



SANTA CRUZ
COUNTY OFFICE OF
EDUCATION
DR. FARIS SABBABH • SUPERINTENDENT OF SCHOOLS

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

Santa Cruz County Board of Education
Regular Board Meeting
Thursday February 18, 2021
Open Session 4:00PM
Held by Videoconference Only

NOTICE:

In order to meet the most recent guidelines from the Santa Cruz County Health Services Agency in regard to COVID-19, this meeting will be **limited to virtual participation only** and made available online via a live video-conference at the following web address:

<https://santacruzcoe-org.zoom.us/j/84750212903>

Or join by phone:

US: **+1(669) 900-6833**

Meeting ID: 847 5021 2903#

PUBLIC COMMENT:

Any person wishing to make a public comment will have the opportunity to do so via videoconference during the virtual meeting for up to three minutes each for any item not listed on the agenda, or for up to two minutes for any item listed on the agenda. To submit a comment about to be read aloud on your behalf either listed or not listed on the meeting agenda, please send a comment no longer than 300 words to cbennett@santacruzcoe.org no later than 2:00PM on February 18th. Each individual may only make one comment per topic.

Cualquier persona que desee hacer un comentario público tendrá la oportunidad de hacerlo por videoconferencia durante la reunión virtual hasta tres minutos cada uno para cualquier tema que no esté incluido en la agenda, y hasta dos minutos para cualquier tema incluido en la agenda. Para enviar un comentario para ser leído en voz alta en su nombre, ya sea para un tema en la agenda o no en la agenda, envíe un comentario de no más de 300 palabras a cbennett@santacruzcoe.org a más tardar a las 2:00 del 18 de febrero. Cada individuo solo puede hacer un comentario por tema.

AGENDA

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

Rose Filicetti (President), Ed Acosta, Sandra Nichols, Sue Roth, Abel Sanchez, Bruce Van Allen, Alyssa Wall

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 "Please Note" section (last item of this agenda).

5. CORRESPONDENCE

Official correspondence received by the Board is included herein.

6. 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.

6.0.1 Minutes of the Regular Board Meeting of January 21, 2021

6.0.2 Routine Budget Revisions

6.0.3 Annual School Safety Plan

6.1 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.

7. REPORTS, PRESENTATIONS, AND INFORMATIONAL ITEMS

7.1 COVID-19 Update

Superintendent Sabbah will give a presentation regarding the ways in which the Santa Cruz County Office of Education has been working to keep our school community healthy and prepare for the reopening of schools.

Presenter: Dr. Faris Sabbah, County Superintendent of Schools

7.2 Labor Negotiations - "Sunshine" the California School Employees Association (CSEA), Chapter #484, Proposed Changes to Four Articles within the 2021-2024 Classified Employee Bargaining Unit Agreement to the Santa Cruz County Superintendent of Schools

The designated representative of the California School Employees Association, Chapter #484, representing classified staff will sunshine proposed changes to the following articles within the 2021-2024 Classified Employee Unit Agreement to the Santa Cruz County Superintendent of Schools: Article 11 regarding Pay and Allowances, Article 12 regarding

Health & Welfare Benefits, Article 15 regarding Assignment and Transfer, and Article 21 regarding Professional Growth.

Presenter: Rory Bruce, President/Steward, CSEA Chapter 484

8. PUBLIC HEARINGS, NEW BUSINESS, AND ACTION ITEMS

8.1 CONSIDER SPECIAL MEETING FOR BOARD RETREAT

Consideration for Special Meeting for the Board Retreat on March 11, 2021 beginning at 3:00PM.

Presenter: Rose Filicetti, Agenda Committee

Motion &

Roll Call Vote: Rose Filicetti (President)

8.2 FIRST READING: BOARD POLICY

Modified and new policies may be adopted by the County Board of Education following a first and second reading by the Board. The Board may accept the following proposed policy(ies) as submitted and waive a second reading and move to take action, order changes, or order changes and bring back for a final reading:

BP 6163.4 Student Use of Technology

Presenter: Dr. Faris Sabbah, County Superintendent of Schools

Motion &

Roll Call Vote: Rose Filicetti (President)

8.3 RESOLUTION FOR BLACK HISTORY MONTH

Resolution #21-02 recognizing February as Black History Month for contributions to the development of our country, for continued efforts to ensure equality for all citizens, and for inspiring future generations.

Presenter: Sandra Nichols, Chair, Community Outreach & Legislation Committee

Motion &

Roll Call Vote: Rose Filicetti (President)

8.4 CSBA DELEGATE ASSEMBLY BALLOT

The Delegate Assembly meets twice each year. It sets CSBA's general policy direction and fulfills a critical governance role within the association. Delegates act as liaisons between CSBA and local board members in their regions, and they also meet with the other Delegates and the CSBA Director in their regions. Delegates serve two-year terms that begin April 1st.

Presenter: Rose Filicetti (President)

Motion &

Roll Call Vote: Rose Filicetti (President)

9. SUPERINTENDENT'S REPORT

10. TRUSTEE REPORTS

SCHEDULE OF MEETINGS AND COMING EVENTS

Santa Cruz County Board of Education
Regular Meeting (Virtual)
March 18, 2021
4:00PM

Santa Cruz County Board of Education
Regular Meeting (Virtual)
April 15, 2021
4:00PM

11. ADJOURNMENT

The Board President will adjourn the meeting.

PLEASE NOTE:

Public Participation:

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Backup Documentation:

Any writings or documents that are public records and are provided to a majority of the governing board regarding an open session item on this agenda will be made available for public inspection in the County Office of Education, located 400 Encinal Street, Santa Cruz, CA 95060, during normal business hours.

Translation Requests:

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ADA Compliance:

In compliance with Government Code section 54954.2 (a), The Santa Cruz County Office of Education will, on request, make this agenda available in appropriate alternative formats to persons with a disability, as required by Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec 12132), and the federal rules and regulations adopted in implementation thereof. Individuals who need this agenda in an alternative format or who need a disability-related modification or accommodation in order to participate in the meeting should contact Christine Bennett, Administrative Aide to the Superintendent, 400 Encinal St., Santa Cruz, CA 95060, (831) 466-5900.



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DR. FARIS SABBABH • SUPERINTENDENT OF SCHOOLS

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM

Board Meeting Date: February 21, 2021

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Action



Information

TO: Santa Cruz County Board of Education

FROM: Administrative Department

SUBJECT: Regular January 21, 2021 Board Meeting Minutes

BACKGROUND:

Regular Minutes of the January 21, 2021 meeting of the Santa Cruz County Board of Education.

SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION:

Approve minutes.

FISCAL IMPLICATIONS:

None.



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Santa Cruz County Board of Education
Regular Board Meeting
Thursday January 21, 2021
Open Session 4:00PM
Held by Videoconference Only

UNAPPROVED MINUTES

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

Board Present (via videoconference)

Sandra Nichols, Sue Roth, Abel Sanchez (Vice President), Bruce Van Allen, Alyssa Wall, and Rose Filicetti (President)

Staff Present (via videoconference)

Faris Sabbabh (Secretary), Christine Bennett, Debi Bodenheimer, Liann Reyes, Jason Borgen, and Scott Keller

Absent

Ed Acosta

PLEDGE OF ALLEGIANCE

Superintendent Sabbabh led the Pledge of Allegiance.

1. APPROVAL OF AGENDA

Agenda approved as submitted (Roth/VanAllen 6/0).

Ayes: Filicetti, Nichols, Roth, Sanchez, Van Allen, Wall

Nays: None

Abstain: None

Absent: Acosta

2. PUBLIC COMMENT

None.

3. CORRESPONDENCE

None.

5. CONSENT AGENDA

Consent Agenda items approved with correction of future meeting date indicated on December 17, 2020 Minutes (Nichols/VanAllen 6/0).

Ayes: Filicetti, Nichols, Roth, Sanchez, Van Allen, Wall

Nays: None

Abstain: None

Absent: Acosta

6. REPORTS, PRESENTATIONS, AND INFORMATIONAL ITEMS

6.1 Positive Program Report: Information Communication Technology Initiative (ICT) Program

Jason Borgen, Chief Technology Officer, and Scott Keller, Information, Communication, Technology (ICT) Teacher on Special Assignment provided an overview of the Santa Cruz County K-12 Computer Science and Information Technology Initiative. The presentation highlighted the needs around computer science education, partnerships with local school districts, industry, and higher education, awareness around the importance of Computer Science for families and students of all ages, and alignment of new Computer Information System Career Technical Education courses that are planned in both North County and South County to align with Cabrillo College's program that builds a career pathway for students.

6.2 COVID-19 and School Plans to Expand In-Person Services Update

Superintendent Sabbah gave a presentation regarding the ways in which the Santa Cruz County Office of Education has been working in collaboration with the Santa Cruz County Health Services agency and school districts to prepare for and respond to the outbreak of COVID-19 in our community. He described efforts to increase surveillance testing and designs for a "closed pod" vaccination clinic for the community of education staff in Santa Cruz County.

7. PUBLIC HEARINGS, NEW BUSINESS, AND ACTION ITEMS

7.1 Resolution #21-01 Regarding Cash Loans to District

Under Education Codes 42621 and 42622, County Offices of Education have the authority, with governing board approval, to make short-term cash loans to school districts that may not meet their cash-flow needs. The Board was asked to approve a Resolution to allow the Santa Cruz COE to provide short-term loans to Santa Cruz County school districts experiencing cash-flow emergencies.

Resolution approved as submitted (VanAllen/Nichols 6/0).

Ayes:	Filicetti, Nichols, Roth, Sanchez, Van Allen, Wall
Nays:	None
Abstain:	None
Absent:	Acosta

7.2 First Reading: Board Policies

The Board reviewed the revised version of BP 5145.7 - Sexual Harassment and Gender Based Harassment which updates the Policy and combines two versions into one cohesive document.

Board Policy approved as submitted (VanAllen/Roth 6/0).

Ayes:	Filicetti, Nichols, Roth, Sanchez, Van Allen, Wall
Nays:	None
Abstain:	None
Absent:	Acosta

8. SUPERINTENDENT'S REPORT

Superintendent Sabbah provided the group with an update on the Governor's Safe Schools Plan and the steps that the County Office of Education has taken to continue to ensure the safety of staff, and the students and families they serve. Updates for Student Leadership, Educational Services and Alternative Education divisions were also provided (information on file with Clerk of Board).

9. TRUSTEE REPORTS

Each Trustee reported on their participation in recent meetings, training opportunities, and community events. Several members participated in the virtual Town Hall on racial equity held January 19, 2021.

SCHEDULE OF MEETINGS AND COMING EVENTS

Santa Cruz County Board of Education
Regular Meeting (Virtual)
February 18, 2021
4:00PM

Santa Cruz County Board of Education
Regular Meeting (Virtual)
March 18, 2021
4:00PM

10. ADJOURNMENT

The Board President will adjourn the meeting.

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SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM

Board Meeting Date: February 18, 2021

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Action

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Information

TO: Santa Cruz County Board of Education

FROM: Business Department

SUBJECT: Routine Budget Revisions

BACKGROUND:

Adjusts the Santa Cruz COE 2020-2021 spending plan.

SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION:

Approve routine budget revisions.

FISCAL IMPLICATIONS:



SANTA CRUZ
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BOARD OF EDUCATION

Mr. Ed Acosta
Ms. Rose Filicetti
Ms. Sandra Nichols
Ms. Sue Roth
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Ms. Alyssa Wall

400 Encinal Street, Santa Cruz, CA 95060 • Tel (831) 466-5600 • Fax (831) 466-5607 • www.santacruzcoe.org

MEMO

DATE: February 11, 2021

TO: Santa Cruz County Board of Education
Dr. Faris Sabbah, County Superintendent of Schools

FROM: Liann Reyes, Deputy Superintendent, Business Services
Melissa Lopez, Director of Fiscal Services

RE: January Budget Revisions

Budget revisions in January reflect an increase in revenues in the amount of \$599,768 and increases in expenditures in the amount of \$118,474. The overall result is a net increase to fund balance of \$481,295.

Various adjustments were made to revenues and expenditures to be incorporated into the 2nd Interim reporting. Notable adjustments to revenue and expense budgets include district funded Special Education programs, Strong Workforce Program, revised allocations for Federal programs, and grants from Sutter Health and Santa Cruz Community Foundation.

Pacheco Bill Compliance:

One professional services agreement/contract was initiated in January that was in excess of \$25,000 and required a budget revision. A professional services agreement with ProCare Therapy to receive services of a contract Special Education teacher during a current staff member's leave of absence. Contract not to exceed \$60,000.00

Business department staff will continue to communicate and work closely with department staff and managers to review revenues, expenditures, and budgets as we continue preparing for 2nd Interim reporting and 2021-22 budget development.

Should you have any questions, please feel free to contact us.

LR:ml

5 attachments

cc: Rebecca Olker

Santa Cruz County Office of Education
Budget Variance Summary for January, 2021
February 18, 2021 Board Meeting

	2020-2021	2020-21	JANUARY		2020-21
Description	Adopted Budget	Board Meeting 01/21/21	Unrestricted	Restricted	Board Meeting 02/18/21
REVENUE					
Local Control Funding Formula	27,537,112	28,827,106	-	-	28,827,106
Federal Revenues	5,816,517	7,221,563	88,527	32,184	7,342,274
State Revenues	6,211,333	6,833,941	11,035	(273,281)	6,571,695
Local Revenues	8,677,516	8,840,393	362,246	379,057	9,581,696
Contributions	-	-	92,652	(92,652)	1
TOTAL REVENUE	48,242,478	51,723,003	554,460	45,309	52,322,770
EXPENDITURES					
Certificated Salaries	10,868,103	11,385,411	(73,350)	(7,774)	11,304,287
Classified Salaries	12,570,579	12,535,985	(21,674)	(24,123)	12,490,188
Employee Benefits	14,381,643	13,659,382	(78,882)	(87,074)	13,493,426
Books and Supplies	1,750,573	2,780,214	203,578	50,747	3,034,538
Services, Other Operating Expenses	7,297,393	8,921,785	49,396	112,803	9,083,984
Capital Outlay	86,200	82,700	-	-	82,700
Other Outgo	(75,056)	(114,674)	6,124	(4,386)	(112,936)
Interprogram Support	4,974,756	4,975,219	-	-	4,975,219
TOTAL EXPENDITURES	51,854,191	54,226,022	85,191	40,192	54,351,406
INTERFUND TRANSFERS					
Transfers In	-	-			-
Transfers Out	466,051	136,639	(6,910)	-	129,729
TOTAL INTERFUND TRANSFERS	466,051	136,639	(6,910)	-	129,729
FUND BALANCE					
Beginning Fund Balance	27,366,002	28,254,427	-		28,254,427
Net Increase/(Decrease)	(4,077,764)	(2,639,659)	476,178	5,116	(2,158,364)
ENDING FUND BALANCE	23,288,238	25,614,768	476,178	5,116	26,096,063
<p>Pacheco Bill Compliance: There was one professional services agreement in excess of \$25,000 that required a budget revision during the month of January 2021</p> <p>Professional services agreement with ProCare Therapy related to services of a contract Special Education (Visual Impairment) teacher during current staff member's leave of absence. Designated funds were available to due salary savings from existing Special Education staff vacancies. Contract amount not to exceed \$60,00.00.</p>					

Budget Variance Detail for
January, 2021
February 18, 2021 Board Meeting

			2020-21	2020-21	Variance		2020-21
Description (Object Code Range)	Res	Program	Adopted Budget	Board Meeting 01/21/21	Unrestricted	Restricted	Board Meeting 02/18/21
REVENUE							
Local Control Funding Formula (8010-8099)			27,537,112	28,827,106			
Total Local Control Funding Formula			27,537,112	28,827,106	-	-	28,827,106
Federal Revenues (8100-8299)			5,816,517	7,221,563	88,527		
2018-19 2nd Qtr & 3rd MAA	0000	NO REPORTING REQUIRMENTS					
CON-AP Revised Allocation	3010	TITLE I; PART A				73,052	
CON-AP Revised Allocation	3025	TITLE I; PART D				(43,901)	
CON-AP Revised Allocation	4035	ESEA:TEACHER QUALITY				3,053	
CON-AP Revised Allocation	4127	ESEA:STDNT SUPP & ACAD ENRICH				(20)	
Total Federal Revenues			5,816,517	7,221,563	88,527	32,184	7,342,274
State Revenues (8300-8599)			6,211,333	6,833,941	11,035		
Mandated Cost 2020-21 Revised Apportionment	0060	ADMINISTRATION					
SWP ICT	6388	Strong Workforce Program				27,517	
Revised due to vacancies	6500	SE:STATE LOCAL ASSIST GRANT				(338,051)	
CELP Grant Approved Carryover	7135	ENVIRONMENTAL EDUCATION				37,253	
Total State Revenues			6,211,333	6,833,941	11,035	(273,281)	6,571,695
Local Revenues (8600-8799)			8,677,516	8,840,393			
Actuals at 2nd Interim	0040	MAINTENANCE			238		
Sprint FCC License, Actuals at 2nd Interim	0060	ADMINISTRATION			362,008		
Revised Revenue at 2nd Interim	6500	SE:STATE LOCAL ASSIST GRANT				113,707	
Sutter Heath Grant, SOSC Community Foundation Grant	9010	OTHER RESTRICTED LOCAL				222,850	
Amended Award	9411	CREEC BUDGET ACT GRNT				42,500	
Total Local Revenues			8,677,516	8,840,393	362,246	379,057	9,581,696
Other Financing Sources (8900-8997)							
Allocations at 2nd Interim	0030	EDUCATIONAL SERVICES			8,710		
Allocations at 2nd Interim	0040	MAINTENANCE			137		
Allocations at 2nd Interim	0050	OPERATIONS			(8,786)		
Allocations at 2nd Interim	0060	ADMINISTRATION			(323,402)		
SWP Criminal Justice	0090	EDUCATION & ADMIN OPERATIONS			420,554		
CTEP Allocation Revised to Actuals	0830	ROC/P APPRTMNT-6350			(4,561)		
CON-AP Revised Allocation	3010	TITLE I; PART A				(20)	
CON-AP Revised Allocation	4127	ESEA:STDNT SUPP & ACAD ENRICH				20	
SWP Criminal Justice	6388	Strong Workforce Program				(15,098)	
Reduce NTP Contribution at 2nd Interim	9010	OTHER RESTRICTED LOCAL				(77,554)	
Total Other Financing Sources			-	-	92,652	(92,652)	1
TOTAL REVENUE			48,242,478	51,723,003	554,460	45,309	52,322,771

