnóstico específico, tratamiento o requerimiento de atención hospitalaria, pero se brinda a través de este plan para otorgar autoridad al agente mencionado anteriormente en dar su consentimiento para cualquier diagnóstico, tratamiento o atención hospitalaria que un médico o dentista recomienden.

Esta autorización se otorga de conformidad con la Sección 6910 del Código de Familia. Por la presente autorizo a cualquier hospital que brinde tratamiento al menor mencionado anteriormente en conformidad con la Sección 6910 del Código de Familia para entregar la custodia física del menor al agente mencionado anteriormente una vez terminado el tratamiento. Esta autorización se otorga en conformidad con la Sección 1283 del Código de Salud y Seguridad.

G. Changes [Cambios]:

I can change or revoke this Plan at any time. I will make any change in writing, sign and date it. Puedo cambiar o revocar este Plan en cualquier momento. Cualquier cambio que haga será por escrito, firmado y fechado.

H. Parent Signatures (Required) [Firmas de Padres (obligatorio)]:

1st PARENT'S SIGNATURE: <i>Firma del primer padre:</i>	
RELATIONSHIP TO MINOR: <i>Relación con el menor:</i>	Date: <i>Fecha:</i>
2nd PARENT'S SIGNATURE: <i>Firma del segundo padre:</i>	
RELATIONSHIP TO MINOR: <i>Relación con el menor:</i>	Date: <i>Fecha:</i>

[Important Note to Parent: A single parent may complete this form. Usually, but not always, it is best to try to include both parents of the child in these important decisions. If completing this form as a single parent, cross out any spaces designated for the 2nd parent's signature. If there is a 2nd parent who is unwilling or unable to sign this form, and who might attempt to assert parental rights over the child if you are Incapacitated, consult with a family lawyer about your options.]

[Nota importante para los Padres: Un padre/madre soltero/a puede completar este Plan. Usualmente, pero no en todos los casos, se recomienda hacer este tipo de decisiones con los dos padres del hijo. Si completa este Plan soltero/a, tache los espacios designados para la firma del segundo padre. Si alguno de los padres no quiere o no puede firmar este formulario, y éste podría intentar hacer valer sus derechos de padre sobre su hijo en caso de que usted esté incapacitado, se recomienda consultar a un abogado familiar acerca de sus opciones.]

I. Witness Signature (Recommended) [Firma de Testigo (Recomendado)]:

My signature below indicates that I watched the Parent(s) above sign their name or mark to this Childcare Safety Plan:

Mi firma a continuación indica que vi a los padres arriba señalados firmar su nombre o marcar a este Plan de seguridad para el cuidado de hijos:

WITNESS NAME: <i>Nombre de testigo:</i>	Date: <i>Fecha:</i>
WITNESS SIGNATURE: <i>Firma de testigo:</i>	
WITNESS CONTACT INFORMATION: <i>Información de contacto testigo:</i>	

REFRIGERATOR SHEET

When you have completed your Childcare Safety Plan,
place this page on your refrigerator.

The emergency contacts you list on this sheet may be
contacted by government officials in case of emergency.
They may be your designated caregivers, or someone
who knows how to contact your designated caregivers.

HOJA DE REFRIGERADOR

*Cuando ha completado su plan de seguridad para el
cuidado de hijos menores, coloque esta página en el
refrigerador.*

*Los contactos de emergencia que liste en esta hoja
pueden ser contactados por funcionarios del gobierno en
caso de emergencia. Pueden ser cuidadores designados
o alguien que sabe cómo contactar con sus cuidadores
designados.*

CHILDCARE SAFETY PLAN

PLAN DE SEGURIDAD PARA NIÑOS

My name is / Me llamo:

**I have made a Childcare
Safety Plan for the following
children:**

**He hecho un plan de
seguridad para el cuidado
de los siguientes niños:**

**If anything happens to me,
call the following people
about the care and safety
of my children:**

**Si algo me sucede, llame
a las siguientes personas
sobre el cuidado y la
seguridad de mis hijos:**

Name / Nombre

Phone Number / Numero de Telefono

CHILDCARE SAFETY PLAN

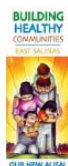
OPTIONAL ATTACHMENTS

These attachments are for the use of the Caregiver only. They contain confidential and personal information, including private medical and educational information. The Caregiver should keep all original documents in a confidential and safe place and share copies on a limited and need-to-know basis, only as needed to provide for the care of the children.

PLAN DE SEGURIDAD PARA EL CUIDADO DE HIJOS

ADJUNTOS OPCIONALES

Estos documentos adjuntos son solo para el Cuidador. Contienen información confidencial y personal, incluida información médica y educativa privadas. El cuidador debe guardar todos los documentos originales en un lugar confidencial y seguro, y debe compartir copias de manera limitada y basado en quien la necesite, solo cuando sea necesario para proporcionar el cuidado de los niños.



1.

CAREGIVER'S AUTHORIZATION AFFIDAVIT

**SAMPLE ATTACHED -- TO BE COMPLETED
BY CAREGIVER WHEN CHILD IS IN
CAREGIVER'S CUSTODY**

DECLARACIÓN JURADA DE AUTORIZACIÓN DEL CUIDADOR

***MUESTRA ADJUNTA: PARA SER
COMPLETADO POR EL CUIDADOR CUANDO
EL NIÑO ESTÁ BAJO SU CUSTODIA***

CAREGIVER'S AUTHORIZATION AFFIDAVIT

Use of this affidavit is authorized by Part 1.5 (commencing with Section 6550) of Division 11 of the California Family Code.

Instructions: Completion of items 1-4 and the signing of the affidavit is sufficient to authorize enrollment of a minor in school and authorize school-related medical care. Completion of items 5 through 8 is additionally required to authorize any other medical care. Print clearly.

The minor named below lives in my home and I am 18 years of age or older.