Budget Variance Detail for
January, 2021
February 18, 2021 Board Meeting

			2020-21	2020-21	Variance		2020-21
Description (Object Code Range)	Res	Program	Adopted Budget	Board Meeting 01/21/21	Unrestricted	Restricted	Board Meeting 02/18/21
EXPENDITURES							
Certificated Salaries (1000-1999)			10,868,103	11,385,411			
January Salary Update	0090	EDUCATION & ADMIN OPERATIONS			(400)		
January Salary Update	0611	JUVENILE COURT SUPP/CONC			(56,273)		
January Salary Update	0620	COUNTY COMMUNITY BASE			(13,677)		
January Salary Update	0830	ROC/P APPRTMNT-6350			(3,000)		
January Salary Update	6388	Strong Workforce Program				(12,025)	
January Salary Update	6500	SE:STATE LOCAL ASSIST GRANT				6,337	
January Salary Update	9010	OTHER RESTRICTED LOCAL				(2,086)	
Total Certificated Salaries			10,868,103	11,385,411	(73,350)	(7,774)	11,304,287
Classified Salaries (2000-2999)			12,570,579	12,535,985			
January Salary Update	0030	EDUCATIONAL SERVICES			6,706		
January Salary Update	0040	MAINTENANCE			(11,101)		
January Salary Update	0060	ADMINISTRATION			13,915		
January Salary Update	0086	TECHNOLOGY ADMIN			(10,852)		
January Salary Update	0090	EDUCATION & ADMIN OPERATIONS			(2,692)		
January Salary Update	0610	JUVENILE COURT BASE			534		
January Salary Update	0611	JUVENILE COURT SUPP/CONC			(9,822)		
January Salary Update	0620	COUNTY COMMUNITY BASE			(8,721)		
January Salary Update	1100	LOTTERY:UNRESTRICTED			360		
January Salary Update	3010	TITLE I; PART A				(900)	
January Salary Update	3025	TITLE I; PART D				(1,264)	
January Salary Update	3310	SE:LOCAL ASSIST ENTITLEMENT				25,523	
January Salary Update	5630	ESSA:SUBTITLE B OF TITLE VII				(1,346)	
January Salary Update	6500	SE:STATE LOCAL ASSIST GRANT				(75,502)	
January Salary Update	6695	Tobacco: Health Disparities				(1,029)	
January Salary Update	7366	SUPP:FOSTER YOUTH & JUVENILE				(4,240)	
January Salary Update	7420	LEARN LOSS MITIGATION PROP 98				11,852	
January Salary Update	8150	ONGOING & MAJOR MAINTENANCE				(11,379)	
January Salary Update	9010	OTHER RESTRICTED LOCAL				38,539	
January Salary Update	9410	WORKFORCE YOUTH SVCS-FED P/T				(3,032)	
January Salary Update	9412	YOUTH HOMELESS DEMONSTR PRJ				(1,346)	
Total Classified Salaries			12,570,579	12,535,985	(21,674)	(24,123)	12,490,188
Employee Benefits (3000-3999)			14,381,643	13,659,382			
January Salary Update	0030	EDUCATIONAL SERVICES			9,103		
January Salary Update	0040	MAINTENANCE			(5,922)		
January Salary Update	0060	ADMINISTRATION			(31,257)		
January Salary Update	0086	TECHNOLOGY ADMIN			532		
January Salary Update	0090	EDUCATION & ADMIN OPERATIONS			(2,105)		
January Salary Update	0610	JUVENILE COURT BASE			186		
January Salary Update	0611	JUVENILE COURT SUPP/CONC			(13,193)		
January Salary Update	0620	COUNTY COMMUNITY BASE			(30,194)		
January Salary Update	0621	COUNTY COMMUNITY SUPP/CONC			(4,866)		
January Salary Update	0830	ROC/P APPRTMNT-6350			(1,256)		
January Salary Update	1100	LOTTERY:UNRESTRICTED			92		
January Salary Update	3010	TITLE I; PART A				(2,575)	
January Salary Update	3025	TITLE I; PART D				(899)	
January Salary Update	3310	SE:LOCAL ASSIST ENTITLEMENT				13,889	
January Salary Update	5630	ESSA:SUBTITLE B OF TITLE VII				(935)	
January Salary Update	6388	Strong Workforce Program				(2,186)	
January Salary Update	6500	SE:STATE LOCAL ASSIST GRANT				(87,865)	
January Salary Update	6695	Tobacco: Health Disparities				(732)	
January Salary Update	7366	SUPP:FOSTER YOUTH & JUVENILE				(1,302)	
January Salary Update	7420	LEARN LOSS MITIGATION PROP 98				10,856	
January Salary Update	8150	ONGOING & MAJOR MAINTENANCE				(5,922)	
January Salary Update	9010	OTHER RESTRICTED LOCAL				(5,530)	
January Salary Update	9410	WORKFORCE YOUTH SVCS-FED P/T				(2,938)	
January Salary Update	9412	YOUTH HOMELESS DEMONSTR PRJ				(935)	
Total Employee Benefits			14,381,643	13,659,382	(78,882)	(87,074)	13,493,426

Budget Variance Detail for
January, 2021
February 18, 2021 Board Meeting

Description (Object Code Range)	Res	Program	2020-21	2020-21	Variance		2020-21
			Adopted Budget	Board Meeting 01/21/21	Unrestricted	Restricted	Board Meeting 02/18/21
Books and Supplies (4000-4999)			1,750,573	2,780,214			
2nd Interim Adjustments	0000	NO REPORTING REQUIRMENTS			86		
Clear 4399s at 2nd Interim	0030	EDUCATIONAL SERVICES			26,199		
January Salary Update	0040	MAINTENANCE			17,301		
January Salary Update	0050	OPERATIONS			(2,500)		
January Salary Update	0060	ADMINISTRATION			6,182		
January Salary Update	0086	TECHNOLOGY ADMIN			16,715		
January Salary Update	0090	EDUCATION & ADMIN OPERATIONS			4,797		
January Salary Update	0610	JUVENILE COURT BASE			(7)		
January Salary Update	0611	JUVENILE COURT SUPP/CONC			69,467		
January Salary Update	0620	COUNTY COMMUNITY BASE			51,539		
January Salary Update	0621	COUNTY COMMUNITY SUPP/CONC			13,588		
January Salary Update	1100	LOTTERY:UNRESTRICTED			212		
January Salary Update	3010	TITLE I; PART A				(3,154)	
January Salary Update	3025	TITLE I; PART D				(2,078)	
January Salary Update	3310	SE:LOCAL ASSIST ENTITLEMENT				(39,411)	
January Salary Update	4035	ESEA:TEACHER QUALITY				(119)	
January Salary Update	5630	ESSA:SUBTITLE B OF TITLE VII				2,281	
January Salary Update	6388	Strong Workforce Program				4,763	
January Salary Update	6500	SE:STATE LOCAL ASSIST GRANT				(119,604)	
January Salary Update	6695	Tobacco: Health Disparities				1,760	
CELP Grant Supplies (Approved Carryover)	7135	ENVIRONMENTAL EDUCATION				1,001	
January Salary Update	7366	SUPP:FOSTER YOUTH & JUVENILE				5,942	
COVID-19 M&O Supplies & PPE/Equipment to Reopen Schools	7420	LEARN LOSS MITIGATION PROP 98				(22,708)	
January Salary Update	8150	ONGOING & MAJOR MAINTENANCE				17,301	
Sutter Air Purifiers, SOSR EWRs, VOSS Student Kits	9010	OTHER RESTRICTED LOCAL				186,917	
January Salary Update	9410	WORKFORCE YOUTH SVCS-FED P/T				5,970	
MHS Provider Supplies	9411	MIGRANT HEAD START-FED PASS TH				9,604	
January Salary Update	9412	YOUTH HOMELESS DEMONSTR PRJ				2,281	
Total Books and Supplies			1,750,573	2,780,214	203,578	50,747	3,034,538
Services, Other Operating Expenses (5000-5999)			7,297,393	8,921,785			
Clear 4399s at 2nd Interim	0030	EDUCATIONAL SERVICES			(907)		
Fingerprinting	0040	MAINTENANCE			98		
Match Actuals at 2nd Interim	0050	OPERATIONS			(6,286)		
Match Actuals at 2nd Interim, Cal Year 2020 Excess Claims	0060	ADMINISTRATION			60,281		
Reduce to cover OT at 2nd Interim	0086	TECHNOLOGY ADMIN			(6,396)		
January Salary Update	0090	EDUCATION & ADMIN OPERATIONS			400		
Connectivity, Communications, Cypress Advertising	0620	COUNTY COMMUNITY BASE			2,155		
CTEP Office Postage Adj	0830	ROC/P APPRTMNT-6350			50		
CON-AP Revised Allocation	3010	TITLE I; PART A				73,969	
CON-AP Revised Allocation	3025	TITLE I; PART D				(36,239)	
CON-AP Revised Allocation	4035	ESEA:TEACHER QUALITY				2,934	
SWP ICT	6388	Strong Workforce Program				21,500	
January Salary Update	6500	SE:STATE LOCAL ASSIST GRANT				64,220	
CELP Teacher Leadership Institute Stipends	7135	ENVIRONMENTAL EDUCATION				33,350	
January Salary Update	7366	SUPP:FOSTER YOUTH & JUVENILE				(400)	
2nd Interim Adjustments	9010	OTHER RESTRICTED LOCAL				(68,275)	
Increase to balance	9411	MIGRANT HEAD START-FED PASS TH				20,994	
2019-20 Rotary Scholarship Award	9680	SCHLR - ROP				750	
Total Services, Other Operating Expenses			7,297,393	8,921,785	49,396	112,803	9,083,984
Capital Outlay (6000-6999)			86,200	82,700			
Total Capital Outlay			86,200	82,700	-	-	82,700

Budget Variance Detail for
January, 2021
February 18, 2021 Board Meeting

			2020-21	2020-21	Variance		2020-21
Description (Object Code Range)	Res	Program	Adopted Budget	Board Meeting 01/21/21	Unrestricted	Restricted	Board Meeting 02/18/21
Other Outgo (7100-7299, 7400-7499)			4,974,756	4,975,219			
Total Other Outgo			4,974,756	4,975,219	-	-	4,975,219
Interprogram Support Services (7300-7399)			(75,056)	(114,654)			
Balance Indirects at 2nd Interim	0030	EDUCATIONAL SERVICES			13,195		
Balance Indirects at 2nd Interim	0060	ADMINISTRATION			(6,715)		
Balance Indirects at 2nd Interim	0830	ROC/P APPRTMNT-6350			(356)		
Balance Indirects at 2nd Interim	3010	TITLE I; PART A				5,691	
Balance Indirects at 2nd Interim	3025	TITLE I; PART D				(3,421)	
Balance Indirects at 2nd Interim	4035	ESEA:TEACHER QUALITY				238	
Balance Indirects at 2nd Interim	6388	Strong Workforce Program				366	
Balance Indirects at 2nd Interim	6500	SE:STATE LOCAL ASSIST GRANT				(11,931)	
Balance Indirects at 2nd Interim	7135	ENVIRONMENTAL EDUCATION				2,903	
Balance Indirects at 2nd Interim	9010	OTHER RESTRICTED LOCAL				(10,134)	
Balance Indirects at 2nd Interim	9411	MIGRANT HEAD START-FED PASS TH				11,901	
Total Interprogram Support			(75,056)	(114,654)	6,124	(4,386)	(112,916)
Interfund Transfers Out (7600-7629)			466,051	136,639			
2nd Interim Decrease Contribution to CAC	0090	EDUCATION & ADMIN OPERATIONS			(6,910)		
Total Interfund Transfers Out			466,051	136,639	(6,910)	-	129,729
TOTAL EXPENDITURES			52,320,242	54,362,661	78,281	40,192	54,481,135
BEGINNING FUND BALANCE			27,366,002	28,254,427			28,254,427
NET INCREASE (DECREASE) IN FUND BALANCE			(4,077,764)	(2,639,659)	476,178	5,116	(2,158,364)
ENDING FUND BALANCE			23,288,238	25,614,768			26,096,063



SANTA CRUZ
COUNTY OFFICE OF
EDUCATION
DR. FARIS SABBAAH • SUPERINTENDENT OF SCHOOLS

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM

Board Meeting Date: February 18, 2021

☒

Action



Information

TO: Santa Cruz County Board of Education

FROM: Johnny Rice, Alternative Education Program

SUBJECT: Comprehensive School Safety Plan for Alternative Education

BACKGROUND

All California public schools must update their comprehensive school safety plan annually, per California Education Code sections 32280-32289. The Board will be asked to approve the Comprehensive School Safety Plan for the following Alternative Education.

SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION:

Approve the Comprehensive School Safety Plan annual update.

FISCAL IMPLICATIONS:

Detailed herein.



SANTA CRUZ
COUNTY OFFICE OF
EDUCATION
DR. FARIS SABBABH • SUPERINTENDENT OF SCHOOLS

COMPREHENSIVE SCHOOL SAFETY PLAN

Part I – Public Components

2020-2021

School: Santa Cruz County Office of Education
Address: 400 Encinal St.
Santa Cruz, CA 95060-2115
Principal: John Rice, Senior Director
Phone Number: (831) 466-5724
E-mail Address: jrice@santacruzcoe.org

District: Santa Cruz County Office of Education
Superintendent Faris Sabbah
Phone Number: (831) 466-5900
E-mail Address: fsabbah@santacruzcoe.org

Approved by:

Name	Title	Signature	Date
Faris Sabbah	Superintendent		

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Purpose of the Comprehensive School Safety Plan (CSSP)

Sections 32280-32288 of the California Education Code outline the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a Comprehensive School Safety Plan relevant to the needs and resources of that particular school.

It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated Comprehensive School Safety Plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses. Comprehensive School Safety Plans are required under SB 719 & AB 115 and must contain the following elements:

- Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual School Accountability Report Card (SARC).

<http://www.santacruzcoe.org/student-services/alternative-education-programs/>

A copy of the Comprehensive School Safety Plan Public Version – Part I is available for review at the Santa Cruz County Office of Education office, and online at .

This Comprehensive School Safety Plan analyzes current safety conditions and school climate. In so doing, the plan describes programs in place at our schools, and defines the strategies and programs in place for continued improvement in providing a safe, orderly, school environment that is nurturing and conducive to learning. Appendices follow the action plan. These Appendices include specific, mandated policies and procedures connected to the safety strategies and programs described within the analysis section.

This plan was developed with input from the SCCOE School Site Council and local law enforcement.

SCHOOL PROFILE

The SCCOE Alternative Education Program consists of 18 separate school sites throughout Santa Cruz County. SCCOE Alternative Education Programs have an ethnically diverse student population and are served by a dedicated and well-trained staff. The SCCOE Alternative Education Program face unique challenges in maintaining a safe school, partly because of the student population we serve and partly because of the fact that our school sites are small, sometimes impermanent, and are located throughout the county.

Plan Development and Approval

The Santa Cruz County Office of Education Comprehensive School Safety Plan has been developed by:

- X School Site Council
- X School Safety Planning Committee

Which includes the following members:

Name	Membership Role
John Rice, Senior Director	Principal or Principal's Designee
Javier Gonzalez	Teacher from Santa Cruz County Office of Education
Maria Lazaro	Parent whose child attends the School
Blanca Corrales	Classified Employee
Trevor Kendall	Law Enforcement Agency Representative
Cristal Renteria, Coordinator	Other

Key Dates of Plan Development and Approval	Date(s)
Meeting with representative of law enforcement agency to develop the Plan	1/15/21
Meeting at the school site to allow members of the public the opportunity to review and express opinions about the Plan	10/26/20
School Site Council approval of the Plan	2/09/21
School District Board approval of the Plan	
Submission to Santa Cruz County Office of Education for audit review	

Current Status of School Crime

This section presents data that will be analyzed to assess the current status of school crime committed on the Santa Cruz County Office of Education campus and at school-related functions. Data presented include:

5. School Violence, Victimization, and Safety

Table A.5.1
Perceived Safety at School

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very safe	33	38	38	47
Safe	40	51	55	36
Neither safe nor unsafe	27	10	5	15
Unsafe	0	0	0	1
Very unsafe	0	1	3	1

Question HS A.99/MS A.88: How safe do you feel when you are at school?
Note: Cells are empty if there are less than 10 respondents.

Table A.5.4
Violence and Victimization on School Property, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
During the past 12 months, how many times on school property have you...				
been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around?				
0 times	86	88	97	92
1 time	10	5	3	4
2 to 3 times	3	1	0	2
4 or more times	0	6	0	1
been afraid of being beaten up?				
0 times	83	98	98	94
1 time	10	1	2	4
2 to 3 times	7	1	0	1
4 or more times	0	0	0	2
been threatened with harm or injury?				
0 times	87	98	100	95
1 time	10	1	0	2
2 to 3 times	3	0	0	2
4 or more times	0	1	0	2
been in a physical fight?				
0 times	93	90	100	87
1 time	7	5	0	6
2 to 3 times	0	2	0	4
4 or more times	0	2	0	3
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times	100	98	100	96
1 time	0	0	0	2
2 to 3 times	0	1	0	1
4 or more times	0	1	0	1
been offered, sold, or given an illegal drug?				
0 times	97	84	81	85
1 time	3	6	6	3
2 to 3 times	0	5	3	4
4 or more times	0	5	10	8

Question HS A.100-102, 107, 111, 113/MS A.90-92, 97, 101, 103: During the past 12 months, how many times on school property have you... been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around... been afraid of being beaten up... been in a physical fight... been offered, sold, or given an illegal drug... been threatened or injured with a weapon (gun, knife, club, etc.)... been threatened with harm or injury?

Note: Cells are empty if there are less than 10 respondents.

Table A5.5
Property Damage on School Property, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Had your property stolen or deliberately damaged				
0 times	90	86	95	93
1 time	3	9	5	3
2 to 3 times	7	2	0	2
4 or more times	0	2	0	2
Damaged school property on purpose				
0 times	90	96	95	94
1 time	7	1	5	2
2 to 3 times	3	1	0	3
4 or more times	0	1	0	0

Question HS A.106, 108/MS A.96, 98: During the past 12 months, how many times on school property have you... had your property stolen or deliberately damaged, such as your car, clothing, or books... damaged school property on purpose?

Note: Cells are empty if there are less than 10 respondents.

Table A5.6
Weapons Possession on School Property, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Carried a gun				
0 times	100	98	98	96
1 time	0	1	2	1
2 to 3 times	0	1	0	1
4 or more times	0	0	0	2
Carried any other weapon (such as a knife or club)				
0 times	97	99	91	92
1 time	0	1	5	3
2 to 3 times	0	0	0	2
4 or more times	3	0	5	4
Seen someone carrying a gun, knife, or other weapon				
0 times	93	94	97	88
1 time	3	2	2	5
2 to 3 times	3	1	2	2
4 or more times	0	2	0	5

Question HS A.109, 110, 112/MS A.99, 100, 102: During the past 12 months, how many times on school property have you... carried a gun... carried any other weapon (such as a knife or club)... seen someone carrying a gun, knife, or other weapon?

Note: Cells are empty if there are less than 10 respondents.

6. Alcohol and Other Drug Use

Table A6.1
Summary Measures of Level of AOD Use and Perceptions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Lifetime illicit AOD use to get "high" [†]	20	41	56	67	A6.2
Lifetime alcohol or drug use	20	42	56	68	A6.2
Lifetime marijuana use	3	27	48	61	A6.2
Lifetime very drunk or high (7 or more times)	0	5	28	36	A6.7
Lifetime drinking and driving involvement	31	10	31	30	A6.11
Current alcohol or drug use	3	24	45	44	A6.5
Current marijuana use	3	18	35	40	A6.5
Current heavy drug use	3	4	18	33	A6.5
Current heavy alcohol use (binge drinking)	0	0	20	25	A6.5
Current alcohol or drug use on school property	3	7	8	14	A6.8
Harmfulness of occasional marijuana use [‡]	33	22	16	22	A6.12
Difficulty of obtaining marijuana [§]	17	10	6	9	A6.13

Notes: Cells are empty if there are less than 10 respondents.

[†]Excludes prescription pain medication, diet pills, and prescription stimulants.

[‡]Great harm.

[§]Very difficult.

Table A6.8
Current AOD Use on School Property, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
0 days	100	98	97	94
1 to 2 days	0	1	2	4
3 or more days	0	1	2	2
Marijuana (smoke, vape, eat, or drink)				
0 days	97	94	92	87
1 to 2 days	3	5	2	5
3 or more days	0	1	6	8
Any other drug, pill, or medicine to get "high" or for reasons other than medical?				
0 days	97	99	100	96
1 to 2 days	3	0	0	2
3 or more days	0	1	0	2
Any of the above	3	7	8	14

Question HS A.80-82/MS A.72-74: During the past 30 days, on how many days on school property did you use... at least one drink of alcohol... marijuana (smoke, vape, eat, or drink)... any other drug, pill, or medicine to get "high" or for reasons other than medical?

Note: Cells are empty if there are less than 10 respondents.

Table A6.12
Perceived Harm of AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol - drink occasionally				
Great	7	20	10	33
Moderate	40	28	30	24
Slight	40	38	41	22
None	13	15	19	22
Alcohol - 5 or more drinks once or twice a week				
Great	70	59	45	50
Moderate	27	24	39	22
Slight	0	9	11	10
None	3	9	5	18
Marijuana - use occasionally				
Great	33	22	16	22
Moderate	40	29	27	18
Slight	23	28	34	20
None	3	21	23	40
Marijuana - use daily				
Great	73	52	39	28
Moderate	20	24	36	20
Slight	7	12	17	24
None	0	11	8	29

Question HS A.87-90/MS A.79-82: How much do people risk harming themselves physically and in other ways when they do the following?... Drink alcohol (beer, wine, liquor) occasionally... Have five or more drinks of alcohol once or twice a week... Use marijuana occasionally (smoke, vape, eat, or drink) ... Use marijuana daily.
Note: Cells are empty if there are less than 10 respondents.

Table A6.13
Perceived Difficulty of Obtaining Alcohol and Marijuana

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Very difficult	17	9	6	8
Fairly difficult	13	10	8	9
Fairly easy	17	21	31	25
Very easy	3	38	36	33
Don't know	50	23	19	25
Marijuana				
Very difficult	17	10	6	9
Fairly difficult	17	6	5	3
Fairly easy	10	24	23	16
Very easy	7	39	47	48
Don't know	50	21	19	24

Question HS A.93, 94/MS A.85, 86: How difficult is it for students in your grade to get any of the following if they really want them?... Alcohol... Marijuana.
Note: Cells are empty if there are less than 10 respondents.