1. Name of minor: _____
2. Minor's birth date: _____
3. My name: _____
(adult giving authorization)
4. My home address: _____
5. ☐ I am a grandparent, aunt, uncle, or other qualified relative of the minor (see back of this form for a definition of "qualified relative").
6. Check one or both (for example, if one parent was advised and the other cannot be located):
☐ I have advised the parent(s) or other person(s) having legal custody of the minor of my intent to authorize medical care, and have received no objection.
☐ I am unable to contact the parent(s) or other person(s) having legal custody of the minor at this time, to notify them of my intended authorization.
7. My date of birth: _____
8. My California driver's license or identification card number: _____

Warning: Do not sign this form if any of the statements above are incorrect, or you will be committing a crime punishable by a fine, imprisonment, or both.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Dated: _____ Signed: _____

NOTICES

1. This declaration does not affect the rights of the minor's parents or legal guardian regarding the care, custody, and control of the minor, and does not mean that the caregiver has legal custody of the minor.
2. A person who relies on this affidavit has no obligation to make any further inquiry or investigation.
3. This affidavit is not valid for more than one year after the date on which it is executed.

ADDITIONAL INFORMATION

TO CAREGIVERS:

- 1) "Qualified relative", for purposes of item 5, means a spouse, parent, stepparent, brother, sister, stepbrother, stepsister, half-brother, half-sister, uncle, aunt, niece, nephew, first cousin, or any person denoted by the prefix "grand" or "great" or the spouse of any of the persons specified in this definition, even after the marriage has been terminated by death or dissolution.
- 2) The law may require you, if you are not a relative or a currently licensed foster parent, to obtain a foster home license in order to care for a minor. If you have any questions, please contact your local department of social services.
- 3) If the minor stops living with you, you are required to notify any school, health care provider, or health care service plan to which you have given this affidavit.
- 4) If you do not have the information requested in item 8 (California driver's license or I.D.), provide another form of identification such as your social security number or Medi-Cal number.

TO SCHOOL OFFICIALS:

- 1) Section 48204 of the Education Code provides that this affidavit constitutes a sufficient basis for a determination of residency of the minor, without the requirement of a guardianship or other custody order, unless the school district determines from actual facts that the minor is not living with the caregiver.
- 2) The school district may require additional reasonable evidence that the caregiver lives at the address provided in item 4.

TO HEALTH CARE PROVIDERS AND HEALTH CARE SERVICE PLANS:

- 1) No person who acts in good faith reliance upon a caregiver's authorization affidavit to provide medical or dental care, without actual knowledge of facts contrary to those stated on the affidavit, is subject to criminal liability or to civil liability to any person, or is subject to professional disciplinary action, for such reliance if the applicable portions of the form are completed.
- 2) This affidavit does not confer dependency for health care coverage purposes.

Declaración De Autorización Jurada Del Cuidador

El uso de esta declaración es autorizado por Parte 1.5 (comenzando con la sección 6550) de la División 11 del Código de Familia de California.

Instrucciones: La finalización de los artículos 1 al 4 y con que la declaración este firmada es suficiente para autorizar la inscripción de un menor en la escuela y para autorizar cuidado médico relacionado con la escuela. La finalización de los artículos 5 al 8 son requeridas adicionalmente para autorizar cualquier otro tipo de cuidado médico. **Solamente llene los artículos 5 al 8 si usted es un familiar del menor.** Escriba claramente.

El menor nombrado a continuación vive en mi (el cuidador) hogar y tengo 18 años o más.

1. Nombre del Menor: _____.
2. Fecha de nacimiento del menor: _____.
3. Mi Nombre (el adulto dando la autorización): _____.
4. Mi domicilio: _____.
5. ☐ Yo soy un abuelo(a), tío(a), esposo(a), hermano(a), hermanastro(a), medio hermano(a), sobrino(a), primo(a), tío(a) abuelo(a), bisabuelo(a), tío(a) bisabuelo(a) del menor o esposo(a) de una de estas personas con relación al menor.
6. Seleccione uno o ambos (por ejemplo, si un padre fue aconsejado y el otro no pudo ser localizado):
☐ Yo notifiqué al padre u otra persona con custodia legal sobre el menor sobre mi intención de autorizar el cuidado médico y no he recibido ninguna oposición.
☐ Al momento yo no puedo contactar al padre u otra persona que tenga la custodia legal sobre el menor para notificarle sobre mi intención de autorización.
7. Mi fecha de nacimiento: _____.
8. Mi número de licencia de conducir o de identificación de CA: _____.

Aviso: No firme esta forma si cualesquiera de estas declaraciones mencionadas arriba son incorrectas, o usted estaría cometiendo un crimen con castigo de multa, de carcel , o ambos.

Yo declaro bajo castigo de perjurio bajo las leyes del Estado de California que lo precedente es correcto y verdadero.

Fecha: _____

Firma: _____

Avisos

- 1. Esta declaración no afecta los derechos de los padres del menor o del tutor legal con respecto al cuidado, custodia, y control del menor, y ni significa que el cuidador tenga custodia legal del menor.**
- 2. Una persona que se basa en esta declaración no tiene obligación de hacer más investigación.**
- 3. Esta declaración no es válida por más de un año después de la fecha que es firmada.**

Información adicional:

A los cuidadores:

- 1: “Pariente Calificado,” para el propósito del artículo 5, significa esposo/a, pariente, padrastro, hermano, hermano, hermanastro, hermanastra, medio hermano, media hermana, tío, tía, sobrina, sobrino, primer primo, o cualquier persona denominada por el prefijo, o el esposo/a de cualquiera de estas personas nombradas en esta definición, aun después que el matrimonio ha sido terminado por muerte, o disolución.
- 2: La ley podrá requerir que, si usted no es familiar o padre de crianza con licencia, obtenga una licencia de padre de crianza para poder cuidar del menor. Si usted tiene preguntas, por favor contáctese con el departamento de servicios social de su condado.
- 3: Si el menor deja de vivir con usted, es requerido que usted notifique a la escuela, al proveedor de cuidado médico, o al proveedor de servicio médico cual usted le dio una declaración.
- 4: Si usted no tiene la información requerida en el artículo 8 (Licencia de manejar o identificación del estado de California), puede proveer otro tipo de identificación tal como su número social, o su tarjeta de Medi-Cal.