Table A.8.6
Gang Involvement

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	97	95	95	92
Yes	3	5	5	8

Question HS A.123/MS A.113: Do you consider yourself a member of a gang?

Note: Cells are empty if there are less than 10 respondents.

Findings from the analysis of the data presented above include:

Assessment of School Crime and a Healthy School Climate

School Engagement and Supports

According to the most recent California Healthy Kids Survey (CHKS), 71% of students responded that they "Agree" or "Strongly Agree" that they feel connected to their school community. While this indicator has remained relatively stagnant since the previous survey, there has significant improvements in other key indicators. 84% reported feeling that they had caring adult relationships at school and 87% reported that the adults had high expectations for them. These numbers increased from 49% and 53% respectively. Additionally, academic motivation increased from 30% to 71%. Students will be surveyed again this April.

School Violence, Victimization, and Safety

According to the most recent California Healthy Kids Survey (CHKS), 83% of students responded that they felt either "Safe" or "Very safe" when asked, "How safe do you feel at school?" and only 2% responded with "Unsafe" or "Very unsafe." 13% of SCCOE students surveyed reported being involved in at least one fight during the year and 4% had been threatened or injured with a weapon. While most school violence, victimization, and safety measures remained similar to those in previously surveyed, there were some distinct improvements. 7% reported having had property stolen or damaged at school, which decreased from 11%, and only 5% reported that they had damaged school property on purpose, which decreased from 9% previously. 13% of students reported carrying a gun or some other weapon at school at least once during the year. 12% of students surveyed reported seeing someone else with a weapon on school campus. 7% of students reported that they considered themselves a member of a gang. There are two major gangs in the county, Norteños and Sureños. All schools have a dress code to ensure student safety regardless of gang involvement.

Substance Use and Mental Health

Alcohol or drug use among SCCOE Alternative Education students continues to be a challenge, however overall the measures for current alcohol or drug use have declined some over the past few years. According to the California Healthy Kids Survey (CHKS), 44% of students reported current alcohol or drug use compared to 51% the year prior. Similarly, the measure for current heavy drug use went from 40% to 33%. 58% of students surveyed reported having used alcohol at least once in their lifetime and 60% reported having tried marijuana. Furthermore, 6% of Alternative Education students reported having used alcohol at school during a 30-day period and 13% reported using marijuana at school. Marijuana use is a major concern, and school staff coordinate their efforts to prevent use at school and to provide counseling and restorative practices for students who struggle with this issue at home or at school. 18% of students believe that the frequent use of alcohol is not harmful, and 29% believe the same of marijuana. A majority of Alternative Education students report that it is "fairly easy" to "very easy" to obtain either one. Alternative Education offers school options with counseling for students who wish to stop using alcohol and drugs. We provide school services to The Camp Recovery Center in Scott's Valley. Alcohol and Drug Abuse is covered in student Health courses throughout our programs.

School Safety Strategies and Programs

Santa Cruz County Office of Education is committed to school safety for all students, staff, and visitors. Many strategies and programs provide and maintain a high level of school safety.

School Vision/Mission Statement

The Mission of the Alternative Education Program is to provide a safe, supportive learning environment where all students can achieve academic, social, and vocational excellence.

Safe School Vision: SCCOE Alternative Education Programs will...

1. Provide a safe, orderly, and secure environment conducive to learning.
2. Create schools in which pupils will attend regularly and be safe from both physical and socio-emotional harm.
3. Work collaboratively with the district office and School Board to identify, establish and use strategies and programs to comply with school safety laws.
4. Develop a plan to work cooperatively and collaboratively with parents, pupils, teachers, administrators, counselors and community agencies, including law enforcement, to provide a safe and orderly school and neighborhood.
5. Develop an academic program that will focus on high expectations of pupil performance and behavior in all aspects of the school experience.
6. Work collaboratively with other elementary, middle schools and high schools to assist in a smooth transition from one school level to another.
7. Solicit the participation, views, and advice of teachers, parents, school administrators, and community members and use this information to promote the safety of our pupils, staff, and community.

Providing a safe learning environment is a priority for staff, parents, students, and school community members. Santa Cruz County Office of Education prepares students to be self-disciplined and responsible citizens who can meet the challenge of living in an ethnically and socio-economically diverse community. Santa Cruz County Office of Education promotes caring and nurturing relationships and work cooperatively with parents, students, law enforcement representatives, and other community agencies. Santa Cruz County Office of Education stresses prevention of violence on campus and prepares students to handle conflict, anger, and other threats to safety.

Programs are implemented to prevent drug, alcohol, and tobacco use. The Santa Cruz County Office of Education discipline policy provides students with behavior guidelines that are aligned to the California Education Code and district policies. School-wide rules, classroom rules, the dress code, and consequences for rule infractions provide students with clear expectations for behavior. The focus is to reduce barriers to learning as well as to build protective factors leading to student success, both academically and socially.

Intervention and prevention programs focus on positive youth development. Santa Cruz County Office of Education implements programs to create a positive school climate and promote social-emotional learning using research-based strategies. Santa Cruz County Office of Education implements multi-tiered systems of support/response to intervention for students that promote high expectations, maintain student engagement in school, and provide systems for student success.

Strategies and programs unique to Santa Cruz County Office of Education that provide a safe learning environment for all students, including specifically for LGBTQ students.

The SCCOE Alternative Education Programs are located at various sites throughout Santa Cruz County. A description of the physical environment, including site maps and emergency exits are on file with the maintenance department and at each school site. The ultimate goal of our programs is to ensure that every student in our County has access to an educational program that suits the individual's unique need. This is accomplished through a variety of locations, educational models, and programmatic structures. Often, our students may be affected by one or more significant life challenges. Those may include drug and alcohol abuse, homelessness, criminal activity, truancy, expulsion, poverty, lack of fluency in English, academic failure, and trauma. We provide a number of services for our students intended to ensure that all can benefit from the academic program. In addition to ensuring that our students have access to courses required for graduation, we provide a variety of services to meet student needs. These include: counseling, free and reduced priced meals, special education services, work based learning, and college and career counseling, conflict resolution, and

Restorative Practices. Our programs include a charter high school, independent studies centers, personalized learning communities, two green career center high schools, middle school programs, thematic single classroom programs, conventional court/community schools, an all girls program, and a site at the juvenile hall.

Career Advancement Charter:

The CAC is an Independent Study program for adult learners pursuing their high school diploma while gaining academic and technical skills that will lead to college and career readiness. As part of the Santa Cruz County Office of Education, the CAC collaborates with community partners to achieve this mission by engaging students through work-based, relationship-focused, innovative and welcoming learning experiences.

Community School Programs:

Cypress High School

Cypress is focused on developing self-actualized citizens who utilize creativity, critical-thinking, and a comprehensive worldview, to be engaged and informed members of their communities. Cypress fosters a diverse student body through an inclusive community where each individual is seen and valued. Students utilize critical thinking skills in real-world applications, achieving personal and academic growth through a student-centered learning environment and a college preparatory curriculum.

Natural Bridges High School

Natural Bridges is a program for students in grades 10-12 seeking employment training while earning credits toward high school graduation. The program includes training for careers in agriculture, construction, alternative energy, habitat restoration and computers. The school provides courses in local ecology, history, economics, as well as other graduation requirements while emphasizing communication, presentation and leadership skills throughout.

Ponderosa High School

Ponderosa is designed for students seeking to earn a high school diploma through a curriculum focused on academic, experiential, vocational education, and employment. This program is born out of the core tenants of community, collaboration, and commitment. In addition to their work in the classroom, students: listen to guest speakers, attend field trips, become involved in community service projects, and participate in short and long-term internships.

Santa Cruz Community School (Phoenix Academy)

Phoenix is a structured learning environment that uses the SEL framework to guide adolescents in grades 7-9. We focus on and encourage students' interests and abilities, so that each student achieves academic, social, and emotional success.

San Lorenzo Valley Community School (Highlands)

Highlands is a unique, fun-based learning environment. Based next to a riverfront park in the redwoods, we provide a nurturing, homelike atmosphere for students who have struggled to succeed academically in previous schools. Beyond individualized academics, our core focus is on acceptance, compassion and flexibility, based on Trauma Informed Care and Healing-Centered Engagement, self-empowerment and building healthy life skills. With an abundance of creativity and "love," Highlands has been an often life-changing fixture in the San Lorenzo Valley community for over 30 years. Our goal is to support our students in learning to love themselves and to believe in their ability to be kind, happy, and successful members of the community.

Lighthouse High School

Lighthouse is a program where the teacher, student, and family plan a course of study together, allowing for personalization and flexibility in the time, place, delivery model, and pace. Students pursue coursework via Online, classroom-based, and individualized learning opportunities. Students may wish to include CTEP courses that are available on or off-campus. This school is future oriented. Students can pursue a-g (University of California approved) coursework here. Dual enrollment at Cabrillo College is encouraged. The personalized learning community operates by contracted learning.

Louden Nelson Community School & Teen Center

These two programs, located in the Loudon Nelson Community Center, serve students of the downtown area with both Classroom and Independent Studies options. Both programs focus on life skills as well as academics. Both provide opportunities to get involved in the community. Loudon Nelson was a Santa Cruz resident in the 1850's. A former slave, Nelson donated his land to the school district upon his death in 1860. The community center was built as an elementary school in 1932, but is now named after Nelson for his support of local schools.

Oasis High School (Aptos & Watsonville)

Oasis is designed to meet the needs of students who benefit from a personalized learning program. Oasis staff work collaboratively with the student, their parents/guardians, teacher, and counselor to design an education plan. Oasis is located on the Cabrillo College campus and works closely with the college to provide students the opportunity to fulfill the requirements for admission to a CSU or UC through a combination of Oasis and Cabrillo coursework. Oasis staff work to empower students and provide a literal "oasis" that is safe and supportive.

Seabright High School

Seabright is a program for creative, flexible, ambitious, independent and responsible learners. We have created a learning community where students have choices, reach their goals, appreciate diversity and feel safe. Through individualized programming, small daily classes, and recreational activities, we work together in a personalized learning community.

Star Community School

Star is a small, student-centered community that provides a safe, nurturing environment that fosters academic and behavioral growth, so students can develop the self-confidence needed to be successful adults in the 21st century.

Star Personalized Learning Community

The Star PLC provides a safe space for students to grow, develop, and work towards their personal and academic goals. Star PLC is a hybrid between Independent Studies and a seat-based program. Star PLC focuses on supporting students in a small, holistic, safe environment. Juniors and seniors are encouraged to attend a Cabrillo class while in high school.

The Cottage

The Cottage is an afternoon program designed for students who benefit from a small classroom setting with individual attention. Centrally located in Harvey West Park, The Cottage is accessible to students countywide and the afternoon class schedule allows students who are working or who have been out of school to reconnect with a high school education with an emphasis on career choices, character education, and literacy.

Independent Studies Programs

IS opportunities are located at the Santa Cruz County Office of Education and Sequoia Schools campus. Students meet with teachers individually once a week. Independent Studies students are offered the same supports as day program students and each student is supported to move forward academically, emotionally and vocationally through an individual approach.

DeWitt Anderson School

Dewitt provides an educational environment for girls who are supported in setting and achieving academic goals. The school focuses on the unique challenges that face adolescent girls. The teaching and counseling staff are trained and experienced in supporting students as they transition to comprehensive high school, the workplace, or college. The curriculum emphasizes women's studies and art in addition to basic academics, and students have the opportunity to work in an organic garden.

La Manzana Personalized Learning Community

La Manzana is a small and safe personalized learning community. All students are supported and encouraged to achieve their individualized academic, social and emotional goals.

Sequoia High School

Sequoia High is committed to social, emotional, and academic learning with an emphasis on vocational training and community involvement. We promote this through restorative practices and CTEP classes, all encompassed in a 21st Century learning environment.

Sequoia Junior High

Sequoia Junior High is a program with an emphasis on Social Emotional Learning in a safe, healthy, and positive learning environment. Adolescents in the Sequoia Junior High Program learn study skills as well as life skills, and gain experience in the classroom and community.

El Nido

El Nido provides a small classroom learning environment on the Cabrillo College campus in Watsonville. Students have the opportunity to participate in a myriad of opportunities such as CTE courses, outdoor learning opportunities, and the arts.

The Camp

The Camp is a school program within an in-patient drug and alcohol treatment center. The school is open year round and employs a staff with extensive experience and training related to providing education services within a therapeutic setting.

Court School Programs:

Robert A. Hartman School

Hartman School provides for the education of youth detained at Santa Cruz County Juvenile Hall. Hartman School provides a highly structured learning environment that supports individualized and group learning. Curriculum is a blend of traditional text based learning as well as hands on kinesthetic learning. Named after a dedicated teacher, the school is open year round and employs a staff with extensive experience and training related to delinquent youth.

Escuela Quetzal

EQ is designed for youth who are willing to actively participate in counseling services to learn how to make empowered decisions toward positive personal growth. The program is made possible through collaboration between Youth Services and the Santa Cruz County Office of Education. Each day students attend core academic classes and receive group and individual counseling. Family and community involvement are also important components of the program. Along with academics, students are offered courses in art, music, vocational education, sports, organic gardening, and computer technology.

Freedom Community School

Freedom is a single classroom site for students who excel in a smaller, supportive, and structured learning environment. Our vision is to empower intrinsic motivation to lead and educate family and peers. The teacher and staff meet each individual learner at their current academic and social levels in order to create attainable goals, which creates a positive learning experience.

Sequoia Academy

Sequoia Academy is a self-contained classroom designed to assist students who need extra support with study skills and setting educational goals. Sequoia Academy is committed to social, emotional, academic learning with an opportunity for vocational training and community involvement.

SCHOOL SAFETY STRATEGY #1: SCCOE Alternative Education administrators, teachers, families, pupils, support staff, and community members recognize and make appropriate use of the early warning signs related to violence, substance abuse, and other at-risk concerns.

Counseling

The aim of the Santa Cruz COE Alternative Education programs is not only to build academic skills, but also develop life skills, a positive self-concept, appropriate peer relationships, and to help students become productive citizens for the future. Teachers and support staff receive training in the area of conflict resolution and restorative justice. There are social-emotional counselors who work at various sites to support students and staff. To increase services, Alternative Education has contracted with Encompass Youth Services and Children's Behavioral Health to provide additional counseling to our programs and hired a Gang Prevention Counselor as well as a Health and Sex Ed Educator.

Restorative Practices and Conflict Resolution

As part of our commitment to providing alternatives to suspension and expulsion, Alternative Education is committed to relying on Restorative Practices and Conflict Resolution Strategies where ever possible. Restorative Practices seek to repair harm and restore relationships between people and communities. Conflict resolution is used as a method to proactively as well as reactively involve stakeholders, such as students in solving problems through non-violent communication.

Threat Assessment Protocol

The SCCOE realizes that violence can be prevented if enough is known about a students preparatory behavior. Staff at all school sites are trained in Threat Assessment Protocols to ensure that threats of violence or of harm to one-s self are identified and prevented, while at the same time ensuring that students receive the help and support that they need.

SCHOOL SAFETY STRATEGY #2: SCCOE Alternative Education Programs utilize supportive, engaging, relevant materials and courses to ensure safe school climates.

Student Groups and Student Leadership

Several school-site and inter-site student groups have been developed over the past couple of years to ensure equity of student voices and in an effort to continue to improve school connectedness. These groups include Student Leadership groups based on activities and on student wellness, as well as an inter-site Gay/Straight Alliance (GSA).

Sports League

The Alternative Education Department participates in the Monterey Bay Alternative Athletic League. Over ten schools participate in competitive team sports including volleyball, basketball and softball. In addition to organized sports, students have the opportunity to participate in health and wellness classes, including Yoga and other soft-form martial arts.

Social Emotional Learning

Educators serve diverse groups of students with different motivations for engaging in learning, behaving positively, and performing academically. Social and emotional learning (SEL) provides a foundation for safe and positive learning, and enhances students' abilities to succeed in school, careers, and life. SEL focuses on five key skills: Self Awareness, Self Management, Social Awareness, Relationship Skills, and Responsible Decision Making. Via Professional Development opportunities, these strategies are incorporated into daily lesson plans.

Healing Centered Engagement Strategies

Healing Centered Engagement recognizes that harm and trauma affect students abilities to learn and behave. This theory expands how we think about responses to trauma and offers a holistic approach to fostering well-being in our students.

Experiential Education Opportunities

We believe that students learn best and are at their best when they are engaged with relevant material. We seek through a number of partnerships to provide a diverse set of course offerings and opportunities. Partnerships, courses, and opportunities include, but are not limited to: California Poets in the Schools, William James Artist Association, Santa Cruz Arts Council, The Forestry Challenge, Digital Nest, CTEP construction, Agriculture, and other courses, Boat Building, Restoration, and Nautical Science, as well as Yoga and Mindfulness,

College Readiness and Dual Enrollment

Students are encouraged to dual-enroll in community college courses, and three of our school programs are located directly on Community College Campuses.

SCHOOL SAFETY STRATEGY #3: Effective procedures will be followed to maintain a safe physical plant and school site.

School Supervision and Maintenance of Buildings/Classrooms

During the school day, staff members and administrators provide campus supervision. Identified problem areas receive increased supervision to reduce discipline, crime, or other school safety concerns. All staff members are responsible for supervision during break and lunch times. Students are allowed to leave the classrooms on a limited basis to minimize the risks of unsupervised activity. It is the practice of SCCOE Alternative Education Program to remove all graffiti from school property before pupils arrive to begin their school day. Other acts of vandalism are promptly addressed and repaired. Where possible, students participate in campus beautification activities (i.e. planting flowers/vegetable gardens, painting, cleanup, etc.) to increase student awareness of and interest in maintaining the school buildings and grounds. Such school beautification projects have been taken on at a number of school sites through The SCCOE Career and Technical Education Partnership (CTEP).

The school's physical facilities are well maintained and generally appear neat and clean. The school sites are painted on a cyclical basis and renovated as needed. District personnel annually examine the school's physical facility and help eliminate obstacles to school safety. Additionally, health and fire department inspectors contribute to school safety. The classrooms are monitored for safety and appearance by the administration and individual classroom teachers. Additionally, a full inspection of sites, paying specific attention to potential hazards, has been conducted.

The SCCOE Alternative Education Program:

- Operates closed campuses, where pupils must have permission to leave the campus during school hours.
- Has closed off all unused areas of the school;

- Has minimized blind spots around each school facility.
- Has installed alarm systems on campuses where appropriate.
- Has made it a priority to keep buildings clean and maintained.
- Has located its recreation areas where they are easily observed.
- Has limited roof access by keeping dumpsters away from building walls.
- Keeps trees and shrubs closely trimmed to limit outside hiding places for people or weapons.
- Keeps the school grounds free of debris and loose rock surfaces.
- Keeps a complete list of staff members who have keys to building(s).
- Does not allow graffiti to remain on walls. The procedure involves following the three "R's" after discovery of graffiti—Read, Record (i.e. photograph or videotape) and Remove. Inflammatory bathroom graffiti is removed daily upon discovery.
- Provides maximum supervision in heavy traffic areas.
- Has relocated staff to be in proximity of typical trouble spots (e.g. relocate a counselor's office next to a corridor where problems have occurred).
- Offers some school-or-community-based activities for students. However, students might benefit from an expansion of after school activities.

Child Abuse Reporting Procedures

(EC 35294.2 [a] [2]; PC 11166)

All school staff members actively monitor the safety and welfare of all students. Staff members understand their responsibility as child-care custodians and will immediately report all cases of known and suspected child abuse pursuant to Penal Code Section 11166. District employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect.

Penal Code 11166. (a) Except as provided in subdivision (d), and in Section 11166.05, a mandated reporter shall make a report to an agency specified in Section 11165.9 whenever the mandated reporter, in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. The mandated reporter shall make an initial report by telephone to the agency immediately or as soon as is practicably possible, and shall prepare and send, fax, or electronically transmit a written follow up report within 36 hours of receiving the information concerning the incident. The mandated reporter may include with the report any non-privileged documentary evidence the mandated reporter possesses relating to the incident.

Plans are also completed to assure ongoing monitoring of the student. School staff work closely with police and Child Protective Services with follow up actions as needed. Considerable effort is made to maintain the confidentiality of the student and employee in all cases of child abuse reporting. Copies of all written reports are maintained in a confidential file in the principal's office. Board Policy 5141.4 addresses Child Abuse Prevention and Reporting and is included in the Appendix of the Comprehensive School Safety Plan.