A los funcionarios de la escuela:

- 1: Parte 48204 de código de Educación provee que esta declaración constituye una base suficiente para determinar la residencia del menor, sin el requisito de la tutela u otra orden de custodia a menos que el distrito escolar determine por los hechos actuales que el menor no está viviendo con el cuidador.
- 2: El distrito escolar podrá requerir evidencia adicional razonable que el cuidador vive en la dirección que provee en el artículo 4.

A los proveedores de cuidado médico o planes de servicios de salud:

- 1: Ninguna persona que actúe en confianza de buena fe en la autorización de un cuidador para proveer tratamiento médico o dental, sin conocimiento actual de hechos contrarios a los indicados en la declaración está sujeta a responsabilidad penal o civil a cualquier persona o está sujeta a acciones disciplinaria profesional, por tal confianza si las partes que aplican en la forma son completas.
- 2: Esta declaración no confiere dependencia para fines de cobertura de atención médica.

2.

**IMPORTANT INFORMATION ABOUT
CHILDREN AND FAMILY**

**(OPTIONAL, BUT STRONGLY
RECOMMENDED)**

***INFORMACIÓN IMPORTANTE
SOBRE LOS NIÑOS Y FAMILIA***

***(OPCIONAL, PERO FUERTEMENTE
RECOMENDADO)***

Children's Important Information for your Designated Caregiver:
Información importante para los niños para su cuidador designado:

1st Parent's name: <i>Nombre de primer padre:</i>	1st Parent's A-Number (if any): <i>Numero-A de primer padre, (si hay):</i>
1st Parent's home address: <i>Dirección del primer padre:</i>	1st Parent's work address: <i>Dirección de trabajo del primer padre:</i>
1st Parent's home phone number: <i>Teléfono de casa del primer padre:</i>	1st Parent's work phone number: <i>Teléfono de trabajo del primer padre:</i>
2nd Parent's name: <i>Nombre del segundo padre:</i>	2nd Parent's A-Number (if any): <i>Numero-A del segundo padre, (si hay):</i>
2nd Parent's home address: <i>Dirección del segundo padre:</i>	2nd Parent's work address: <i>Dirección de trabajo del primer padre:</i>
2nd Parent's home phone number: <i>Teléfono de casa del segundo padre:</i>	2nd Parent's work phone number: <i>Teléfono de trabajo del segundo padre:</i>
1st Emergency Contact Name: <i>Nombre del primer contacto de emergencia:</i>	1st Emergency Contact Relationship to Child: <i>Relación del primer contacto de emergencia con el niño:</i>
1st Emergency Contact phone number(s) - <i>Teléfono del primer contacto de emergencia:</i>	
2nd Emergency Contact Name: <i>Nombre del segundo contacto de emergencia:</i>	2nd Emergency Contact Relationship to Child: <i>Relación de contacto de emergencia con el niño:</i>
2nd Emergency Contact phone number(s) - <i>Teléfono del segundo contacto de emergencia:</i>	
3rd Emergency Contact Name in Parent's Country of Origin: <i>Teléfono del tercero contacto de emergencia en el país de origen de los padres:</i>	
3rd Emergency Contact phone number(s) in Parent's Country of Origin: <i>Teléfono del tercero contacto de emergencia en el país de origen de los padres:</i>	

Emergency Call 911 and Community Information 211
Llamada de emergencia 911 e información de la comunidad 211

Child One: Name (full legal name): Niño1: Nombre (nombre legal completo):	Date of Birth: Fecha de nacimiento:
Address: Dirección:	Phone/Cell Phone Number: Número de teléfono / celular:
School Name: Nombre de escuela:	School Address: Dirección de escuela:
School Phone: Teléfono de la escuela:	Teacher's Name: Nombre del maestro:
Afterschool Program: Programa después del escuela:	Afterschool Program address and phone: Dirección y teléfono de programa después del escuela:
Other Camp/Sport Program: Otro programa de campamento / deporte:	Other Camp/Sport address and phone: Dirección y teléfono del Otro programa de campamento / deporte:
Allergies: Alergias:	Medical conditions: Condiciones médicas:
Medications: Medicamentos:	Child's Favorite Things: Cosas favoritas del niño:
Doctor's Name, phone number & address: Nombre del doctor, número de teléfono y dirección:	Health Insurance Company and Policy Number: Compañía de seguros de salud y número de póliza:
Dentist: Dentista:	Other Special Needs: Otras necesidades especiales:

Child Two: Name (full legal name): Niño2: Nombre (nombre legal completo):	Date of Birth: Fecha de nacimiento:
Address: Dirección:	Phone/Cell Phone Number: Número de teléfono / celular:
School Name: Nombre de escuela:	School Address: Dirección de escuela:
School Phone: Teléfono de la escuela:	Teacher's Name: Nombre del maestro:
Afterschool Program: Programa después del escuela:	Afterschool Program address and phone: Dirección y teléfono de programa después del escuela:
Other Camp/Sport Program: Otro programa de campamento / deporte:	Other Camp/Sport address and phone: Dirección y teléfono del Otro programa de campamento / deporte:
Allergies: Alergias:	Medical conditions: Condiciones médicas:
Medications: Medicamentos:	Child's Favorite Things: Cosas favoritas del niño:
Doctor's Name, phone number & address: Nombre del doctor, número de teléfono y dirección:	Health Insurance Company and Policy Number: Compañía de seguros de salud y número de póliza:
Dentist: Dentista:	Other Special Needs: Otras necesidades especiales:

Child Three: Name (full legal name): Niño3: Nombre (nombre legal completo):	Date of Birth: Fecha de nacimiento:
Address: Dirección:	Phone/Cell Phone Number: Número de teléfono / celular:
School Name: Nombre de escuela:	School Address: Dirección de escuela:
School Phone: Teléfono de la escuela:	Teacher's Name: Nombre del maestro:
Afterschool Program: Programa después del escuela:	Afterschool Program address and phone: Dirección y teléfono de programa después del escuela:
Other Camp/Sport Program: Otro programa de campamento / deporte:	Other Camp/Sport address and phone: Dirección y teléfono del Otro programa de campamento / deporte:
Allergies: Alergias:	Medical conditions: Condiciones médicas:
Medications: Medicamentos:	Child's Favorite Things: Cosas favoritas del niño:
Doctor's Name, phone number & address: Nombre del doctor, número de teléfono y dirección:	Health Insurance Company and Policy Number: Compañía de seguros de salud y número de póliza:
Dentist: Dentista:	Other Special Needs: Otras necesidades especiales:

CHECKLIST OF IMPORTANT DOCUMENTS

LISTA DE VERIFICACIÓN DE DOCUMENTOS IMPORTANTES

Keep a file of all of these documents or a copy of these documents in a safe place. Tell your children, family members and designated Caregiver where to find this file in an emergency. It is best to give a copy to the designated caregiver of your children also.

Guarde un archivo de todos estos documentos o una copia de estos documentos en un lugar seguro. Dígalos a sus hijos, familiares y Cuidador designado dónde encontrar este archivo en caso de emergencia. Lo mejor es dar una copia al cuidador designado de sus hijos también.

- ☐ Passports - *Pasaportes*
- ☐ Birth Certificates - *Certificados de nacimiento*
- ☐ Marriage License (if applicable) - *Licencia de matrimonio (si corresponde)*
- ☐ Restraining Orders you may have against anyone (if applicable)
Órdenes de restricción que pueda tener contra cualquier persona (si corresponde)
- ☐ A-Number and any immigration documents (work permit, green card, visa, etc.)
Número A y cualquier documento de inmigración (permiso de trabajo, tarjeta de residencia, visa, etc.)
- ☐ Driver's License and other Identification Cards
Licencia de conducir y otras tarjetas de identificación
- ☐ Social Security Card or ITIN Number - *Tarjeta de Seguro Social o Número ITIN*
- ☐ Registry of birth (for US born child registered in a parent's home country if applicable)
Registro de nacimiento (para niños nacidos en los EE. UU. Registrados en el país de origen de un padre, si corresponde)
- ☐ Emergency Numbers and Important Contact Information (copies of the attached forms)
Números de emergencia e información de contacto importante (copias de los formularios adjuntos)
- ☐ Children's medical information, health insurance card, medication list, doctor contact (copies of the attached forms)
Información médica para niños, tarjeta del seguro médico, lista de medicamentos, contacto médico (copias de los formularios adjuntos)
- ☐ Individualized Education Program (IEP) - *Programa de educación individualizado (IEP)*
- ☐ Any and all Court Orders affecting the legal and/or physical custody of the children
Todas y cada una de las órdenes judiciales que afectan la custodia legal y / o física de los niños
- ☐ Other - Otro: _____
Any other documents you would want to quickly find or that are important to you and your children.
Cualquier otro documento que desee encontrar rápidamente o que sea importante para usted y sus hijos.

3.

POWER OF ATTORNEY FOR CHILDREN TRAVELING ABROAD (OPTIONAL)

I understand the following:

- I have been advised to consult with an attorney before completing a “Power of Attorney for Children Traveling Abroad.”
- Parents should carefully consider the risks associated with giving permission to someone to travel out of the country with their children.
- I must either (1) have this document notarized, or (2) have my signature witnessed by 2 adult witnesses who are not the attorney-in-fact authorized to travel with my children.
- The person who travels with my children may need to carry proof of my deportation or removal.
- The person who travels with my children must have immigration status that allows him/her to travel to and from the United States.
- If my children will travel to or through a non-English speaking country, I may need to complete a translation of the Power of Attorney in addition to the English version.

PODER PARA VIAJAR AL EXTRANJERO CON HIJOS MENORES (OPCIONAL)

Entiendo lo siguiente:

- *Se me ha aconsejado consultar con un abogado antes de completar un "Poder para viajar al extranjero con menores de edad".*
- *Los padres deben considerar cuidadosamente los riesgos asociados con dar permiso a alguien para viajar fuera del país con sus hijos.*
- *Debo (1) firmar este documento ante notario, o (2) tener mi firma atestiguada por 2 testigos adultos que no están nombrados como el apoderado autorizado para viajar con mis hijos en el documento.*
- *Es posible que la persona que viaja con mis hijos deba presentar una prueba de mi deportación o expulsión.*
- *La persona que viaje con mis hijos debe tener un estado migratorio que le permita viajar dentro y fuera de los Estados Unidos.*
- *Si mis hijos viajarán a o a través de un país que no habla inglés, es posible que deba completar y notariar una traducción del poder además de la versión en inglés.*

POWER OF ATTORNEY FOR CHILDREN TRAVELING ABROAD
PODER PARA VIAJAR AL EXTRANJERO CON HIJOS MENORES

A. To Whom It May Concern / A quien corresponda:

I am a parent with custody rights, access rights and/or parental authority over the children identified below.
Soy un padre con derecho de custodia, derechos de acceso y / o la autoridad paterna sobre el niño que se identifica a continuación.