The SCCOE Alternative Education Program maintains a copy of the LEA's Child Abuse Reporting Procedures in the main office. A copy of the Procedures is available in the Policies and Procedures section at the end of this document. Also included is a copy of the Child Abuse Reporting Form. Procedures include a description of reportable conditions, a list of mandatory reporters, deadlines for reporting, information on how to report and what to include. Also included in the Procedures is an explanation of protections afforded to Mandatory Reporters, as well as an explanation of liabilities for failing to report. All educators complete an online Mandated Reporter training, annually at the start of the school year.

Emergency/Disaster Preparedness Training Schedule

Santa Cruz County Office of Education will provide all students and staff with emergency/disaster preparedness training in a variety of procedures according to the following schedule:

Training	Date(s)
Fire Procedures	Training: 8/11/20
Lock Down Procedures	Training: 8/11/20
Code Red Procedures	Training: 8/11/20
Shelter in Place Procedures	Training: 8/11/20
Earthquake Emergency Procedures	Training: 8/11/20

Procedures for Emergency Use by Public Agency – BP 3516

As documented in Board Policy 3516, public agencies, including the American Red Cross, have permission to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board will cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs. Board Policy 3516 is included in the Appendix.

Upon request by the office of Emergency Services or other valid authority and upon approval by the superintendent, public agencies may be authorized to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency which affects public health or welfare.

Suspension/Expulsion Policies – BP 5144.1

As documented in Board Policy 5144.1, the school desires to provide students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. Rules and regulations set the standards of behavior expected of students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion. Board Policy 5144.1 is included in the Appendix.

Pupils may be suspended, transferred to another school, or recommended for expulsion for certain acts. However, wherever possible, the COE Alternative Education program favors the use of alternatives to suspension and expulsion, embracing the tenets of Restorative Justice and Conflict Resolution. (See Rules and Procedures for School Discipline section for more information)

Procedures to Notify Teachers of Dangerous Pupils – BP 5148

As documented in Board Policy 5148, the Superintendent or designee shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom. Board Policy 5148 is included in the Appendix.

Teacher Notice of Disciplinary History

The Office of Child Welfare and Attendance shall provide to the administration of The SCCOE Alternative Education Program, information on each pupil who has: (1) during the previous three school years, engaged in any suspendable or expellable act (except E.C. 48900 (h)) or (b) committed a crime reported to the District by a family member, local law enforcement, Probation Department or social services. This information is used to develop awareness, assigning appropriate discipline consequences, help in allocating resources, and is a factor in determining which services are provided to the pupil or recommended to the parent/guardian.

Gang Affiliation

The staff at SCCOE Alternative Education Program work closely with Broad Based Apprehension Suppression and Treatment and Alternatives (BASTA) and with the local law enforcement/Gang Unit regarding all issues and matters that are gang related. Information from the school and the community are communicated to the student's parents, if a pupil begins to make gang affiliations. Appropriate prevention and intervention strategies and programs are offered to the families. Staff training in Gang Awareness/Prevention/Intervention is provided annually.

Nondiscrimination/Harassment Policy – BP 5145.3

As documented in Board Policy 5145.3, the Board of Education desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and/or bullying of any student, based on actual or perceived characteristics of race or ethnicity, color, nationality, national origin, ethnic group identification, age, religion, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or any other characteristic identified in Education Code 200 or 220, Penal Code 422.55, or Government Code 11135, or based on association with a person or group with one or more of these actual or perceived characteristics. Board Policy 5145.3 is included in the Appendix.

Strategies and programs unique to Santa Cruz County Office of Education that provide a safe school environment for all students, including specifically for LGBTQ students.

A major source of conflict in many schools is the perceived or real problem of bias and unfair treatment of students because of ethnicity, gender, race, social class, religion, disability, nationality, sexual orientation, physical appearance, or some other factor. Effective schools convey the attitude that all children can achieve academically and behave appropriately, while at the same time appreciating individual differences. Effective schools communicate to students and the greater community that all children are valued and respected.

In order to maximize the successful education of all students and help them become productive citizens and lifelong learners in a diverse society, all individuals including student, parents, staff and community members:

- Shall be treated with dignity, respect and fairness;
- Shall encourage and maintain high expectations;
- Shall model an appreciation for socio-economic, cultural, ethnic, gender and religious diversity; and
- Shall contribute to an environment of mutual respect, caring and cooperation.

Students, parents, staff and community members shall join together to share a sense of belonging and take pride in our schools, facilities and programs through participation and cooperation in support of the education of all students.

A copy of the "Parent/Guardian Rights Handout" is provided to each parent/student annually or upon enrollment. This handout includes information pertaining to student rights to physical safety, to the protection of personal property, to respect from adults, and to be free of discrimination on the basis of gender, race, color, religion, ancestry, national origin, ethnic group, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics. The LEA's policies on nondiscrimination and sexual harassment support these protections and serve to promote the fair treatment of all children.

Dress Code – BP 5132

As documented in Board Policy 5132, the Board of Education believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process. Students are prohibited from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Board Policy 5132 is included in the Appendix.

Each school site has developed a dress code to prohibit gang-identified colors or symbols, clothing that displays/glorifies violence or drug/alcohol use, and clothing that is inappropriate for the school environment. The dress code is reviewed regularly and guidelines are presented to students and parents annually and upon enrollment. The goals of the dress code are to minimize conflict among students and minimize distractions in the classroom.

Rules and Procedures for School Discipline – BP 5144

As documented in Board Policy 5144, the Board of Education is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and to preparing students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention, provision of appropriate intervention and support, and parent involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

Discipline Policy and Code:

Effective and safe schools, develop, and consistently enforce, school-wide rules that are clear, broad-based, and fair. School safety can be enhanced by the development of a school-wide disciplinary policy that includes a code of conduct, specific rules and consequences that can accommodate student differences on a case-by-case basis when necessary. Discipline consequences should be commensurate with the offense, should be written, applied in a nondiscriminatory manner, and accommodate cultural diversity. Direct teaching, social problem solving, and social decision-making is now a standard feature of effective drug and violence prevention programs.

Students can also be a good source of information. Peers often are the most likely group to know in advance about potential school violence. Information provided to staff by students will be taken seriously and handled in a sensitive, timely manner to minimize risk to the student who revealed it, and to assess the threat and respond appropriately.

The SCCOE Alternative Education Program uses both classroom and school-wide discipline codes that clearly communicate the behavioral expectancies and consequences for students. The SCCOE Alternative Education Program has developed plans to promote positive behaviors on playing fields, in break areas, hallways, and assembly areas.

The Rules and Procedures for School Discipline Including Suspensions and Expulsions:

Discipline procedures focus on finding the cause of problems and working with all concerned to reach the proper, lawful solutions. The school's discipline plan begins at the classroom level. Teachers use a visible classroom management plan to communicate classroom rules, promote positive pupil conduct, and reduce unacceptable conduct. Appropriate consequences are administered based on the seriousness of the pupil's misbehavior. Frequent communication with parents occurs in order to apprise them of issues as soon as possible to encourage their support and assistance in the resolution of the problem, and to communicate shared responsibility for student behavior. Some sites provide students and parents with a site-specific school handbook that includes school rules.

Pupils may be suspended, transferred to another school, or recommended for expulsion for certain acts. However, wherever possible, the COE Alternative Education program favors the use of alternatives to suspension and expulsion, embracing the tenets of Restorative Justice and Conflict Resolution. According to West Ed: "Restorative Justice is a broad term that encompasses a growing social movement to institutionalize peaceful and non-punitive approaches for addressing harm, responding to violations of legal and human rights, and problem solving." RJ has been used extensively both as a means to divert people from official justice systems, and as a program for convicted offenders already supervised by the adult or juvenile justice system." In the school setting, it often serves as an alternative to traditional discipline, particularly exclusionary disciplinary actions such as suspension or expulsion. RJ proponents often turn to restorative practices out of concern that more exclusionary disciplinary actions tend to be associated with harmful consequences for children.

Site administrators contribute to a positive school climate, promote positive pupil behavior, and help reduce inappropriate conduct. The Director uses available district and other appropriate records to inform teachers of each pupil identified under E.C. 49079. Staff is kept informed with current information pertaining to high-risk students. In addition, the probation department provides school administration with specific confidential notice regarding relevant offenses.

When weapons of dangerous objects are involved, law enforcement is contacted and consulted to help maintain and to promote a safe and orderly school environment. SCCOE Alternative Education Program employees comply with all legal mandates, regulations, and reporting requirements for all instances of suspected child abuse. Child Abuse reporting regulations and procedures are routinely reviewed with staff and counselors designated to assist in case a report needs to be filed.

Cell phones are used at school sites to promote staff communication and increase site security.

Bullying Prevention – BP 5131.2

As documented in Board Policy 5131.2, the Board of Education is committed to creating a safe learning and working environment for all students and employees. The Board of Education recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No student or groups of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel. Board Policy 5131.2 is included in the Appendix.

Strategies and programs unique to Santa Cruz County Office of Education that prevent bullying for all students, including specifically for LGBTQ students.

The Santa Cruz County Office of Education participates in the Safe Schools Project, which provides a wide range of services to schools, school districts and related organizations. Professional staff is available to provide school district wide or school related professional learning experiences ranging from safe and inclusive school visioning, policy development, workshops, professional development days, staff meetings, one on one teaching guidance, curriculum development, and institutes – and we can provide this in person or online. We can provide this guidance for administrators, teachers, support staff, counselors and parents. The LGBTQ School Taskforce was recently created under this project as well.

Positive School Climate – BP 5137

As documented in Board Policy 5137, the Board of Education desires to enhance student learning by providing an orderly, caring, and nurturing educational and social environment in which all students can feel safe and take pride in their school and their achievements. The school environment should be characterized by positive interpersonal relationships among students and between students and staff.

The district's curriculum shall include age-appropriate character education which includes, but is not limited to, the principles of equality, human dignity, mutual respect, fairness, honesty, and citizenship. The Superintendent or designee may develop other strategies to enhance students' feelings of connectedness with the schools, such as campus beautification projects, graffiti removal, development of extracurricular activities and after-school programs, pairing of adult mentors with individual students, recognition of student achievement, and encouragement of strong family and community involvement in the schools. Board Policy 5137 is included in the Appendix.

The School's Social Environment

Leadership at SCCOE Alternative Education Programs is a shared process. A proactive role is assumed in all phases of the

school operation. The Senior Director sets a positive tone for the school, guides the staff, and works closely with them on curriculum and school safety issues. The school site's organizational structure is open and flexible, contributing to sensitivity concerning school safety issues and promoting a safe, orderly school environment conducive to learning.

Classroom Organization and Structure

The SCCOE Alternative Education Program teachers provide a variety of learning environments in their classrooms. Teachers use a variety of teaching strategies including: projects, presentations, hands-on activities, portfolios, journals, creative writing, art, displays or other creative teaching strategies that optimize student success in the classroom and promote a high degree of engagement. Collaborative learning and peer tutoring are also employed to facilitate language development and social skills. Collaboration with the local universities (CSUMB/UCSC) provides volunteers to work with students to expand curricular offerings.

The teachers at the SCCOE Alternative Education Program are highly qualified, with many teachers holding advanced degrees. The staff is united in their desire to provide quality education for all pupils. Classrooms and teachers provide safe, orderly learning environments, enhance the experience of learning, and promote positive interactions amongst pupil and staff. Instructional time is maximized and disruptions are minimized. Site staff members meet regularly to discuss individual student progress.

The School's Cultural Environment

There is a high level of cohesiveness among the staff members at SCCOE's Alternative Education Program. Cooperation and support between teachers and the administration is evident. Efforts are made by the administration and staff to show concern for all students. Staff works hard to promote acceptance and tolerance among students, and to establish trust and respect among students and staff, encouraging buy-in by students in to the school program.

The academic and behavior efforts of students are recognized and rewarded. Students receive awards such as "Student of the Week" acknowledgements. Exceptional work is displayed in the classrooms, and students are praised often for positive effort and behavior.

Cultural diversity is celebrated throughout the year, and visiting visual and performing artists are invited to work with students at a number of school sites. It has been suggested that the COE consider ways to increase opportunities for such participation across sites, and that schools with higher rates of suspension and criminal reporting receive first priority. English language development is included across the curriculum to encourage communication skills among students learning English as a second language.

SCCOE Alternative Education Programs Provide:

- Small class sizes
- Success-oriented instructional practices
- Valuable community partnerships
- Effective student intervention strategies
- Well-rounded educational opportunities
- Youth employment and Career and Technical Education opportunities
- Character Education
- Effective policies and procedures related to student safety

SCHOOL CLIMATE STRATEGY#1: SCCOE Alternative Education administrators, teachers, families, pupils, support staff, and community members recognize and make appropriate use of the early warning signs related to violence, substance abuse, and other at-risk concerns.

Counseling

The aim of the Santa Cruz COE Alternative Education programs is not only to build academic skills, but also develop life

skills, a positive self-concept, appropriate peer relationships, and to help students become productive citizens for the future. Teachers and support staff receive training in the area of conflict resolution and restorative justice. There are social-emotional counselors who work at various sites to support students and staff. To increase services, Alternative Education has contracted with Encompass Youth Services and Children's Behavioral Health to provide additional counseling to our programs and hired a Gang Prevention Counselor as well as a Health and Sex Ed Educator.

Restorative Practices and Conflict Resolution

As part of our commitment to providing alternatives to suspension and expulsion, Alternative Education is committed to relying on Restorative Practices and Conflict Resolution Strategies where ever possible. Restorative Practices seek to repair harm and restore relationships between people and communities. Conflict resolution is used as a method to proactively as well as reactively involve stakeholders, such as students in solving problems through non-violent communication.

Threat Assessment Protocol

The SCCOE realizes that violence can be prevented if enough is known about a students preparatory behavior. Staff at all school sites are trained in Threat Assessment Protocols to ensure that threats of violence or of harm to one-s self are identified and prevented, while at the same time ensuring that students receive the help and support that they need.

SCHOOL SAFETY STRATEGY #2: SCCOE Alternative Education Programs utilize supportive, engaging, relevant materials and courses to ensure safe school climates

Student Groups and Student Leadership

Several school-site and inter-site student groups have been developed over the past couple of years to ensure equity of student voices and in an effort to continue to improve school connectedness. These groups include Student Leadership groups based on activities and on student wellness, as well as an inter-site Gay/Straight Alliance (GSA).

Sports League

The Alternative Education Department participates in the Monterey Bay Alternative Athletic League. Over ten schools participate in competitive team sports including volleyball, basketball and softball. In addition to organized sports, students have the opportunity to participate in health and wellness classes, including Yoga and other soft-form martial arts.

Social Emotional Learning

Educators serve diverse groups of students with different motivations for engaging in learning, behaving positively, and performing academically. Social and emotional learning (SEL) provides a foundation for safe and positive learning, and enhances students' abilities to succeed in school, careers, and life. SEL focuses on five key skills: Self Awareness, Self Management, Social Awareness, Relationship Skills, and Responsible Decision Making. Via Professional Development opportunities, these strategies are incorporated into daily lesson plans.

Healing Centered Engagement Strategies

Healing Centered Engagement recognizes that harm and trauma affect students abilities to learn and behave. This theory expands how we think about responses to trauma and offers a holistic approach to fostering well-being in our students.

Experiential Education Opportunities

We believe that students learn best and are at their best when they are engaged with relevant material. We seek through a number of partnerships to provide a diverse set of course offerings and opportunities. Partnerships, courses, and opportunities include, but are not limited to: California Poets in the Schools, William James Artist Association, Santa Cruz Arts Council, The Forestry Challenge, Digital Nest, CTEP construction, Agriculture, and other courses, Boat Building, Restoration, and Nautical Science, as well as Yoga and Mindfulness,

College Readiness and Dual Enrollment

Students are encouraged to dual-enroll in community college courses, and three of our school programs are located directly on Community College Campuses.

SCCOE Alternative Education Programs Plan To:

- Continue to involve visiting professional artists from The William James Society, California Poets in the Schools, Shakespeare Santa Cruz and the Distinguished Artist, Concert and Lecture Series of Cabrillo College at all school sites, giving first priority to schools with higher rates of suspensions and criminal reporting.
- Provide ongoing training in Reading With Relevance Program at the middle school and high school level, especially for new teachers.
- Continue with a Professional Development Plan that centers on Equity.
- Increase levels of Career Technical Education available to students.
- Continue to strengthen the Alternative Education/Probation Partnership to ensure student safety.
- Increase Social/Emotional counseling at all school sites with a specific focus on conflict resolution.
- Increase student and parent involvement through school open house and student recognition ceremonies.
- Provide School Handbooks to all students at all sites.
- Provide ongoing staff training Conflict Resolution, Restorative Practices, and Violence Prevention

Describe roles and responsibilities of mental health professionals, school counselors, and school resource officers in these strategies and programs, if applicable.

Strategies and programs unique to Santa Cruz County Office of Education that create a positive school climate for all students, including specifically for LGBTQ students.

Character Based Curriculum

The SCCOE Alternative Education Program utilizes the Character Based Literacy Program designed by the Markkula Center for Applied Ethics at Santa Clara University. The curriculum is designed specifically for court and community school students. It is standards-based, designed to provide students with access to grade-level texts and at the same time to provide students with pro-social values, thoughts, and skills. This is a valued program and it is suggested that it be continued while seeking ways to connect it with strategies consistent with English Language Development (ELD). CBL has also been bolstered this year with the Reading With Relevance Program, which, according to the CDE, "...portrays accurately and equitably the cultural and racial diversity of American society."

Differentiated Instructional Strategies

SCCOE Alternative Education classrooms are success-oriented. Many students attending court and community schools have experienced limited school success during their careers. Alternative Education seeks to assess individual student needs and assets and to design instruction to ensure maximum individual student success. Strategies for differentiation include computer aided instruction and remediation, interest, ability level, and learning style groupings, tiering texts, utilizing learning centers, varying time allotments, compacting assignments and tiering learning products.

Youth Employment and Vocational Training

Further promotion of social skills and citizenship takes place during vocational courses, such as Career Search, Job Search, Work Experience and Career and Technical Education (CTE) courses. Such real world, work-related courses have been proven to improve behavior and to lower the dropout rate, especially among at-risk students. Students also have the opportunity to take Career and Technical Education (CTE) courses on neighboring high school campuses and also to concurrently enroll in classes vocational or otherwise at Cabrillo Community College. The School Site Council and the School Safety Committee agree that students would certainly benefit from an expansion of all of these

programs.

Fitness, Health, and Wellness

The SCCOE Alternative Education Program continues to work with local districts as well as those in adjacent counties to maintain a model and successful Alternative Education Sports League. Students have the opportunity to compete throughout the year against other schools in volleyball, basketball, softball and soccer. Cooperation, responsibility to self and others, as well as sportsmanship are always the emphasis.

Additionally, The Alternative Education Programs partner with other agencies to provide programming in Yoga, Mindfulness, and a number of soft-form Martial Arts.

Every student is required to take a five-unit health course to graduate. As drug and alcohol use and abuse continues to be a school safety issue, the Safety Committee suggests that a unit on the social and scientific effects of alcohol and drug use may prove advantageous to students as a further preventive measure and that the COE continue to strengthen its relationship with Encompass Counseling agency.

Art, Music, and Literature Enrichment Programs

Alternative Education believes that all students deserve a well-rounded education. We feel that Visual and Performing Arts are an integral part to such a liberal education. One purpose of art is to foster creativity. It is with creativity that we as a democratic society are able to continue to construct future possibilities, to grow, improve, and evolve. It is through empathy, the ability to experience something or someone as if you were that object or person, that we are able to construct a future universe and society that is inclusive rather than exclusive. Simply put, Art teaches us to make sense of things as they are and to imagine them as they might be.

Beyond these goals lie the simple observable facts that art is calming, meditative, and therapeutic. Art draws students in, quiets their minds, and allows for personal and unique expression and exploration, providing another opportunity to deal with those issues that are most pressing. According to the State framework on Visual and Performing Arts, students participating in Fine Art curricula are more likely to achieve highly and are less likely to drop out of school.

We rely on expertise in our Visual and Performing Arts Programs, and we address the five artistic strands within The Standards: artistic perception; creative expression; historical and cultural context; aesthetic valuing; and connections, relationships, and applications. We are partnered with several organizations employing professional artists. We partner with William James for the Visual Arts. These organizations provide local, professional artists to our schools. The artists teach Art History and Artistic Expression, allowing students to explore and create art, and make sense of the art world through the use of different media and techniques. For many of our students, this is their first exposure to classical art. Also of note, is our relationship with California Poets in the Schools. CPITS provides on-site professional writers who teach creative writing and poetry to students.

For the Performing Arts, we partner with Shakespeare Santa Cruz and the Distinguished Artist, Concert and Lecture Series of Cabrillo College. Shakespeare Santa Cruz is a theatrical troupe that brings Shakespearean plays, and their understanding and appreciation into schools. Each year, Shakespeare Santa Cruz provides several performances to our schools at minimal cost. Cabrillo The Distinguished Artist, Concert and Lecture Series of College brings groups of musicians from around the globe into our schools to provide students with new experiences, an expanded body of knowledge, and broader understanding of cultural diversity through exposure to music.

Student Recognition Programs

The SCCOE Alternative Education Program offers several recognition and award programs at every school site to promote positive academic and behavioral goals and to enhance the self-esteem of students. Ceremonies include academic, sports-related, and community-based recognitions. The largest and most significant recognition ceremony takes place at graduation, celebrated twice yearly, in January and June.

Preventing and Intervening: Pupil Aggressive Behavior

Creating a safe school requires having in place many preventive measures for children's mental and emotional problems. Schools can reduce the risk of violence by teaching children appropriate strategies for dealing with feelings, expressing anger in appropriate ways, and resolving conflicts. The committee concurs that a continued focus on the use of Conflict Resolution and Restorative Practices, along with an emphasis on Social Emotional Learning and Healing-Centered Engagement strategies would be beneficial.

Uniform Complaint Procedure – BP 1312.3

As documented in Board Policy 5137, the Board of Education recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation. Board Policy 1312.3 is included in the Appendix.

Strategies and programs unique to Santa Cruz County Office of Education that encourage early resolution of complaints for all students, including specifically for LGBTQ students.

All students are expected to behave in a manner that promotes safety and order. Students are encouraged to bring problems to the Senior Director, Directors, counselor, teacher, or other staff members. The everyday goal is for the staff to be proactive rather than reactive in all situations of concern. Frequent staff communication encourages dissemination of information among the staff about potential areas of concern. Professional Development on Restorative Practices has been provided to all teachers and staff as strategy and program for resolving conflict among students.

Protocols to Address Mental Health Care of Pupils Who Have Witnessed a Violent Act

Pupils who have witnessed a violent act at school or at a school-sponsored activity, while going to or coming from school or a school sponsored activity, or during a lunch period on or off campus, will need attention to address their mental health. Witnessing violence and being a victim of violence at school have been found both positively and significantly associated with child psychological trauma symptoms and self-reported violent behavior, even after controlling for the effects of various demographic factors. Serious emotional and behavioral consequences can occur for students who are merely witnesses to violence (Flannery, D. J., Wester, K. L., & Singer, M. I., 2004).

Mental Health Programs

Assigned to the SCCOE Alternative Education Program are a school psychologist and five school counselors and five intern counselors. Alternative Education programs contribute to mental health goals through individual and small group counseling, referral to outside agencies as necessary, site-specific counseling to address common group needs at individual school sites. In incidences of possible suicide, school/district psychologist or police crisis response units shall be contacted.

Suicide Prevention: Policies and procedures are in place for suicide prevention, assessment, crisis interview and intervention, and communication with parent. However, a review of policies and procedures during staff development time might prove advantageous.

Grief Counseling: Policies and procedures are in place to provide debriefing and grief counseling following any school-related incident.

Procedures for Safe Ingress and Egress of Pupils, Parents, and School Employees to and from school

In an effort to assure the safety and welfare of students, parents, and visitors to Santa Cruz County Office of Education, the following procedures should be followed when traveling to and from the school site:

- Daily Bus Drop-off & Pick-up at School:
- Students Walking to School:
- Students and Adults visiting the school site after hours or on weekends:

A set of school maps indicating safe entrance and exit areas for pupils, parents and school employees is available in the main office. Site specific maps are posted at the exits of each school.

To ensure the safety of pupils and staff, all visitors to the campus, except pupils of the school and staff members, shall register immediately upon entering any school building or grounds when school is in session. Signs indicating the location of the office are displayed in prominent locations for the public. Students are provided with ID cards to provide easy identification to staff and law enforcement personnel. ID cards are routinely updated to provide the most current photograph of the student, and lost cards can be readily replaced.

An administrator, designee, or lead teacher may direct an individual to leave school grounds if he/she has a reasonable basis for concluding that the person is committing an act that is likely to interfere with the peaceful conduct of school activities or that the person has entered the campus with the purpose of committing such an act.

The SCCOE Alternative Education Program will, when appropriate, exercise the authority to remove a visitor or outsider from the campus. Law enforcement is immediately contacted for individuals engaging in threatening conduct, including disturbing the peace.

The SCCOE Alternative Education Program notice and removal system establishes sufficient documentation for civil law remedies as needed. For continuing disruptive behavior by a visitor or outsider, The SCCOE Alternative Education Program shall contact the district office to determine whether to file for a temporary restraining order and injunction.

SCCOE Alternative Education Program Educators actively supervise student departures and arrivals, placing themselves strategically at pick-up points and bus stops. Arrival and dismissal times are staggered at sites in close proximity to each other to ensure safety. SCCOE Education Program Educators keep law enforcement apprised of any schedule changes.

Appendix

Board Policy 5141.4 Child Abuse Prevention and Reporting

Board Policy 3516 Emergencies and Disaster Preparedness

Board Policy 5144.1 Suspension and Expulsion/Due Process

Board Policy 4158 Employee Security/Teacher Notification

Board Policy 5145.3 Nondiscrimination/Harassment

Board Policy 5132 Dress and Grooming

Board Policy 5144 Discipline

Board Policy 5131.2 Bullying Prevention

Board Policy 5137 Positive School Climate

Board Policy 1312.3 Uniform Complaint Procedure

CHILD ABUSE PREVENTION AND REPORTING

The County Board of Education recognizes the Santa Cruz County Office of Education's (COE's) responsibility to educate students about the dangers of child abuse so that they will acquire the skills and techniques needed to identify unsafe situations and to react appropriately and promptly.

The COE's instructional program shall include age appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain the student's right to live free of abuse, inform them of available support resources, and teach them how to obtain help and disclose incidents of abuse. The curriculum also may include training in self-protection techniques.

The County Superintendent or designee shall seek to incorporate community resources into the COE's child abuse prevention programs. To the extent feasible, the County Superintendent or designee shall use these community resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

Child Abuse Reporting

The County Board recognizes that child abuse has severe consequences and that the COE has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse. The County Superintendent or designee shall establish procedures for the identification and reporting of such incidents in accordance with law.

Employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect.

The County Superintendent or designee shall provide training regarding the reporting duties of mandated reporters.

In the event that training is not provided to mandated reporters, the County Superintendent or designee shall report to the California Department of Education the reasons that such training is not provided. (Penal Code 11165.7)

Adopted: 10/16/2014

Policy
adopted:
Business and Noninstructional Operations

SANTA CRUZ COUNTY OFFICE OF EDUCATION
Santa Cruz, California
BP 3516(a)

EMERGENCIES AND DISASTER PREPAREDNESS PLAN

The Governing Board recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. The district shall take all reasonable steps to prevent and/or mitigate the impact of a disaster on district students, staff, and schools.

The Superintendent or designee shall develop and maintain a disaster preparedness plan which contains routine and emergency disaster procedures, including, but not limited to, earthquake emergency procedures, and adaptations for individuals with disabilities in accordance with the Americans with Disabilities Act. Such procedures shall be incorporated into the comprehensive school safety plan. (Education Code 32282)

(cf. 0400 - Comprehensive Plans)
(cf. 0450 - Comprehensive Safety Plan)
(cf. 3516.3 - Earthquake Emergency Procedure System)

In developing the disaster preparedness plan, the Superintendent or designee shall involve district staff at all levels, including administrators, district police or security officers, facilities managers, transportation managers, food services personnel, school psychologists, counselors, school nurses, teachers, classified employees, and public information officers. As appropriate, he/she shall also collaborate with law enforcement, fire safety officials, emergency medical services, health and mental health professionals, parents/guardians, and students.

(cf. 0420 - School Plans/Site Councils)
(cf. 1220 - Citizen Advisory Committees)
(cf. 3513.3 - District Police/Security Department)

The plan shall comply with state-approved Standardized Emergency Management System (SEMS) guidelines established for multiple-jurisdiction or multiple-agency operations and with the National Incident Management System.

The Superintendent or designee shall provide training to employees regarding their responsibilities, including periodic drills and exercises to test and refine staff's responsiveness in the event of an emergency.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such

agencies in furnishing and maintaining whatever services the district may deem necessary to meet the community's needs. (Education Code 32282)

(cf. 1330 - Use of School Facilities)

BP 3516(b)

EMERGENCIES AND DISASTER PREPAREDNESS PLAN (continued)

District employees are considered disaster service workers and are subject to disaster service activities assigned to them. (Government Code 3100)

(cf. 4112.3/4212.3/4312.3 - Oath or Affirmation)

(cf. 4119.3/4219.3/4319.3 - Duties of Personnel)

Legal Reference:

EDUCATION CODE

32001 Fire alarms and drills

32040 Duty to equip school with first aid kit

32280-32289 School safety plans

32290 Safety devices

39834 Operating overloaded bus

46390-46392 Emergency average daily attendance in case of disaster

49505 Natural disaster; meals for homeless students; reimbursement

CIVIL CODE

1714.5 Release from liability for disaster service workers and shelters

GOVERNMENT CODE

3100-3109 Public employees as disaster service workers; oath or affirmation

8607 Standardized emergency management system

CALIFORNIA CONSTITUTION

Article 20, Section 3 Oath or affirmation

CODE OF REGULATIONS, TITLE 5

550 Fire drills

560 Civil defense and disaster preparedness plans

CODE OF REGULATIONS, TITLE 19

2400-2450 Standardized emergency management system

UNITED STATES CODE, TITLE 42

12101-12213 Americans with Disabilities Act

Management Resources: (see next page)

EMERGENCIES AND DISASTER PREPAREDNESS PLAN (continued)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Crisis Response Box, 2000

CALIFORNIA GOVERNOR'S OFFICE OF EMERGENCY SERVICES PUBLICATIONS

Active Shooter Awareness Guidance, February 2018

State of California Emergency Plan, 2017

School Emergency Response: Using SEMS at Districts and Sites, June 1998

FEDERAL EMERGENCY MANAGEMENT AGENCY PUBLICATIONS

National Incident Management System, 3rd ed., October 2017

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Guide for Developing High-Quality School Emergency Operations Plans, 2013

WEB SITES

CSBA: <http://www.csba.org>

American Red Cross: <http://www.redcross.org>

California Attorney General's Office: <https://oag.ca.gov>

California Department of Education, Crisis Preparedness: <http://www.cde.ca.gov/ls/ss/cp>

California Governor's Office of Emergency Services: <http://www.caloes.ca.gov>

California Seismic Safety Commission: <http://www.seismic.ca.gov>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

Federal Emergency Management Agency: <http://www.fema.gov>

U.S. Department of Education, Emergency Planning:

<http://www2.ed.gov/admins/lead/safety/crisisplanning.html>

U.S. Department of Homeland Security: <http://www.dhs.gov>

SANTA CRUZ COUNTY OFFICE OF EDUCATION

Santa Cruz, California

BP 5144.1

Students

SUSPENSION AND EXPULSION/DUE PROCESS

The Santa Cruz County Board of Education desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 5131.2 - Bullying)

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when the behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus

(cf. 5112.5 - Open/Closed Campus)

4. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when the student's presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5144 - Discipline)

(cf. 6142.4 - Service Learning/Community Service Classes)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6164.5 - Student Success Teams)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Chronic Absence and Truancy)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

(cf. 5131.7 - Weapons and Dangerous Instruments)

2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058

5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation, the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in an open session of a Board meeting.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

BP 5144.1

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

(cf. 0460 - Local Control and Accountability Plan)

Legal Reference:

EDUCATION CODE

212.5 Sexual harassment

233 Hate violence

1981-1981.5 Enrollment of students in community school

8239.1 Prohibition against expulsion of preschool student

17292.5 Program for expelled students

32261 Interagency School Safety Demonstration Act of 1985

35145 Open board meetings

35146 Closed sessions (regarding suspensions)

35291 Rules (for government and discipline of schools)

35291.5 Rules and procedures on school discipline

48645.5 Readmission; contact with juvenile justice system

48660-48666 Community day schools

48853.5 Foster youth

48900-48927 Suspension and expulsion

48950 Speech and other communication

48980 Parental notifications

49073-49079 Privacy of student records

52052 Numerically significant student subgroups

52060-52077 Local control and accountability plan

64000-64001 Consolidated application

Legal Reference continued: (see next page)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Legal Reference: (continued)

CIVIL CODE

47 Privileged communication

48.8 Defamation liability

CODE OF CIVIL PROCEDURE

1985-1997 Subpoenas; means of production

GOVERNMENT CODE

11455.20 Contempt

54950-54963 Ralph M. Brown Act

HEALTH AND SAFETY CODE

11014.5 Drug paraphernalia

11053-11058 Standards and schedules

LABOR CODE

230.7 Employee time off to appear in school on behalf of a child

PENAL CODE

31 Principal of a crime, defined

240 Assault defined

241.2 Assault fines

242 Battery defined

243.2 Battery on school property

243.4 Sexual battery

245 Assault with deadly weapon

245.6 Hazing

261 Rape defined

266c Unlawful sexual intercourse

286 Sodomy defined

288 Lewd or lascivious acts with child under age 14

288a Oral copulation

289 Penetration of genital or anal openings

417.27 Laser pointers

422.55 Hate crime defined

422.6 Interference with exercise of civil rights

422.7 Aggravating factors for punishment

422.75 Enhanced penalties for hate crimes

626.2 Entry upon campus after written notice of suspension or dismissal without permission

626.9 Gun-Free School Zone Act of 1995

626.10 Dirks, daggers, knives, razors, or stun guns

868.5 Supporting person; attendance during testimony of witness

Legal Reference continued: (see next page)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Legal Reference: (continued)

WELFARE AND INSTITUTIONS CODE

729.6 Counseling

UNITED STATES CODE, TITLE 18

921 Definitions, firearm

UNITED STATES CODE, TITLE 20

1415(K) Placement in alternative educational setting

7961 Gun-free schools

UNITED STATES CODE, TITLE 42

11432-11435 Education of homeless children and youths

COURT DECISIONS

T.H. v. San Diego Unified School District (2004) 122 Cal. App. 4th 1267

Woodbury v. Dempsey (2003) 108 Cal. App. 4th 421

Board of Education of Sacramento City Unified School District v. Sacramento County Board of Education and Kenneth H. (2001) 85 Cal.App.4th 1321

Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 118

Garcia v. Los Angeles Board of Education (1991) 123 Cal. App. 3d 807

John A. v. San Bernardino School District (1982) 33 Cal. 3d 301

ATTORNEY GENERAL OPINIONS

84 *Ops.Cal.Atty.Gen.* 146 (2001)

80 *Ops.Cal.Atty.Gen.* 348 (1997)

80 *Ops.Cal.Atty.Gen.* 91 (1997)

80 *Ops.Cal.Atty.Gen.* 85 (1997)

Management Resources:

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014

WEB SITES

CSBA: <http://www.csba.org>

California Attorney General's Office: <http://www.oag.ca.gov>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office for Civil Rights:

<http://www.ed.gov/about/offices/list/ocr/docs/crdc-2012-data-summary.pdf>

U.S. Department of Education, Office of Safe and Healthy Students:

<http://www2.ed.gov/about/offices/list/oese/oshs>

Superintendent Policy

Employee Security

SP 4158

Personnel

The Santa Cruz County Superintendent of Schools desires to provide a safe and orderly work environment for all employees. As part of the Santa Cruz County Office of Education's comprehensive safety plan, the County Superintendent or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for providing necessary assistance and support when emergency situations occur.

Any employee against whom violence or any threat of violence has been directed in the workplace shall notify the County Superintendent or designee immediately. As appropriate, the County Superintendent or designee shall initiate legal and security measures to protect the employee and others in the workplace.

The County Superintendent or designee may pursue legal action on behalf of an employee against a student or their parent/guardian to recover damages to the employee or their property caused by the student's willful misconduct that occurred on Santa Cruz COE property, at a school or COE activity, or in retaliation for lawful acts of the employee in the performance of their duties. (Education Code 48904, 48905)

The County Superintendent or designee shall ensure that employees receive training in crisis prevention and intervention techniques in order to protect themselves and students. Staff development may include training in classroom management, effective communication techniques, procedures for responding to an active shooter situation, and crisis resolution.

The County Superintendent or designee also shall inform teachers, in accordance with law, of crimes and offenses committed by students who may pose a danger in the classroom. (Education Code 48201, 49079; Welfare and Institutions Code 827)

The County Superintendent or designee may make available at appropriate locations, including, but not limited to, district and school offices, gyms, and classrooms, communication devices that would enable two-way communication with law enforcement and others when emergencies occur.

Use of Pepper Spray

Employees shall not carry or possess pepper spray on school property or at school activities, except when authorized by the County Superintendent or designee for self-defense purposes. When allowed, an employee may only possess pepper spray in accordance with administrative regulations and Penal Code 22810. Any employee who is negligent or careless in the possession or handling of pepper spray shall be subject to appropriate disciplinary measures.

Reporting of Injurious Objects

The County Superintendent requires employees to take immediate action upon being made aware that any person is in possession of a weapon or unauthorized injurious object on school grounds or at a school-related or school-sponsored activity. The employee shall use their own judgment as to the potential danger involved and shall do one of the following:

1. Confiscate the object and deliver it to the principal or designee immediately
2. Immediately notify the principal or designee, who shall take appropriate action
3. Immediately call 911 and the principal or designee

When informing the principal or designee about the possession or seizure of a weapon or dangerous device, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure.

Legal Reference:

EDUCATION CODE

32210-32212 Willful disturbance, public schools or meetings

32225-32226 Communication devices

35208 Liability insurance

35213 Reimbursement for loss, destruction or damage of school property

44014 Report of assault by pupil against school employee

44807 Duty concerning conduct of students

48201 Transfer of student records

48900-48926 Suspension or expulsion

49079 Notification to teacher; student who has engaged in acts re: grounds suspension or expulsion

49330-49335 Injurious objects

CIVIL CODE

51.7 Freedom from violence or intimidation

CODE OF CIVIL PROCEDURE

527.8 Workplace violence safety

GOVERNMENT CODE

995-996.4 Defense of public employees

3543.2 Scope of representation

PENAL CODE

71 Threatening public officers and employees and school officials

240-246.3 Assault and battery, especially:

241.3 Assault against school bus drivers

241.6 Assault on school employee including board member

243.3 Battery against school bus drivers

243.6 Battery against school employee including board member

245.5 Assault with deadly weapon against school employee including board member

290 Registration of sex offenders

601 Trespass by person making credible threat

626-626.11 School crimes

646.9 Stalking

22810 Purchase, possession, and use of tear gas

WELFARE AND INSTITUTIONS CODE

827 Juvenile court proceedings; reports; confidentiality

828.1 District police or security department, disclosure of juvenile records

COURT DECISIONS

City of San Jose v. William Garbett, (2010) 190 Cal. App. 4th 526

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Safe Schools and Violence Prevention Office:

<http://www.cde.ca.gov/ss>

SANTA CRUZ COUNTY OFFICE OF EDUCATION

Santa Cruz, California

BP 5145.3

Students

NONDISCRIMINATION/HARASSMENT

This policy shall apply to all acts constituting unlawful discrimination or harassment related to school activity or to school attendance occurring within a district school, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

The Santa Cruz County Board Of Education desires to provide a safe school environment that allows all students equal access to and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or association with a person or group with one or more of these actual or perceived characteristics.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 6164.6 - Identification and Education Under Section 504)

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also occurs when prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates or participates in the investigation of a complaint or report alleging

unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. In addition, the Superintendent or designee shall post the district's policies prohibiting discrimination, harassment, intimidation, and bullying and other required information on the district's web site in a manner that is easily accessible to parents/guardians and students, in accordance with law and the accompanying administrative regulation.

The Superintendent or designee shall provide training and/or information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the district's educational program. The Superintendent or designee shall report the findings and recommendations to the Board after each review.

(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 1330 - Use of Facilities)
(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)
(cf. 6164.2 - Guidance/Counseling Services)

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)
(cf. 4119.21/4219.21/4319.21 - Professional Standards)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)
(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 5145.2 - Freedom of Speech/Expression)

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools.