B. Parent Information / Información de los padres:

1st Parent's Name - <i>Nombre del primer padre</i>	Telephone - <i>Teléfono</i>
Address - <i>Dirección</i>	Email - <i>Correo electrónico</i>
2nd Parent's Name - <i>Nombre del segundo padre</i>	Telephone - <i>Teléfono</i>
Address - <i>Dirección</i>	Email - <i>Correo electrónico</i>

C. Information About Traveling Children / Información sobre los niños que viajan:

1st Child's Name - <i>Nombre del primer niño</i>	Date and Place of Birth - <i>Fecha y Lugar de Nacimiento</i>
Passport Number, Date of Issue, and Passport Issuing Authority <i>Número de pasaporte, fecha de emisión, y autoridad que emite el pasaporte</i>	
Birth Certificate Registration Number and Birth Certificate Issuing Authority <i>Acta de nacimiento Número de certificado y Acta de nacimiento emisión de autoridades</i>	
2nd Child's Name - <i>Nombre del segundo niño</i>	Date and Place of Birth - <i>Fecha y Lugar de Nacimiento</i>
Passport Number, Date of Issue, and Passport Issuing Authority <i>Número de pasaporte, fecha de emisión, y autoridad que emite el pasaporte</i>	
Birth Certificate Registration Number and Birth Certificate Issuing Authority <i>Acta de nacimiento Número de certificado y Acta de nacimiento emisión de autoridades</i>	
3rd Child's Name - <i>Nombre del tercer niño</i>	Date and Place of Birth - <i>Fecha y Lugar de Nacimiento</i>
Passport Number, Date of Issue, and Passport Issuing Authority <i>Número de pasaporte, fecha de emisión, y autoridad que emite el pasaporte</i>	
Birth Certificate Registration Number and Birth Certificate Issuing Authority <i>Acta de nacimiento Número de certificado y Acta de nacimiento emisión de autoridades</i>	

☐ If this box is checked I have signed and attached a document detailing information for additional children covered by this Power of Attorney. *Si esta casilla está marcada, he firmado y adjunto un documento que detalla la información de niños adicionales cubiertos por este Poder.*

D. Person Traveling With Children / La persona que viaja con niños:

These children have my/our consent to travel with the following person. During the time period of the trip, I/we authorize this person to seek, obtain and consent to medical care for these children as deemed necessary by a licensed medical or healthcare professional:

Estos niños tienen mi / nuestro consentimiento para viajar con la siguiente persona. Durante el período de tiempo del viaje, autorizamos a esta persona a buscar, obtener y consentir a la atención médica para estos niños según lo considere necesario un profesional médico o de atención médica con licencia:

Name - Nombre	Relationship to Children - Relación con los niños
Email Address - Dirección de correo electrónico	Phone Number - Número de teléfono

☐ If this box is checked, these children have my/our consent to travel alone. *Si esta casilla está marcada, estos niños tienen mi / nuestro consentimiento para viajar solo.*

E. Destination of Authorized Travel / Destino del Viaje Autorizado:

This Power of Attorney for Children Traveling Abroad is valid for travel from the United States of America ("USA") to the following destination country (as well as any additional countries through which the transportation carrier is required to pass):

Este Poder para el niño que viaja al extranjero es válido para viajar desde los Estados Unidos de América ("EE.UU.") a los siguientes países de destino (así como cualquier otro país al cual el vehículo de transporte es requerido pasar por):

_____.

F. Effective Date / Fecha efectiva:

This power shall become effective only if I am removed or deported from the USA. This power shall become effective on the date I am removed or deported from the USA, and shall remain effective for a period of _____ years. Proof of my removal or deportation can be shown by my agent attaching to this durable power of attorney a copy of my order of removal or deportation.

Este poder será efectivo sólo si soy deportado o expulsado de los EE.UU. Este poder entrará en vigencia en la fecha que sea deportado o expulsado de los EE.UU., y permanecerá en vigencia por un período de [insertar número] años. La persona que acompaña a mi hijo/a mostrará una copia de la Prueba de mi deportación o expulsión adjunta a este poder notarial.

☐ If this box is checked, the authority of the agent named under this power of attorney shall become effective immediately upon my signing of this durable power of attorney and shall continue until _____ [insert date or length of time], or I revoke it in writing. *Si esta casilla está marcada, la autoridad de la persona nombrada en este Poder deberá entrar en vigor inmediatamente después de mi firma de este Poder y continuará hasta [insertar la fecha o período de tiempo], o cuando yo lo revoque por escrito.*

G. Copies / Copias:

Copies of this Power of Attorney for Children Traveling Abroad are as effective as the original.
Copias de este Poder son tan efectivos como el original.

H. Witness or Notary Public / Testigo o Notary Public

[Parent - Sign this document in front of a notary public **or** in front of two witnesses who are adults and who are *not* the person authorized to travel with your children.]

[Padres - Firmar este documento frente a un notario público o frente a dos testigos adultos y que no están nombrados como la persona autorizado para viajar con sus hijos en el documento.]

☐ If this box is checked, I have attached a Notary Certificate of Acknowledgment.

He adjuntado el Certificado de reconocimiento de notario.

☐ If this box is checked, I have had this document witnessed pursuant to California Probate Code Sections 4121 and 4122 instead of having it notarized.

Si esta casilla está marcada, he sido testigo de este documento de conformidad con las Secciones 4121 y 4122 del Código de Sucesiones de California en lugar de tener un certificado legal.

Witness Signatures / Firmas de Testigos:

I am an adult and I am *not* the person who is authorized to travel with the children. Pursuant to California Probate Code Sections 4121 and 4122, my signature below indicates that I watched the Parent(s) above sign his/her/their name or mark to this Power of Attorney for Children Traveling Abroad.

Soy un adulto y no soy la persona autorizado para viajar con los niños nombrado en este documento. De conformidad con las secciones 4121 y 4122 del Código de sucesiones de California, mi firma a continuación indica que vi a los padres que nombrados arriba firmar su(s) nombre(s) o marca(s) en este Poder Para Viajar al Extranjero con Menores de Edad.