(cf. 3580 - District Records)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination
48900.3 Suspension or expulsion for act of hate violence
48900.4 Suspension or expulsion for threats or harassment
48904 Liability of parent/guardian for willful student misconduct
48907 Student exercise of free expression
48950 Freedom of speech
48985 Translation of notices
49020-49023 Athletic programs
49060-49079 Student records
51500 Prohibited instruction or activity
51501 Prohibited means of instruction
60044 Prohibited instructional materials

CIVIL CODE

1714.1 Liability of parents/guardians for willful misconduct of minor

GOVERNMENT CODE

11135 Nondiscrimination in programs or activities funded by state

PENAL CODE

422.55 Definition of hate crime
422.6 Crimes, harassment

CODE OF REGULATIONS, TITLE 5

432 Student record
4600-4670 Uniform complaint procedures
4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1681-1688 Title IX of the Education Amendments of 1972

UNITED STATES CODE, TITLE 29

794 Section 504 of Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended
2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964

6101-6107 Age Discrimination Act of 1975

12101-12213 Title II equal opportunity for individuals with disabilities

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

99.31 Disclosure of personally identifiable information

100.3 Prohibition of discrimination on basis of race, color or national origin

104.7 Designation of responsible employee for Section 504

104.8 Notice

106.8 Designation of responsible employee for Title IX

106.9 Notification of nondiscrimination on basis of sex

110.25 Prohibition of discrimination based on age

COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567

Flores v. Morgan Hill Unified School District, (2003) 324 F.3d 1130

Management Resources:

CSBA PUBLICATIONS

Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Sex Discrimination, March 2017

CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues, April 2018

FIRST AMENDMENT CENTER PUBLICATIONS

Public Schools and Sexual Orientation: A First Amendment Framework for Finding Common Ground, 2006

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016

Dear Colleague Letter: Title IX Coordinators, April 2015

Resolution Agreement Between the Arcadia Unified School District, U.S. Department of Education, Office for Civil Rights, and the U.S. Department of Justice, Civil Rights Division, (2013) OCR 09-12-1020, DOJ 169-12C-70

Dear Colleague Letter: Harassment and Bullying, October 2010

Notice of Non-Discrimination, Fact Sheet, August 2010

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS

Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons, August 2003

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

California Office of the Attorney General: <http://oag.ca.gov>

California Safe Schools Coalition: <http://www.casafeschools.org>

First Amendment Center: <http://www.firstamendmentcenter.org>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

SANTA CRUZ COUNTY OFFICE OF EDUCATION

Santa Cruz, California

BP 5132

Students

DRESS AND GROOMING

The Santa Cruz County Board of Education believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to wear clothing that is suitable for the school activities in which they participate. Students shall not wear clothing that presents a health or safety hazard or causes a substantial disruption to the educational program.

(cf. 4119.22/4219.22/4319.22 - Dress and Grooming)

District and school rules pertaining to student attire shall be included in student handbooks, may be posted in school offices and classrooms, and may be periodically reviewed with all students as necessary.

Students shall not be prohibited from dressing in a manner consistent with their gender identity or gender expression or with their religious or cultural observance.

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

In addition, the dress code shall not discriminate against students based on hair texture and protective hairstyles, including, but not limited to, braids, locks, and twists. (Education Code 212.1)

The principal or designee is authorized to enforce this policy and shall inform any student who does not reasonably conform to the dress code. The dress code shall not be enforced in a manner that discriminates against a particular viewpoint or results in a disproportionate application of the dress code based on students' gender, sexual orientation, race, ethnicity, household income, or body type or size.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 0415 - Equity)

(cf. 5145.2 - Freedom of Speech/Expression)

School administrators, teachers, and other staff shall be notified of appropriate and equitable enforcement of the dress code.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

When practical, students shall not be directed to correct a dress code violation during instructional time or in front of other students.

Adopted: November 19, 2020

Repeated violations or refusal to comply with the district's dress code may result in disciplinary action.

(cf. 5144 - Discipline)

Gang-Related Apparel

The principal, staff, and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a proposed dress code shall be presented to the Board, which shall approve the plan upon determining that it is necessary to protect the health and safety of the school environment. The dress code policy may be included in the school's comprehensive safety plan. (Education Code 35183)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5136 - Gangs)

When determining specific items of clothing that may be defined as gang apparel, the school shall ensure that the determination is free from bias based on race, ethnicity, national origin, immigration status, or other protected characteristics.

Uniforms

The Board may approve a school-initiated dress code requiring students at the school to wear a school uniform whenever the Board determines that such a dress code will promote student achievement, a positive school climate, and/or student safety.

The Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against, or denied attendance to school if their parents/guardians so decide. (Education Code 35183)

The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms. (Education Code 35183)

Legal Reference: (see next page)

DRESS AND GROOMING (continued)

Legal Reference:

EDUCATION CODE

212.1 *Nondiscrimination based on race or ethnicity*

220 *Nondiscrimination*

32281 *School safety plans*

35183 *School dress codes; uniforms*

35183.5 *Sun-protective clothing*

48907 *Student exercise of free expression*

49066 *Grades; effect of physical education class apparel*

COURT DECISIONS

Jacobs v. Clark County School District (2008) 26 F. 3d 419

Harper v. Poway Unified School District (2006) 445 App. 3d 166

Marvin H. Jeglin et al v. San Jacinto Unified School District et al (C.D. Cal. 1993)
827 F.Supp. 1459

Arcadia Unified School District v. California Department of Education (1992) 2 Cal. 4th 251

Hazelwood School District v. Kuhlmeier (1988) 108 S. Ct. 562

Hartzell v. Connell (1984) 35 Cal. 3d 899

Tinker v. Des Moines Independent Community School District (1969) 393 U.S. 503

DISCIPLINE

The County Board of Education desires to provide a safe, supportive, and positive school environment conducive to student learning and to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The County Board believes that high expectations for student behavior, use of effective school and classroom management strategies, and parent involvement can minimize the need for discipline.

The County Superintendent of Schools or designee shall approve for each school, a complement of effective, age-appropriate strategies for correcting student behavior. Such strategies may include, but are not limited to, conferences with students and their parents/guardians; use of study, guidance, or other intervention-related teams; enrollment in a program teaching pro-social behavior or anger management; and participation in a restorative justice program. Staff shall use preventative measures and positive conflict resolution techniques whenever possible. Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as suspension and expulsion, shall be imposed only when required by law and when other means of correction have failed. (Education Code 48900.5)

County Board policies and administrative regulations shall outline acceptable student conduct and provide the basis for sound disciplinary practices.

The administrative staff at each school may develop disciplinary rules to meet the school's particular needs. However, the rules shall be consistent with law, County Board policy, and administrative regulations. The County Board may review, at an open meeting, the approved school discipline rules for consistency with County Board policy and state law. (Education Code 35291.5)

At all times, the safety of students and staff and maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the Santa Cruz County Office of Education's nondiscrimination policies.

The County Superintendent or designee shall provide professional development as necessary to assist staff in developing consistent classroom management skills,

implementing effective disciplinary techniques, and establishing cooperative relationships with parents/guardians.

The County Superintendent or designee may report to the County Board regarding disciplinary strategies used in each school in the immediately preceding school and their effect on student learning.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. (Education Code 49901)

However, corporal punishment does not include any pain or discomfort suffered by a student as a result of his/her voluntary participation in an athletic or other recreational competition or activity. In addition, an employee's use of force that is reasonable and necessary to protect himself/herself, students, staff, or other persons, to prevent damage to property, or to obtain possession of weapons or other dangerous objects within the control of the student is not corporal punishment (Education Code 49901)

Adopted: 10/16/2014

Regulation
approved:
Students

SANTA CRUZ COUNTY OFFICE OF EDUCATION
Santa Cruz, California
BP 5131.2

BULLYING

The County Board of Education recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)

Examples of Prohibited Conduct

Bullying is an aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational, involves repetition or potential repetition of a deliberate act, and includes, but is not limited to, any act described in Education Code 48900(r).

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of prohibited conduct that may constitute bullying include, but are not limited to:

1. Physical bullying that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures
2. Verbal bullying that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm
3. Social/relational bullying that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public
4. Sending demeaning or hateful text messages or emails, sending rumors by email or by posting on social networking sites, or posting embarrassing photos, videos, web site, or fake profiles,

BP 5131.2

BULLYING (continued)

Measures to Prevent Bullying

The County Board encourages the involvement of students, parents/guardians, staff, social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community.

The County Board incorporates any strategies developed by the County Superintendent of Schools implementing this policy, which may include, but are not limited to:

1. Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate
2. Providing to students, through student handbooks and other age-appropriate means, information about county office of education (COE) and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying
3. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously
4. Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as playgrounds, hallways, restrooms, and cafeterias
5. Annually notifying COE employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so
6. Providing professional development to all school staff who have regular interaction with students, including information regarding staff's obligation to prevent discrimination, harassment, intimidation, and bullying of students and annually making available the California Department of Education's online training module on the dynamics of bullying and cyberbullying pursuant to Education Code 32283.5
7. Providing students with instruction, as appropriate, that promotes social-emotional learning, effective communication skills, conflict resolution skills, and appropriate online behavior and teaches students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice

BULLYING (continued)

Preventive strategies may be incorporated into schools' comprehensive safety plans and, to the extent possible, into the local control and accountability plan and other applicable COE and school plans.

(cf. 0460 - Local Control and Accountability Plan)

Complaints

Any complaint of bullying shall be submitted to and investigated by the individual(s), position(s), or unit(s) designated by the County Superintendent and, if determined to be discriminatory, shall be resolved in accordance with law and BP 1312.3 - Uniform Complaint Procedures. If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

(cf. 1312.3 - Uniform Complaint Procedures)

Discipline/Corrective Actions

A victim of bullying, witness, perpetrator, or other student affected by an act of bullying may be referred to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

In addition, corrective actions for a student who commits an act of bullying may include behavioral intervention and education and, if the behavior is severe or pervasive, may include notification of the student's parent/guardian, suspension or expulsion, and/or referral to law enforcement.

Legal Reference: (see next page)

BULLYING (continued)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

32282 Comprehensive safety plan

32283.5 Bullying; online training

48900-48925 Suspension or expulsion

48985 Translation of notices

52066-52069 Local control and accountability plan

PENAL CODE

422.55 Definition of hate crime

647 Use of camera or other instrument to invade person's privacy; misdemeanor

647.7 Use of camera or other instrument to invade person's privacy; punishment

653.2 Electronic communication devices, threats to safety

CODE OF REGULATIONS, TITLE 5

4600-4670 Uniform complaint procedures

UNITED STATES CODE, TITLE 47

254 Universal service discounts (e-rate)

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

104.7 Designation of responsible employee for Section 504

106.8 Designation of responsible employee for Title IX

110.25 Notification of nondiscrimination on the basis of age

COURT DECISIONS

Wynar v. Douglas County School District, (2013) 728 F.3d 1062

J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094

Lavine v. Blaine School District, (2002) 279 F.3d 719

Management Resources: (see next page)

BULLYING (continued)

Management Resources:

CSBA PUBLICATIONS

Final Guidance: AB 1266, Transgender and Gender Nonconforming Students, Privacy, Programs, Activities & Facilities, Legal Guidance, March 2014

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Addressing the Conditions of Children: Focus on Bullying, Governance Brief, December 2012

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

Cyberbullying: Policy Considerations for Boards, Policy Brief, rev. July 2010

Building Healthy Communities: A School Leaders Guide to Collaboration and Community Engagement, 2009

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Bullying Module

California's Social and Emotional Learning: Guiding Principles, 2018

Social and Emotional Learning in California: A Guide to Resources, 2018

Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008

Bullying at School, 2003

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter: Responding to Bullying of Students with Disabilities, October 2014

Guidance to America's Schools: Bullying of Students with Disabilities, October 2014

Dear Colleague Letter: Guidance on Schools' Obligations to Protect Students from Student-on-Student Harassment on the Basis of Sex; Race, Color and National Origin; and Disability, October 26, 2010

Dear Colleague Letter: Harassment and Bullying, October 2010

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/ls/ss>

California Office of the Attorney General: <http://oag.ca.gov>

Center on Great Teachers and Leaders: <https://gtlcenter.org>

Collaborative for Academic Social and Emotional Learning: <https://casel.org>

Common Sense Media: <http://www.commonsensemedia.org>

National School Safety Center: <http://www.schoolsafety.us>

Partnership for Children and Youth: <https://www.partnerforchildren.org>

U.S. Department of Education: <http://www.ed.gov>

**Santa Cruz
County
Board of
Education**

Board Policy
BP 5137
Students

Positive School Climate

Note: The following optional policy may be revised to reflect district practice.

The Governing Board desires to enhance student learning by providing an orderly, caring, and nurturing educational and social environment in which all students can feel safe and take pride in their school and their achievements. The school environment should be characterized by positive interpersonal relationships among students and between students and staff.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 3515 - Campus Security)
(cf. 3515.2 - Disruptions)
(cf. 5030 - Student Wellness)
(cf. 5131.4 - Student Disturbances)
(cf. 5142 - Safety)
(cf. 5145.3 - Nondiscrimination/Harassment)

All staff are expected to serve as role models for students by demonstrating positive, professional attitudes and respect toward each student and other staff members. Teachers shall use effective classroom management techniques based on clear expectations for student behavior.

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

Staff shall consistently enforce Board policies and regulations which establish rules for appropriate student conduct, including prohibitions against bullying, cyberbullying, harassment of students, hazing, other violence or threats of violence against students and staff, and drug, alcohol, and tobacco use.

(cf. 0450 - Comprehensive Safety Plan)
(cf. 3513.3 - Tobacco-Free Schools)
(cf. 4020 - Drug and Alcohol-Free Workplace)
(cf. 5131 - Conduct) (cf. 5131.1 - Bus Conduct)
(cf. 5131.6 - Alcohol and Drugs)
(cf. 5131.7 - Weapons and Dangerous Instruments)
(cf. 5136 - Gangs)
(cf. 5144 - Discipline)

Board Approved: February 20, 2020

(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 5145.2 - Freedom of Speech/Expression)
(cf. 5145.7 - Sexual Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)

The district's curriculum shall include age-appropriate character education which includes, but is not limited to, the principles of equality, human dignity, mutual respect, fairness, honesty, and citizenship. Teachers are encouraged to employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds.

(cf. 5131.9 - Academic Honesty)
(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6142.3 - Civic Education)
(cf. 6142.4 - Service Learning/Community Service Classes)
(cf. 6142.92- History-Social Science Instruction)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

The Superintendent or designee may develop other strategies to enhance students' feelings of connectedness with the schools, such as campus beautification projects, graffiti removal, development of extracurricular activities and after-school programs, pairing of adult mentors with individual students, recognition of student achievement, and encouragement of strong family and community involvement in the schools.

(cf. 1240 - Volunteer Assistance)
(cf. 5126 - Awards for Achievement)
(cf. 5131.5 - Vandalism and Graffiti)
(cf. 5148.2 - Before/After School Programs)
(cf. 6020 - Parent Involvement)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.5 - Student Organizations and Equal Access)

Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school.

The schools shall promote nonviolent conflict resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. As part of this effort, students shall be taught the skills necessary to reduce violence,

including communication skills, anger management, bias reduction, and mediation skills.

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 6164.2 - Guidance/Counseling Services)

Staff shall receive professional development designed to improve classroom management, conflict resolution techniques, and communications with students and parents/guardians including persons of diverse backgrounds.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Legal Reference:

EDUCATION CODE

233-233.8 Hate violence prevention

32280-32289 School safety plans

32295.5 Teen court programs

35181 Governing board policy on responsibilities of students

35291-35291.5 Rules

44807 Teachers' duty concerning conduct of students

48900-48925 Suspension and expulsion

Management Resources:

CSBA PUBLICATIONS

Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2010

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Bullying at School, 2003 Creating Safe and Drug-Free Schools: An Action Guide, 1996

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Preventing Bullying: A Manual for Schools and Communities, 1998 WEB SITES CSBA: <http://www.csba.org>

California Department of Education, Learning Support: <http://www.cde.ca.gov/ls> National School Safety Center:

<http://www.schoolsafety.us> U.S. Department of Education, Office of Safe and Healthy Students:

<https://www2.ed.gov/about/offices/list/oese/oshs>

(3/93 2/95) 3/08)

Community Relations
UNIFORM COMPLAINT PROCEDURES

BP 1312.3

The Governing Board recognizes that the COE has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The COE shall investigate complaints alleging failure to comply with such laws and/or alleging discrimination, harassment, intimidation or bullying and shall seek to resolve those complaints in accordance with the uniform complaint procedures.

The COE shall follow uniform complaint procedures to resolve any complaint alleging unlawful discrimination, harassment, intimidation or bullying in COE programs and activities based on actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Penal Code 422.55, or Government Code 11135, or based on association with a person or group with one or more of these actual or perceived characteristics.

Uniform complaint procedures shall also be used when addressing complaints alleging the district's failure to comply with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities, the requirements for the development and adoption of a school safety plan, and with state and/or federal laws in adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and career technical and technical training programs, child care and development programs, child nutrition programs, and special education programs.

The Board acknowledges and respects every individual's right to privacy. Discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This may include keeping the identity of the complainant confidential, as appropriate and except to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee, on a case-by-case basis.

The County Board prohibits any form of retaliation against any complainant in the complaint process. Participation in the complaint process shall not in any way affect the status, grades, or work assignments of the complainant.

The County Board encourages the early, informal resolution of complaints at the site level whenever possible.

The County Board recognizes that a neutral mediator can often suggest a compromise that is agreeable to all parties in a dispute. In accordance with uniform complaint procedures, whenever all parties to a complaint agree to try resolving their problem through mediation, the Superintendent or designee shall initiate the process. The

Superintendent or designee shall ensure that the results are consistent with state and federal laws and regulations

The COE's Williams uniform complaint procedure, AR 1312.4, shall be used to investigate and resolve any complaint related to the following:

1. Sufficiency of textbooks or instructional materials
2. Emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff
3. Teacher vacancies and misassignments
4. Local Control Funding Formula
5. Local Control Accountability Plan

Legal Reference:

EDUCATION CODE

200-262.4 *Prohibition of discrimination*
8200-8498 *Child care and development programs*
8500-8538 *Adult basic education*
18100-18203 *School libraries*
32289 *School safety plan, uniform complaint procedures*
35186 *Williams uniform complaint procedures*
48985 *Notices in language other than English*
49010-49013 *Student fees*
49060-49079 *Student records*
49490-49590 *Child nutrition programs*
52060-52077 *Local control and accountability plan, especially*
52075 *Complaint for lack of compliance with local control and accountability plan requirements*
52160-52178 *Bilingual education programs*
52300-52490 *Career technical education*
52500-52616.24 *Adult schools*
52800-52870 *School-based program coordination*
54400-54425 *Compensatory education programs*
54440-54445 *Migrant education*
54460-54529 *Compensatory education programs*
56000-56867 *Special education programs*
59000-59300 *Special schools and centers*
64000-64001 *Consolidated application process*

GOVERNMENT CODE

11135 *Nondiscrimination in programs or activities funded by state*
12900-12996 *Fair Employment and Housing Act*

PENAL CODE

422.55 *Hate crime; definition*
422.6 *Interference with constitutional right or privilege*

CODE OF REGULATIONS, TITLE 5

3080 *Application of section*
4600-4687 *Uniform complaint procedures*

4900-4965 *Nondiscrimination in elementary and secondary education programs*

UNITED STATES CODE, TITLE 20

1221 *Application of laws*
1232g *Family Educational Rights and Privacy Act*
1681-1688 *Title IX of the Education Amendments of 1972*
6301-6577 *Title I basic programs*
6801-6871 *Title III language instruction for limited English proficient and immigrant students*
7101-7184 *Safe and Drug-Free Schools and Communities Act*
7201-7283g *Title V promoting informed parental choice and innovative programs*
7301-7372 *Title V rural and low-income school programs*
12101-12213 *Title II equal opportunity for individuals with disabilities*



DR. FARIS SABBAH
SUPERINTENDENT OF SCHOOLS

COVID-19 Update

Santa Cruz County Board of Education
February 18, 2021

COVID-19 Update

- Guidance
- Testing
- Vaccine Update
- Reopening Plans

Overview of Guidance

CDPH Guidance

Governor's Plan for Reopening

COVID-19 SAFETY PLAN (CSP) FOR IN-PERSON INSTRUCTION

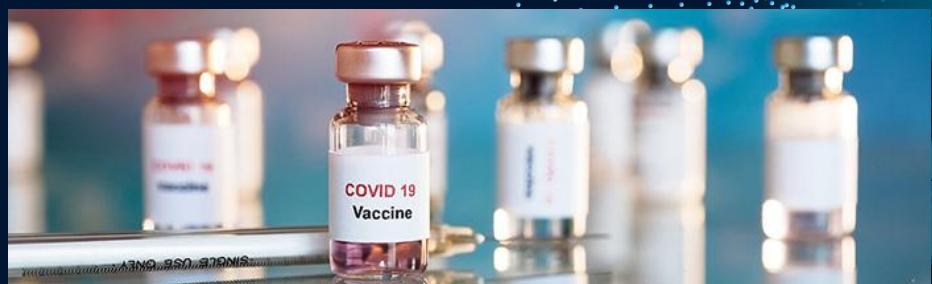
- Includes CalOSHA COVID19 Prevention Program
- Employer Responsibilities for Exposed Workplaces
- Testing, Communication
- We are supporting schools to develop protocols & be in compliance
- Due Feb 1 for schools that are open
- Due Mar 1 for all other schools

Testing Update

- Over 3200 people tested in our Surveillance
- PVUSD location now open
- Vaccines now available to front line medical staff
- Advocating to prioritize school staff
- Switching over to Valencia Labs

Vaccine Update

- Partnership with Dignity Health
-



Reopening Update

- Great work with bargaining units
- Most districts will be opening elementary schools in March
- PVUSD in April
-

Questions



SANTA CRUZ
COUNTY OFFICE OF
EDUCATION
DR. FARIS SABBABH • SUPERINTENDENT OF SCHOOLS

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM

Board Meeting Date: February 18, 2021

☒

Action



Information

TO: Santa Cruz County Board of Education

FROM: Rory Bruce, President/Steward, CSEA Chapter 484

SUBJECT: Classified Employee Unit Agreement

BACKGROUND

The designated representative of the California School Employees Association, Chapter #484, representing classified staff will sunshine proposed changes to the following articles within the 2021-2024 Classified Employee Unit Agreement to the Santa Cruz County Superintendent of Schools: Article 11 regarding Pay and Allowances, Article 12 regarding Health & Welfare Benefits, Article 15 regarding Assignment and Transfer, and Article 21 regarding Professional Growth

SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION:

Approve Agreement..