Witness 1 Name - <i>Nombre de testigo:</i>	Date - <i>Fecha:</i>
Witness 1 Signature - <i>Firma de testigo:</i>	
Witness 1 Contact Information - <i>Información de contacto testigo:</i>	

Witness 2 Name - <i>Nombre de testigo:</i>	Date - <i>Fecha:</i>
Witness 2 Signature - <i>Firma de testigo:</i>	
Witness 2 Contact Information - <i>Información de contacto testigo:</i>	

I. Parent Signatures / Firmas de los padres:

1st Parent's Signature - <i>Firma del primer padre:</i>	Date - <i>Fecha</i>
2nd Parent's Signature - <i>Firma del segundo padre</i>	Date - <i>Fecha</i>

4.

NOMINATION OF FUTURE GUARDIAN FOR MINOR CHILDREN (OPTIONAL)

It is my intention that the Caregiver relationship created by this Childcare Safety Plan satisfy all of my children's significant needs and that a legal guardianship will not be necessary for the care of my children. However, if any of my children has an urgent or critical need while I am Incapacitated that cannot be met by my designated Caregiver in the absence of a court-appointed guardianship, and if a Court of Law determines that a guardianship is necessary for the care of any or all of my children, I want the individual I have identified in the Nomination of Future Guardian for Minor Children to be named by a Court of Law as guardian.

I understand the following:

- It is advisable to consult with an attorney before completing a Nomination of Future Guardian for Minor Children if I do not understand its implications.
- If a Court of Law appoints a guardian for my child, my legal and physical custodial rights will be temporarily suspended. Restoring my legal and physical custodial rights must also be done by a Court of Law.
- California law allows for a guardian to petition a Court of Law for adoption after a period of 2 years. If I fail to communicate with and support my child for more than 6 months, California law allows for a guardian to petition a Court of Law for adoption after only 6 months, which permanently severs my parental rights.
- The Nomination of Future Guardian for Minor Children, attached here, is provided in accordance with California Probate Code Sections 1500-1502.

NOMINACIÓN DE FUTURO TUTOR PARA HIJOS MENORES (OPCIONAL)

Es mi intención que la relación de cuidador creada por este Plan de seguridad del cuidado de hijos cumpla con todas las necesidades importantes de mis hijos y que no sea necesaria una tutela legal para el cuidado de mis hijos. Sin embargo, si alguno de mis hijos tiene una necesidad urgente o crítica mientras estoy incapacitado, y si mi cuidador designado no puede cumplir con la ausencia de una tutela nombrada por el tribunal, y si un tribunal determina que es necesaria una tutela para la atención de cualquiera o de todos mis hijos, deseo que la persona que identifiqué en la Nominación del futuro tutor para niños menores sea nombrada por un tribunal de justicia como tutor.

Entiendo lo siguiente:

- *Es aconsejable consultar con un abogado antes de completar una Nominación de futuro tutor para niños menores de edad si no entiendo sus implicaciones.*
- *Si un Tribunal de Justicia designa a un tutor para mi hijo, se suspenderán temporalmente mis derechos legales y físicos de custodia. Restauración de mis derechos legales y físicos de custodia también deben hacerse en un Tribunal de Justicia.*
- *La ley de California permite a un tutor solicitar a un Tribunal de Justicia para adoptar a mis hijos después de un período de 2 años. Si no me comunico y no apoyo a mi hijo durante más de 6 meses, la ley de California permite a un tutor solicitar a un Tribunal de Justicia adoptar después de sólo 6 meses lo que rompe permanentemente mis derechos como padre.*
- *La forma de nombramiento de Tutor permanente se incluye aquí, se proporciona de acuerdo con las Secciones del Código Testamentario de California 1500-1502.*

NOMINATION OF FUTURE GUARDIAN FOR MINOR CHILDREN
NOMINACIÓN DE FUTURO TUTOR PARA NIÑOS MENORES

I, _____ [1st Parent's Name], and I, _____ [2nd Parent's Name], am the Parent or Guardian of the following minor children:

Yo, [nombre del primer padre], y yo, [nombre del segundo padre], soy el padre o tutor de los siguientes hijos menores:

Minor's Name - <i>Nombre de la Menor</i>	Minor's Date Of Birth - <i>Fecha de Nacimiento</i>

I have created a Childcare Safety Plan. It is my intention that the Caregiver named in this Plan will satisfy all of my children's significant needs and that a legal guardianship will not be necessary for the care of my children. However, In the event that a guardianship should in the future be necessary for any minor child of mine, due to my/our death(s), mental or physical incapacity, or prolonged absence, after consulting with legal counsel, I/we hereby nominate the following persons as guardian of the person(s) and/or estate(s) of my minor child(ren), to serve with full powers and without bond.

He creado un Plan de seguridad del cuidado de hijos. Es mi intención que el cuidador nombrado en este Plan cumpla con todas las necesidades importantes de mis hijos y que no sea necesaria una tutela legal para el cuidado de mis hijos. Sin embargo, en el caso de que un tutor en el futuro sea necesario para cualquier menor de edad mío, debido a mi(s) muerte(es), incapacidad mental o física o ausencia prolongada, después de consultar con un asesor legal, yo / nosotros nominamos a las siguientes personas como tutores de la(s) persona(s) y / o herencia(s) de mi(s) hijo(s) menor(s), para servir con plenos poderes y sin fianza.

Proposed Guardian/Tutor *propuesto:*

NAME: <i>Nombre:</i>	ADDRESS: <i>Dirección:</i>	PHONE: <i>Teléfono:</i>
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1st Alternate Guardian (If that Guardian is unable or unwilling to serve as Guardian for my children) - **1º tutor *alternativo*** (*Si ese tutor no puede o no desea servir como tutor para mis hijos:*

NAME: <i>Nombre:</i>	ADDRESS: <i>Dirección:</i>	PHONE: <i>Teléfono:</i>
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2nd Alternate Guardian (If that Guardian is not able or willing to serve as Guardian for my children) - **2do tutor *alternativo*** (*Si ese tutor no puede o no desea servir como tutor para mis hijos:*

NAME: <i>Nombre:</i>	ADDRESS: <i>Dirección:</i>	PHONE: <i>Teléfono:</i>
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Parent Signatures/*Firmas de padres:*

1st PARENT'S SIGNATURE - <i>Firma del primer padre:</i>	
RELATIONSHIP TO MINOR - <i>Relación con el menor:</i>	Date - <i>Fecha:</i>
2nd PARENT'S SIGNATURE - <i>Firma del segundo padre:</i>	
RELATIONSHIP TO MINOR - <i>Relación con el menor:</i>	Date - <i>Fecha:</i>

5.

FAMILY EMERGENCY CHECKLIST FOR PARENTS WHO ARE UNDOCUMENTED

- ☐ Know Your Rights!
- ☐ Update School Emergency Contact Cards
- ☐ Consult with Immigration Attorney about your Options to Obtain Documented Status
- ☐ Ask your Consulate about your Family's Rights in your Country of Origin, including Dual Citizenship for your children
- ☐ Get your children passports (from US and/or from your Country of Origin)
- ☐ Give your Emergency Contacts your A-Number if you have one, so they can use the ICE detainee locator to find you if you are detained:
<https://locator.ice.gov/odls/homePage.do>
- ☐ Make a **Childcare Safety Plan & communicate about it to family and Caregivers**

LISTA DE VERIFICACIÓN DE EMERGENCIA FAMILIAR PARA PADRES INDOCUMENTADOS

- ☐ *¡Conozca sus derechos!*
- ☐ *Actualice las tarjetas de contacto de emergencia de la escuela*
- ☐ *Consulte con un abogado de inmigración sus opciones para regularizar su condición migratoria*
- ☐ *Pregunte a su Consulado acerca de los derechos de su familia en su país de origen, incluida la Doble Ciudadanía para sus hijos*
- ☐ *Obtenga pasaportes de sus hijos (de EE.UU. y / o de su país de origen)*
- ☐ *Si tiene un número A, compártalo con sus contactos de emergencia, para que puedan usar el localizador de detenidos de ICE y encontrarlo si está detenido: <https://locator.ice.gov/odls/homePage.do>*
- ☐ *Haga un **Plan de seguridad para el cuidado de hijos y comuníquese a la familia y a los cuidadores***

Santa Cruz County Rapid Response Hotline:
(831) 239-4289

Monterey County Rapid Response Hotline:
(831) 643-5225

**CONOZCA SUS DERECHOS
RELACIONADOS A I.C.E.**

(ICE = EL nuevo nombre para LA MIGRA)

Si usted ve a un agente de ICE, llame
inmediatamente a la línea de emergencia

(831) 239-4289

**SUS DERECHOS CONSTITUCIONALES--NO
IMPORTA SU ESTADO INMIGRATORIO:**

- No abrir la puerta, no firmar documentos.
- Guardar silencio, no contestar preguntas.
- Pedir ver la orden de arresto por la ventana o por debajo de la puerta.
- Preguntar si lo están arrestando. Si la respuesta es sí, déles la parte posterior de esta tarjeta que está en Inglés.
- Pedir un abogado sin contestar preguntas.
- Informarles que usted es responsable del cuidado de un niño, anciano, o si necesita tomar o dar medicamentos.

SUGERENCIAS:

- No corra, mantenga la calma.
- No mienta y no enseñe documentos falsos.
- Si presentan una orden de arresto y su información es correcta, saiga fuera de la casa y cierre la puerta detrás de usted.
- Grave los detalles del arresto, el nombre o la insignia del oficial o pídale a alguien que lo haga. Esto pueden ayudar en su defensa.

★ I am exercising my constitutional rights.

★ I do not wish to speak with you.

★ I do not give you permission to enter my house, nor to search me, my car, or my house.

★ I want to speak to a lawyer.

SUGERENCIAS PARA SU PROTECCIÓN

- Evite arrestos, paradas de tráfico, manejar bajo la influencia de alcohol, drogas, o de otra manera ponerse en la vista de la ley.
- Hagan un plan para la familia.
- Memorize números telefónicos importantes.
- Ahorren para gastos legales y fianzas que a lo menos serán \$1,500 sin considerar los costos legales por venir.

SUGERENCIAS SI ES ARRESTADO

- NO FIRME NINGÚN DOCUMENTO ya que puede resultar en su permiso para que lo detengan o deporten.
- Tenga los documentos importantes de usted y su familia listos en un solo lugar y a la mano.
- Identifique un adulto responsable que pueda ser el tutor/cuidador temporal de sus hijos y anótele en la lista de personas que pueden recoger a sus hijos de la escuela en caso de una emergencia.
- Recuerde que todo lo que diga puede ser usado en su contra.
- No discuta su información de inmigración ni sus antecedentes penales con NADIE que no sea su abogado.
- Llame a una persona de confianza y pida que llamen a (831) 239-4289 ya que puede tener opciones de apoyo disponibles.