FISCAL IMPLICATIONS:

CSEA California School Employees Association

Chapter 484

Faris Sabbah, Superintendent
Rose Filicetti, Board President
400 Encinal Street
Santa Cruz, CA 95060

February 18, 2021

Dear Superintendent Sabbah and President Filicetti:

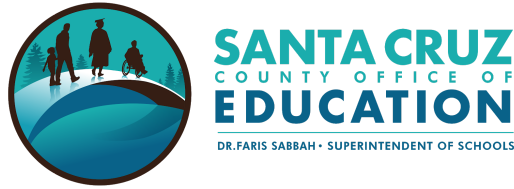
The Classified School Employees Association, Chapter 484, Chooses at this time to exercise its rights as expressed by law to “Sunshine” the following articles for the 2021-2024 Classified Employee Unit Agreement:

1. **Article 10 Holidays** With the change in the Calendar, we would like to use this opportunity to propose adding Cesar Chavez Day, March 31, as a holiday in honor to the working families of our county for Classified Employees.
2. **Article 11 Pay and Allowances** We would like to propose modest updates to the Classified Salary Schedule.
3. **Article 12 Health and Welfare Benefits** We would like to propose modest adjustments to the percentage of costs incurred by classified members for their health and welfare benefits.
4. **Article 14 Leaves** We would like to address changes needed in the contract that reflect updates to Parental Leave.
5. **Article 18 Safety** We would like to propose changes to our contract language that updates Osha regulations and that addresses the need to remedy any unsafe condition or to offer alternatives to employees.
6. **Article 21 Professional Growth** We propose language to include members of appointed committees in the Safety, Points, Negotiation, and Health and Welfare benefits, be apportioned Professional Growth for their participation.

Sincerely,

Rory Bruce, President
CSEA Negotiations Team: Cathay Carr, Michelle Coffman, Lupe Rodriguez, Brian, Sluggett,
Michele Rix

Cc: Buddy Renzullo -- CSEA Representative
SCCOE Board



SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM

Board Meeting Date: February 18, 2021

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Action

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Information

TO: Santa Cruz County Board of Education

FROM: Board Policy Committee

SUBJECT: First Reading: Board Policy

BACKGROUND

Modified and new policies may be adopted by the County Board of Education following a first and second reading by the Board. The Board may accept the following proposed policy(ies) as submitted and waive a second reading and move to take action, order changes, or order changes and bring back for a final reading:

BP 6163.4 Student Use of Technology

Regulation
approved:

SANTA CRUZ COUNTY OFFICE OF EDUCATION
Santa Cruz, California

Instruction

BP 6163.4

STUDENT USE OF TECHNOLOGY

The Governing Board intends that technological resources provided by the district be used in a safe and responsible manner in support of the instructional program and for the advancement of student learning. All students using these resources shall receive instruction in their proper and appropriate use.

(cf. 0440 - District Technology Plan)
(cf. 1113 - District and School Web Sites)
(cf. 1114 - District-Sponsored Social Media)
(cf. 4040 - Employee Use of Technology)
(cf. 6163.1 - Library Media Centers)

Teachers, administrators, and/or library media specialists are expected to review the technological resources and online sites that will be used in the classroom or assigned to students in order to ensure that they are appropriate for the intended purpose and the age of the students.

The Superintendent or designee shall notify students and parents/guardians about authorized uses of district technology, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities in accordance with this Board policy and the district's Responsible Use Agreement.

District technology includes, but is not limited to, computers, the district's computer network including servers and wireless computer networking technology (wi-fi), the Internet, email, USB drives, wireless access points (routers), tablet computers, smartphones and smart devices, telephones, cellular telephones, personal digital assistants, pagers, MP3 players, wearable technology, any wireless communication device including emergency radios, and/or future technological innovations, whether accessed on or off site or through district-owned or personally owned equipment or devices.

Before a student is authorized to use district technology, the student and his/her parent/guardian shall return acknowledge with their student the Responsible Use Agreement. In that agreement, the parent/guardian shall agree not to hold the district or any district staff responsible for the failure of any technology protection measures or user mistakes or negligence and shall agree to indemnify and hold harmless the district and district staff for any damages or costs incurred.

(cf. 6162.6 - Use of Copyrighted Materials)

STUDENT USE OF TECHNOLOGY (continued)

The district reserves the right to monitor student use of technology within the jurisdiction of the district without advance notice or consent. Students shall be informed that their use of district technology, including, but not limited to, computer files, email, text messages, instant messaging, and other electronic communications, is not private and may be accessed by the district for the purpose of ensuring proper use. Students have no reasonable expectation of privacy in use of the district technology. Students' personally owned devices shall not be searched except in cases where there is a reasonable suspicion, based on specific and objective facts, that the search will uncover evidence of a violation of law, district policy, or school rules.

(cf. 5145.12 - Search and Seizure)

The Superintendent or designee may gather and maintain information pertaining directly to school safety or student safety from the social media activity of any district student in accordance with Education Code 49073.6 and BP/AR 5125 - Student Records.

(cf. 5125 - Student Records)

Whenever a student is found to have violated Board policy or the district's Responsible Use Agreement, the principal or designee may cancel or limit a student's user privileges or increase supervision of the student's use of the district's equipment and other technological resources, as appropriate. Inappropriate use also may result in disciplinary action and/or legal action in accordance with law and Board policy.

(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

The Superintendent or designee, with input from students and appropriate staff, shall regularly review and update procedures to enhance the safety and security of students using district technology and to help ensure that the district adapts to changing technologies and circumstances.

Internet Safety

The Superintendent or designee shall ensure that all district computers with Internet access have a technology protection measure that protects against access to visual depictions that are obscene, child pornography, or harmful to minors and that the operation of such measures is enforced. (20 USC 7131; 47 USC 254; 47 CFR 54.520)

STUDENT USE OF TECHNOLOGY (continued)

To reinforce these measures, the Superintendent or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities.

Harmful matter includes matter, taken as a whole, which to the average person, applying contemporary statewide standards, appeals to the prurient interest and is matter which depicts or describes, in a patently offensive way, sexual and/or violent conduct and which lacks serious literary, artistic, political, or scientific value for minors.

The district's Responsible Use Agreement shall establish expectations for appropriate student conduct when using the Internet or other forms of electronic communication, including, but not limited to, prohibitions against:

1. Accessing, posting, submitting, publishing, or displaying harmful or inappropriate matter that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion, or political beliefs

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual and Gender-based Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

2. Intentionally uploading, downloading, or creating computer viruses and/or maliciously attempting to harm or destroy district equipment or materials or manipulate the data of any other user, including so-called "hacking"
3. Distributing personal identification information, including the name, address, telephone number, Social Security number, or other personally identifiable information, of another student, staff member, or other person with the intent to threaten, intimidate, harass, or ridicule that person

The Superintendent or designee shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, the dangers of posting one's own personal identification information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying.

Legal Reference: (see next page)

STUDENT USE OF TECHNOLOGY (continued)

Legal Reference:

EDUCATION CODE

49073.6 *Student records; social media*

51006 *Computer education and resources*

51007 *Programs to strengthen technological skills*

60044 *Prohibited instructional materials*

PENAL CODE

313 *Harmful matter*

502 *Computer crimes, remedies*

632 *Eavesdropping on or recording confidential communications*

653.2 *Electronic communication devices, threats to safety*

UNITED STATES CODE, TITLE 15

6501-6506 *Children's Online Privacy Protection Act*

UNITED STATES CODE, TITLE 20

7101-7122 *Student Support and Academic Enrichment Grants*

7131 *Internet safety*

UNITED STATES CODE, TITLE 47

254 *Universal service discounts (E-rate)*

CODE OF FEDERAL REGULATIONS, TITLE 16

312.1-312.12 *Children's Online Privacy Protection Act*

CODE OF FEDERAL REGULATIONS, TITLE 47

54.520 *Internet safety policy and technology protection measures, E-rate discounts*

COURT DECISIONS

New Jersey v. T.L.O., (1985) 469 U.S. 325

Management Resources:

CSBA PUBLICATIONS

Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007

FEDERAL TRADE COMMISSION PUBLICATIONS

How to Protect Kids' Privacy Online: A Guide for Teachers, December 2000

WEB SITES

CSBA: <http://www.csba.org>

American Library Association: <http://www.ala.org>

California Coalition for Children's Internet Safety: <http://www.cybersafety.ca.gov>

Center for Safe and Responsible Internet Use: <http://csriu.org>

Federal Communications Commission: <http://www.fcc.gov>

Federal Trade Commission, Children's Online Privacy Protection:

<http://www.ftc.gov/privacy/privacyinitiatives/childrens.html>

U.S. Department of Education: <http://www.ed.gov>

adopted:
Instruction

Santa Cruz, California
E 6163.4(a)

STUDENT USE OF TECHNOLOGY

RESPONSIBLE USE OF TECHNOLOGY

Dear Parent/Guardian,

Santa Cruz County Office of Education's mission is to provide an excellent education for all students. To achieve this, we capitalize upon a unique partnership among teachers, support staff, parents, and community and create powerful learning opportunities that challenge all students to: meet the District's standards of excellence, become ethical leaders in school and community, and make positive contributions to a diverse and changing world.

As the world changes, access to a technological suite of tools is consistently utilized to promote literacy, encourage critical thinking, as well as obtain the collaboration skills required of a future ready learner. This infusion of technology is shifting the way teachers teach and student learn. Supporting the diverse learning needs of our students is recognized as a key element to students achieving academic success. The effective use of technology is an integral part of this. It should help build depth to learning in a manner that all students can access. As students learn to use these tools effectively and ethically, and as they are exposed to a variety of inquiry based activities, guided by their teachers, they then become prepared with the skills and knowledge to make positive contributions to the world.

To assist students with these skills, the Santa Cruz COE has equipped each student with a Gsuite for Education (GoogleEDU) Account where students have access to safe and secure online accounts that are compliant to all federal privacy laws. These accounts provide students access to the following significant tools:

- Learning Management System (Google Classroom)
- Email communication tool - ability to communicate with teachers and peers
- Office Productivity (Word processing, spreadsheets, multimedia presentations, and drawing tools)
- Calendar
- Websites and Digital Portfolios
- Online assignment submission
- Automation tools such as collaborative bookmarking of research

These core applications allow for accessibility in school, at home, at the library, and anywhere else there is internet access.

E 6163.4(b)

STUDENT USE OF TECHNOLOGY (continued)

Students may also be asked to utilize their secure G Suite account for instructional and appropriate third-party application for single-sign-on access. Student accounts can be monitored and accessed by administrators at any time. Teachers also have access to monitor their online files, websites, and emails. We encourage you to talk to their children about effective online behavior citizenry as well the applications they are currently using in their classes. If you would like to discuss any of these applications and/or you would like to opt-out and discuss alternative ways to access assignments you may contact Assistant Superintendent.

Santa Cruz County Office of Education community works to ensure technology is vetted and meets standards aligned to the following laws with the ultimate goal of keeping students safe:

- The Family Educational Rights and Privacy Act (FERPA)
- Children's Online Privacy Protection Act (COPPA)
- Children's Internet Protection Act (CIPA)
- Protection of Pupil Rights Amendment (PPRA)
- Student Online Personal Information Protection Act (SOPIPA)
- AB1584

Learn more about Federal student privacy laws and/or California specific student privacy.

With all the content filters, laws, and safeguards in place, the District cannot guarantee that students will not access inappropriate materials either accidentally or due to misuse.

Santa Cruz County Office of Education recommends initiating conversations with your student in regards to all aspects of technology and digital information including:

- Internet Safety
- Digital Footprint and Reputation
- Privacy and Security
- Self-image and Identity
- Relationships and Communication

STUDENT USE OF TECHNOLOGY (continued)

- Information Literacy
- Cyber-bullying
- Creative Credit and Copyright

Common Sense Media provides many resources, tips, guides, media reviews, and research related to students' technology use and access to media. We encourage you to peruse the site.

The partnership between parents, students and teachers is vital in supporting an environment of rich learning experience. Therefore, we ask that you read the Agreement for Technology Use together with your students. You will be asked to mark off that you and your student will follow the rules on your registration form.

Select the appropriate Agreement below to review with your child:

- Agreement for Technology Use - TK-5
- Agreement for Technology Use - 6-12

Agreement for Technology Use - 6-12

It is important to use technology tools at school responsibly and in the way my teacher has demonstrated. I also understand that I am a member of the 6-12 community and my actions must represent a citizen who demonstrates Collaboration, Integrity, and Respect towards all individuals and property. I understand that my use of school technology is a privilege, not a right, and the school can withdraw this privilege if I violate this Technology Use Agreement or other District rules regarding using the District's technology tools and services.

1. I understand that technology is to be used for educational purposes only.
2. I will treat all technology (computers, iPods, Chromebooks, etc.) with care and to make sure they do not become damaged.
3. I will return all technology to the district as I understand that the technology equipment and systems belong to the District. The District can and may review any material developed, viewed, or shared.
4. I will not change or tamper with any of the school equipment or systems. This can include settings, software, downloads, hardware, etc.
5. I will use my own computer on the school's wireless network as if it were a school loaned device (if allowed).

E 6163.4(d)

STUDENT USE OF TECHNOLOGY (continued)

6. I will only represent myself in the digital world, and I will only use my account.
7. I will only work on the programs and websites that are appropriate and beneficial for the school setting.
8. I will keep passwords private only to myself, my parents, and teachers.
9. I will use my online accounts and all other equipment for schoolwork only.
10. I will be respectful to teachers and peers by making eye-contact and putting the device down/away when being requested.
11. I will regularly use digital communication tools that my teacher(s) specify.
12. I will use respectful language in my communications in all areas: verbal, blogs, online documents, websites, videos, emails, etc.
13. I will keep myself and my family and friends safe by only publishing non-identifiable information about myself or others and not posting items such as full names, phone numbers, pictures, addresses, itineraries, events, etc. unless applicable for post-secondary admissions.
14. I will not send, store, or access appropriate and legal materials.
15. I will write essays, reports, etc. with my original thoughts and I will properly cite any information I receive from other sources including images, videos, and other multimedia.
16. I will report any misuse of technology to an adult.
17. I will treat all others with respect in the online and digital environment.
18. I will ask for help immediately when needed or something goes wrong with technology.

Consequences

If any of these agreements are violated, consequences will occur and will be appropriate to the violation. Consequences may include loss of technology use, written apologies, and other typical consequences used in the school.

STUDENT USE OF TECHNOLOGY (continued)

Agreement for Technology Use - TK-5

It is important that the technology tools at school responsibly and in the way my teacher has shown me. I promise to do the following:

1. I will treat the computers, Chromebooks, iPads, and other technology devices carefully and will not break them
2. I will only work on the programs and websites that are related to school and/or my teachers tell me to use.
3. I will use online accounts such as Google when I am asked to.
4. I will keep passwords private only to myself, my parents, and teachers.
5. I will only use the computer, Chromebooks, iPads or other items safely and to be nice to people. I will never hurt, scare or bully others. I know that the school can look at what I do on the computers and other devices.
6. I will be respectful to teachers and peers by making eye-contact and putting the device down/away when requested.
7. I will keep myself and my family and friends safe by not sharing any names, phone numbers, or addresses on the computer, iPad, etc.
8. I will write reports and papers with my own ideas and will not take others ideas or say it is mine.
9. I will tell an adult if I read or see something on the screen that is not appropriate for school.
10. I will only use my school account.

Consequences

If any of these agreements are violated consequences will occur and will be appropriate to the violation. Consequences may include loss of technology use, written apologies, and other typical consequences used in the district.



SANTA CRUZ
COUNTY OFFICE OF
EDUCATION
DR. FARIS SABBABH • SUPERINTENDENT OF SCHOOLS

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM

Board Meeting Date: February 18, 2021

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Action



Information

TO: Santa Cruz County Board of Education

FROM: Community Outreach & Legislation Committee

SUBJECT: Resolution #21-02 Recognizing African American History Month

BACKGROUND:

Recognition recognizing February as African American History Month for contributions to the development of our country, for continued efforts to ensure equality for all citizens, and for inspiring future generations.

SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION:

Approve Resolution #21-02.

FISCAL IMPLICATIONS:

None.



SANTA CRUZ
COUNTY OFFICE OF
EDUCATION
DR. FARIS SABBABH • SUPERINTENDENT OF SCHOOLS

Santa Cruz County Board of Education • 400 Encinal Street, Santa Cruz, CA 95060 • Tel (831) 466-5900 • santacruzcoe.org
Mr. Ed Acosta • Ms. Rose Filicetti • Ms. Sandra Nichols • Ms. Sue Roth •
Mr. Abel Sanchez • Mr. Bruce Van Allen • Ms. Alyssa Wall

RESOLUTION #21-02

2021 National Black History Month

WHEREAS, Africans were forcibly brought to American shores to be enslaved as early as the 17th century; and

WHEREAS, Black Americans have subsequently faced injustices of lynch mobs, segregation, racist attacks, discrimination, and denial of basic, fundamental rights; and

WHEREAS, in spite of these injustices, many of which continue to exist today, Black Americans have played significant roles in the economic, educational, political, artistic, literary, scientific, and technological advancements of the United States; and

WHEREAS, National Black History Month, also known as Black History Month, had its origins in 1915 when historian and author Dr. Carter G. Woodson founded the Association for the Study of Negro Life and History; and

WHEREAS, Black History Month in February celebrates the contributions that Black Americans have made to American history in their struggles for freedom and equality, and deepens our understanding of our Nation's history; and

WHEREAS, Presidents Ford, Carter, Reagan, Clinton, Bush, Obama, Trump, and Biden have issued Presidential messages and proclamations recognizing the significance of National Black History Month by urging all Americans to recognize the important contributions made by African Americans to American life and culture; and

WHEREAS, The United States Congress has similarly passed laws and adopted resolutions since 1986 to recognize the significance of contributions made by Black Americans; and

WHEREAS, The Library of Congress, National Archives and Records Administration, National Endowment for the Humanities, National Gallery of Art, National Park Service, Smithsonian Institution, and United States Holocaust Memorial Museum join in paying tribute to the generations of African Americans who struggled with adversity to achieve full citizenship in American society; and

WHEREAS, The Black History Month theme this year is "The Black Family: Representation, Identity and Diversity" and communities are encouraged to align events and activities with this theme; and

Santa Cruz County Board of Education

Resolution #21-02 Recognizing African American History Month

February 18, 2021

WHEREAS, Black History Month is a time for us to continue our collective journey honoring and deepening our knowledge of the history, struggles, and achievements of Black Americans and people of African descent that have been marginalized from mainstream educational curricula and public discussions because of our country's legacy of slavery, and institutional and structural racism; and

WHEREAS, the Santa Cruz County Board of Education is committed to valuing diversity and believes deeply that equity, respect, and justice are central to the character of who we are, to the health of our democracy, and to the well-being of our world; and

WHEREAS, During this month of recognition and celebration of Black Americans and their contributions to this country, the Santa Cruz County Board of Education hopes and commits that throughout the year the education community will work to disrupt manifestations of anti-blackness

PASSED and **ADOPTED** by the Board of Education Santa Cruz County on this **18th** Day of **February, 2021** by the following vote:

Sue Roth, President

Faris Sabbah, Secretary

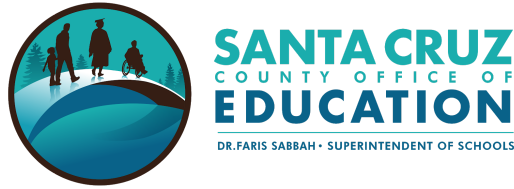
Abel Sanchez, Vice President

Ed Acosta, Trustee

Sandra Nichols, Trustee

Sue Roth, Trustee

Alyssa Wall, Trustee



SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM

Board Meeting Date: February 18, 2021

☒

Action

☐

Information

TO: Santa Cruz County Board of Education

FROM: Rose Filicetti, Board President

SUBJECT: CSBA Delegate Assembly Ballot

BACKGROUND

The Delegate Assembly meets twice each year. It sets CSBA's general policy direction and fulfills a critical governance role within the association. Delegates act as liaisons between CSBA and local board members in their regions, and they also meet with the other Delegates and the CSBA Director in their regions. Delegates serve two-year terms that begin April 1st.