Para más información visite este sitio en la internet: <http://www.santacruzcourt.org/self-help>

If you don't have a lawyer or are in need of legal resources, call one of the following organizations:
Immigration Project at CAB 831-724-5667
or Watsonville Legal Center 831-722-2845

**IN CASE OF AN EMERGENCY CALL
831-239-4289**

THIS CARD IS FREE

Resolution #19-12 In Support of Immigrant Students and Families

WHEREAS the Santa Cruz County Board of Education is committed to the success of every student in each of Santa Cruz County's schools, and the mission to educate and support learners in reaching their highest potential. We prepare students to pursue successful futures and to make positive contributions to the community and the global society; and

WHEREAS our core values are that public schools are the foundation of our democracy, that every person has intrinsic worth, that we believe in treating people with dignity and respect, that high standards and expectations foster greater achievement, that each of us shares responsibility for the welfare of our community, that diversity is an asset in our community, that honesty and integrity are essential in building relationships, that schools must provide access and equity, that people thrive in safe environments; and

WHEREAS the Santa Cruz County Board of Education believes that the physical safety and the emotional well-being of all children in the District, and ensuring that our schools are safe and welcoming for all students and their families is paramount to students being able to achieve, and Santa Cruz County Schools do not tolerate any form of discrimination, harassment or bullying as outlined in Board Policy 5145.13; and

WHEREAS Santa Cruz County School Districts' staff shall not ask about a student's immigration status or that of the student's family members, and pursuant to Family Educational Rights and Privacy Act (FERPA) shall not disclose without parental consent, the immigration status of any Santa Cruz County School Districts' student or any other personal information, and

WHEREAS The California Attorney General, as mandated by AB 699, has published model policies limiting assistance with immigration enforcement at public schools, to the

fullest extent possible consistent with federal and state law, and ensuring that public schools remain safe and accessible to all California residents, and

WHEREAS these model policies include direction that “schools should not contact Child Protective Services unless the school is unsuccessful in arranging for the care of the child through the emergency contact information that the school has, or other information or instructions conveyed by the parent or guardian,” and

WHEREAS currently there is no legally codified document in California statutory law that allows families to express and formally prepare for an event in which they may not be able to care for their children due to incapacitation such as detention, deportation, removal, or other circumstances besides a court ordered guardianship, and

WHEREAS three trusted community partners, Community Bridges, Santa Cruz County Immigration Project, and Monarch Services, in partnership with attorneys, have crafted the Childcare Safety Plan that allows families to expressly and formally designate Caregivers to act on their behalf in the event that they are incapacitated through events such as detainment, deportation and/or removal, or other circumstances without invoking the many difficulties, costs, and potential drawbacks associated with court ordered guardianships.

THEREFORE BE IT RESOLVED that Santa Cruz County’s schools will follow the California Attorney General’s model policy recommendation “to accept other information or instructions conveyed by the parent or guardian,” besides emergency contact information, about whom the parent(s) designate as alternate caregivers for their child.

BE IT RESOLVED THAT in the absence of a statutory alternative to court ordered guardianship in California, Santa Cruz County’s schools will accept the Childcare Safety Plan as proof of parents’ contingency family preparedness planning and shall accept the authority of the agent designated by parents in their Childcare Safety Plan to act in proxy of and on behalf of the parents of students, enrolled in those schools during the parents’ incapacitation.

BE IT RESOLVED that a child covered by a Childcare Safety Plan shall maintain full access to education services and that the child’s caregiver(s) shall be allowed to act on behalf of the parent(s) for education related purposes for the duration of the parent(s) incapacitation, or until legal guardianship for the child has been established.

BE IT RESOLVED that the Santa Cruz County Board of Education directs the Superintendent to support the creation of a safe and nurturing school district through offering professional development opportunities for all levels of staff so that staff can be knowledgeable about the Childcare Safety Plan and its purpose.

BE IT FURTHER RESOLVED that the Santa Cruz County Board of Education go on record in support of all immigrant and undocumented students and their families, as well as students from other vulnerable communities.

BE IT FINALLY RESOLVED that the Santa Cruz County Schools will support families and their designated Caregiver's efforts to safeguard children's educational rights and assist to ensure that children achieve full inclusion in any and all school related activities to which they would be entitled, were their parents present.

DATED: July 18, 2019

Board Member

Board Member

Board Member

Board Member

Board Member

Board Member

Board Member

Board Secretary



SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM

Board Meeting Date: July 18, 2019

☒

Action

☐

Information

TO: Santa Cruz County Board of Education

FROM: Dr. Faris Sabbah, County Superintendent of Schools

SUBJECT: Resolution #19-13 in Support of Immigrant Students and Families

BACKGROUND

The Board will be asked to approve a Resolution #19-13 confirming Santa Cruz County Office of Education's commitment to maintaining trust and safety for local immigrants.

SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION:

Adopt Resolution #19-13.

FUNDING IMPLICATIONS

None.

Resolution #19-13**RESOLUTION TO MAINTAIN TRUST AND SAFETY FOR LOCAL IMMIGRANTS**

WHEREAS, the Santa Cruz County Board of Education and the County Superintendent of Schools are committed to the success of all students and believe that every school site should be a safe and welcoming place for all students and their families, and that all students and their families have access to the services in our schools irrespective of their citizenship or immigration status; and

WHEREAS, the Santa Cruz County Board of Education and the County Superintendent of Schools have long embraced and welcomed individuals of diverse racial, ethnic, religious, and national backgrounds, including a large immigrant population; and

WHEREAS, the President of the United States has confirmed that ICE is planning deportation raids against immigrant families scheduled to begin as early as July 14, 2019; and

WHEREAS, targeting people who have lived in our country for years and breaking apart families creates fear and mistrust and does not make our communities or our schools safer, as people who fear reporting crimes due to their immigration status, real criminals aren't brought to justice and our communities are less safe; therefore

BE IT RESOLVED, that teachers, school administrators, and other school staff shall receive training regarding immigration issues, including information on responding to a request from an immigration officer to visit a school site or to have access to a student;

BE IT FURTHER RESOLVED, that the County Superintendent of Schools or designee shall report to the County Board of Education, in a timely manner, any requests for information or access to a school site by an officer or employee of a law enforcement agency for the purpose of enforcing the immigration laws. Such notification shall be provided in a manner that ensures the confidentiality and privacy of any potentially identifying information;

BE IT FURTHER RESOLVED, that the County Board of Education and the County Superintendent of Schools declare that ICE raids in private homes, churches, schools, and service agencies are inhumane, discriminatory and may violate constitutional protections.

DATED: July 18, 2019

Board Member

Board Member

Board Member

Board Member

Board Member

Board Member

Board Member

Board Secretary