REQUIRES BOARD ACTION

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office No later than **MON., MARCH 15, 2021**. Only ONE Ballot per Board. Be sure to mark your vote “**X**” in the box.
A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.

OFFICIAL 2021 DELEGATE ASSEMBLY BALLOT
COUNTY DELEGATE REGION 9
(Monterey, San Benito, San Luis Obispo, Santa Cruz Counties)

Number of vacancies: 1 (Vote for no more than 1 candidate)

Delegates will serve two-year terms beginning April 1, 2021 - March 31, 2023

**denotes incumbent*

☐

Rose Filicetti (Santa Cruz COE)*

Provision for Write-in Candidate Name

COE

Signature of Superintendent or Board Clerk

Title

COE Name

Date of Board Action

See reverse side for list of all current Delegates in your Region.

REQUIRES BOARD ACTION

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OFFICIAL 2021 DELEGATE ASSEMBLY BALLOT
SUBREGION 1-A
(Del Norte, Humboldt Counties)

Number of vacancies: 1 (Vote for no more than 1 candidate)

Delegates will serve two-year terms beginning April 1, 2021 - March 31, 2023

**denotes incumbent*

☐

Donald McArthur (Del Norte County USD)*

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District Name

Date of Board Action

See reverse side for list of all current Delegates in your Region.

REQUIRES BOARD ACTION

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OFFICIAL 2021 DELEGATE ASSEMBLY BALLOT
SUBREGION 2-A
(Modoc, Siskiyou, Trinity Counties)

Number of vacancies: 1 (Vote for no more than 1 candidate)

Delegates will serve two-year terms beginning April 1, 2021 - March 31, 2023

**denotes incumbent*

☐

Gregg Gunkel (Siskiyou Union HSD)*

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District Name

Date of Board Action

See reverse side for list of all current Delegates in your Region.

REQUIRES BOARD ACTION

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OFFICIAL 2021 DELEGATE ASSEMBLY BALLOT
SUBREGION 2-B
(Shasta County)

Number of vacancies: 1 (Vote for no more than 1 candidate)

Delegates will serve two-year terms beginning April 1, 2021 - March 31, 2023

**denotes incumbent*

☐

Bruce Ross (Redding SD)

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District Name

Date of Board Action

See reverse side for list of all current Delegates in your Region.

REQUIRES BOARD ACTION

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OFFICIAL 2021 DELEGATE ASSEMBLY BALLOT
SUBREGION 3-A
(Sonoma County)

Number of vacancies: 1 (Vote for no more than 1 candidate)

Delegates will serve two-year terms beginning April 1, 2021 - March 31, 2023

**denotes incumbent*

☐

Omar Medina (Santa Rosa City SD)

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District Name

Date of Board Action

See reverse side for list of all current Delegates in your Region.

REQUIRES BOARD ACTION

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OFFICIAL 2021 DELEGATE ASSEMBLY BALLOT
SUBREGION 3-B
(Napa County)

Number of vacancies: 1 (Vote for no more than 1 candidate)

Delegates will serve two-year terms beginning April 1, 2021 - March 31, 2023

**denotes incumbent*

☐

No nominations were received; however your board may vote to write in the name of a board member to fill this seat.

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District Name

Date of Board Action

See reverse side for list of all current Delegates in your Region.

REQUIRES BOARD ACTION

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OFFICIAL 2021 DELEGATE ASSEMBLY BALLOT
SUBREGION 3-C
(Solano County)

Number of vacancies: 2 (Vote for no more than 2 candidates)

Delegates will serve two-year terms beginning April 1, 2021 - March 31, 2023

**denotes incumbent*

☐

David C. Isom (Fairfield-Suisun USD)*

☐

Diane Ferrucci (Benicia USD)

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District Name

Date of Board Action

See reverse side for list of all current Delegates in your Region.

REQUIRES BOARD ACTION

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OFFICIAL 2021 DELEGATE ASSEMBLY BALLOT
SUBREGION 4-B
(Butte County)

Number of vacancies: 1 (Vote for no more than 1 candidate)

Delegates will serve two-year terms beginning April 1, 2021 - March 31, 2023

**denotes incumbent*

☐

Sharon Nilsson (Oroville City ESD)

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District Name

Date of Board Action

See reverse side for list of all current Delegates in your Region.

REQUIRES BOARD ACTION

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OFFICIAL 2021 DELEGATE ASSEMBLY BALLOT
SUBREGION 4-C
(Colusa, Sutter, Yuba Counties)

Number of vacancies: 1 (Vote for no more than 1 candidate)

Delegates will serve two-year terms beginning April 1, 2021 - March 31, 2023

**denotes incumbent*

☐

No nominations were received; however your board may vote to write in the name of a board member to fill this seat.

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District Name

Date of Board Action

See reverse side for list of all current Delegates in your Region.

REQUIRES BOARD ACTION

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OFFICIAL 2021 DELEGATE ASSEMBLY BALLOT
SUBREGION 4-D
(Nevada, Placer, Sierra Counties)

Number of vacancies: 2 (Vote for no more than 2 candidates)

Delegates will serve two-year terms beginning April 1, 2021 - March 31, 2023

**denotes incumbent*

☐

Julann Brown (Auburn Union ESD)*

☐

Alisa Fong (Roseville City SD)*

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District Name

Date of Board Action

See reverse side for list of all current Delegates in your Region.

REQUIRES BOARD ACTION

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OFFICIAL 2021 DELEGATE ASSEMBLY BALLOT
SUBREGION 5-B
(San Mateo County)

Number of vacancies: 3 (Vote for no more than 3 candidates)

Delegates will serve two-year terms beginning April 1, 2021 - March 31, 2023

**denotes incumbent*

☐

Carrie Du Bois (Sequoia Union HSD)*

☐

Gregory Land (San Mateo Union HSD)*

☐

Daina Lujan (South San Francisco USD)

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District Name

Date of Board Action

See reverse side for list of all current Delegates in your Region.

REQUIRES BOARD ACTION

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OFFICIAL 2021 DELEGATE ASSEMBLY BALLOT
SUBREGION 6-B
(Sacramento County)

Number of vacancies: 5 (Vote for no more than 5 candidates)

Delegates will serve two-year terms beginning April 1, 2021 - March 31, 2023

**denotes incumbent*

☐

Kelly Kelley (Center Joint USD)

☐

Lisa Kaplan (Natomas USD)*

☐

Chinua Rhodes (Sacramento City USD)

☐

Ed Short (Folsom Cordova USD)*

☐

Only four nomination were received; however your board may vote to write in the name of a board member to fill this second seat.

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District Name

Date of Board Action

See reverse side for list of all current Delegates in your Region.

REQUIRES BOARD ACTION

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OFFICIAL 2021 DELEGATE ASSEMBLY BALLOT
SUBREGION 6-C
(Alpine, El Dorado, Mono Counties)

Number of vacancies: 1 (Vote for no more than 1 candidate)

Delegates will serve two-year terms beginning April 1, 2021 - March 31, 2023

**denotes incumbent*

☐

Suzanna George (Rescue Union ESD)*

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District Name

Date of Board Action

See reverse side for list of all current Delegates in your Region.

REQUIRES BOARD ACTION

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OFFICIAL 2021 DELEGATE ASSEMBLY BALLOT
SUBREGION 7-A
(Contra Costa County)

Number of vacancies: 3 (Vote for no more than 3 candidates)

Delegates will serve two-year terms beginning April 1, 2021 - March 31, 2023

**denotes incumbent*

☐

Thuy DaoJensen (Brentwood Union SD)

☐

Demetrio Gonzalez-Hoy (West Contra Costa USD)

☐

Amarjit Kaur (John Swett USD)

☐

Meredith Meade (Lafayette SD)*

☐

Richard Severy (Moraga SD)*

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District Name

Date of Board Action

See reverse side for list of all current Delegates in your Region.

REQUIRES BOARD ACTION

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OFFICIAL 2021 DELEGATE ASSEMBLY BALLOT
SUBREGION 7-B
(Alameda County)

Number of vacancies: 3 (Vote for no more than 3 candidates)

Delegates will serve two-year terms beginning April 1, 2021 - March 31, 2023

**denotes incumbent*

☐

Dianne Jones (Fremont USD)

☐

Sara Prada (Hayward USD)

☐

Diana Prola (San Leandro USD)*

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District Name

Date of Board Action

See reverse side for list of all current Delegates in your Region.

REQUIRES BOARD ACTION

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OFFICIAL 2021 DELEGATE ASSEMBLY BALLOT
SUBREGION 8-A
(San Joaquin County)

Number of vacancies: 2 (Vote for no more than 2 candidates)

Delegates will serve two-year terms beginning April 1, 2021 - March 31, 2023

**denotes incumbent*

☐

George Neely (Lodi USD)*

☐

Christopher “Kit” Oase (Ripon USD)*

☐

Courtney Porter (Lodi USD)

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District Name

Date of Board Action

See reverse side for list of all current Delegates in your Region.

REQUIRES BOARD ACTION

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OFFICIAL 2021 DELEGATE ASSEMBLY BALLOT
SUBREGION 8-B
(Calaveras, Amador, and Tuolumne Counties)

Number of vacancies: 1 (Vote for no more than 1 candidate)

Delegates will serve two-year terms beginning April 1, 2021 - March 31, 2023

**denotes incumbent*

☐

Sherri Reusche (Calaveras USD)*

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District Name

Date of Board Action

See reverse side for list of all current Delegates in your Region.

REQUIRES BOARD ACTION

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OFFICIAL 2021 DELEGATE ASSEMBLY BALLOT
SUBREGION 8-C
(Stanislaus County)

Number of vacancies: 2 (Vote for no more than 2 candidates)

Delegates will serve two-year terms beginning April 1, 2021 - March 31, 2023

**denotes incumbent*

☐

Cynthia (Cyndi) Lindsey (Sylvan Union SD)*

☐

Paul Wallace (Newman Crows Landing USD)*

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District Name

Date of Board Action

See reverse side for list of all current Delegates in your Region.

REQUIRES BOARD ACTION

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OFFICIAL 2021 DELEGATE ASSEMBLY BALLOT
SUBREGION 8-D
(Merced County)

Number of vacancies: 1 (Vote for no more than 1 candidate)

Delegates will serve two-year terms beginning April 1, 2021 - March 31, 2023

**denotes incumbent*

☐

Jessee Espinosa (Merced City SD)

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District Name

Date of Board Action

See reverse side for list of all current Delegates in your Region.

REQUIRES BOARD ACTION

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OFFICIAL 2021 DELEGATE ASSEMBLY BALLOT
SUBREGION 9-A
(San Benito, and Santa Cruz Counties)

Number of vacancies: 1 (Vote for no more than 1 candidate)

Delegates will serve two-year terms beginning April 1, 2021 - March 31, 2023

**denotes incumbent*

☐

Phil Rodriguez (Soquel Union Elementary SD)*

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District Name

Date of Board Action

See reverse side for list of all current Delegates in your Region.

REQUIRES BOARD ACTION

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OFFICIAL 2021 DELEGATE ASSEMBLY BALLOT
SUBREGION 9-B
(Monterey County)

Number of vacancies: 1 (Vote for no more than 1 candidate)

Delegates will serve two-year terms beginning April 1, 2021 - March 31, 2023

**denotes incumbent*

☐

David Kong (Greenfield Union SD)*

☐

Veronica Miramontes (Monterey Peninsula USD)

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District Name

Date of Board Action

See reverse side for list of all current Delegates in your Region.

REQUIRES BOARD ACTION

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OFFICIAL 2021 DELEGATE ASSEMBLY BALLOT
SUBREGION 9-C
(San Luis Obispo County)

Number of vacancies: 1 (Vote for no more than 1 candidate)

Delegates will serve two-year terms beginning April 1, 2021 - March 31, 2023

**denotes incumbent*

☐

Vicki Meagher (Lucia Mar USD)*

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District Name

Date of Board Action

See reverse side for list of all current Delegates in your Region.

REQUIRES BOARD ACTION

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OFFICIAL 2021 DELEGATE ASSEMBLY BALLOT
SUBREGION 10-A
(Madera and Mariposa Counties)

Number of vacancies: 1 (Vote for no more than 1 candidate)

Delegates will serve two-year terms beginning April 1, 2021 - March 31, 2023

**denotes incumbent*

☐

Barbara Bigelow (Chawanakee USD)*

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District Name

Date of Board Action

See reverse side for list of all current Delegates in your Region.

REQUIRES BOARD ACTION

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OFFICIAL 2021 DELEGATE ASSEMBLY BALLOT
SUBREGION 10-B
(Fresno County)

Number of vacancies: 4 (Vote for no more than 4 candidates)

Delegates will serve two-year terms beginning April 1, 2021 - March 31, 2023

**denotes incumbent*

☐

Daniel Babshoff (Kerman USD)*

☐

William (Bill) Johnson (Clay Joint ESD)*

☐

Valerie Davis (Fresno USD)

☐

Naindeep Singh Chann (Central USD)

☐

G. Brandon Vang (Sanger USD)*

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District Name

Date of Board Action

See reverse side for list of all current Delegates in your Region.

REQUIRES BOARD ACTION

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OFFICIAL 2021 DELEGATE ASSEMBLY BALLOT
SUBREGION 11-A
(Santa Barbara County)

Number of vacancies: 1 (Vote for no more than 1 candidate)

Delegates will serve two-year terms beginning April 1, 2021 - March 31, 2023

**denotes incumbent*

☐

Luz Reyes-Martin (Goleta Union SD)*

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District Name

Date of Board Action

See reverse side for list of all current Delegates in your Region.

REQUIRES BOARD ACTION

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OFFICIAL 2021 DELEGATE ASSEMBLY BALLOT
SUBREGION 11-B
(Ventura County)

Number of vacancies: 2 (Vote for no more than 2 candidates)

Delegates will serve two-year terms beginning April 1, 2021 - March 31, 2023

**denotes incumbent*

☐

Jeri Mead (Santa Paula USD)

☐

Matthew Almaraz (Ventura USD)

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District Name

Date of Board Action

See reverse side for list of all current Delegates in your Region.

REQUIRES BOARD ACTION

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OFFICIAL 2021 DELEGATE ASSEMBLY BALLOT
SUBREGION 12-A
(Tulare County)

Number of vacancies: 2 (Vote for no more than 2 candidates)

Delegates will serve two-year terms beginning April 1, 2021 - March 31, 2023

**denotes incumbent*

☐

Juan Guerrero (Visalia USD)

☐

Robert Hurtado (Lindsay USD)

☐

Felipe Martinez (Porterville USD)

☐

Cathy Mederos (Tulare Joint Union HSD)*

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District Name

Date of Board Action

See reverse side for list of all current Delegates in your Region.

REQUIRES BOARD ACTION

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OFFICIAL 2021 DELEGATE ASSEMBLY BALLOT
SUBREGION 12-B
(Kern County)

Number of vacancies: 4 (Vote for no more than 4 candidates)

Delegates will serve two-year terms beginning April 1, 2021 - March 31, 2023

**denotes incumbent*

☐

Pam Baugher (Bakersfield City SD)*

☐

Tim Johnson (Sierra Sands USD)*

☐

David Manriquez (Kern High SD)

☐

Geri N. Rivera (Arvin Union SD)*

☐

Keith C. Wolaridge (Panama-Buena Vista Union SD)*

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District Name

Date of Board Action

See reverse side for list of all current Delegates in your Region.

REQUIRES BOARD ACTION

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OFFICIAL 2021 DELEGATE ASSEMBLY BALLOT
REGION 15
(Orange County)
Number of vacancies: 9 (Vote for no more than 9 candidates)

Delegates will serve two-year terms beginning April 1, 2021 - March 31, 2023

	Michelle Barto (Newport-Mesa USD)
	John Briscoe (Ocean View SD)
	Bonnie Castrey (Huntington Beach Union HSD)*
	Gina Clayton-Tarvin (Ocean View SD)
	Jackie Filbeck (Anaheim ESD)*
	Carrie Flanders (Brea Olinda USD)*
	Karin M. Freeman (Placentia-Yorba Linda USD)*
	Diana Hill (Los Alamitos USD)
	Al Jabbar (Anaheim Union High SD)*
	Charlene Metoyer (Newport-Mesa USD)*
	Arturo Montez (Centralia ESD)
	Suzie R. Swartz (Saddleback Valley USD)*

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District Name

Date of Board Action

See reverse side for list of all current Delegates in your Region.

REQUIRES BOARD ACTION

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OFFICIAL 2021 DELEGATE ASSEMBLY BALLOT
SUBREGION 16-A
(Inyo County)

Number of vacancies: 1 (Vote for no more than 1 candidate)

Delegates will serve two-year terms beginning April 1, 2021 - March 31, 2023

**denotes incumbent*

☐

Susan Patton (Lone Pine USD)*

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District Name

Date of Board Action

See reverse side for list of all current Delegates in your Region.

REQUIRES BOARD ACTION

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OFFICIAL 2021 DELEGATE ASSEMBLY BALLOT
SUBREGION 16-B
(San Bernardino County)
Number of vacancies: 6 (Vote for no more than 6 candidates)

Delegates will serve two-year terms beginning April 1, 2021 - March 31, 2023

	Randall Cenicerros (Mountain View SD)
	Tom Courtney (Lucerne Valley USD)*
	Henry Cowles (Cucamonga SD)
	Andrew Cruz (Chino Valley USD)
	Mark Dundon (Heperia USD)
	Flora Martinez (Ontario-Montclair SD)
	Michael Snellings (Yucaipa-Calimesa Joint USD)
	Shari Megaw (Chaffey Jt. Union HSD)*
	Gabriel Stine (Victor ESD)*
	Eric Swanson (Hesperia USD)*
	Mondi Taylor (Etiwanda SD)*
	Kathy Thompson (Central SD)*
	Paul Zamoyta (Bear Valley Unified SD)

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District Name

Date of Board Action

See reverse side for list of all current Delegates in your Region.

REQUIRES BOARD ACTION

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OFFICIAL 2021 DELEGATE ASSEMBLY BALLOT
REGION 17
(San Diego County)

Number of vacancies: 7 (Vote for no more than 7 candidates)

Delegates will serve two-year terms beginning April 1, 2021 - March 31, 2023

**denotes incumbent*

	Kate Bishop (Chula Vista ESD)
	Leslie Bunker (Chula Vista ESD)*
	Andrew Hayes (Lakeside Union SD)*
	Melissa Krogh (Warner USD)
	Dawn Perfect (Ramona USD)*
	Barbara Ryan (Santee SD)*
	Lucy Ugarte (Chula Vista ESD)
	Katrina Young (San Dieguito Union High SD)

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District Name

Date of Board Action

See reverse side for list of all current Delegates in your Region.

REQUIRES BOARD ACTION

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OFFICIAL 2021 DELEGATE ASSEMBLY BALLOT
SUBREGION 18-A
(Riverside County)

Number of vacancies: 6 (Vote for no more than 6 candidates)

Delegates will serve two-year terms beginning April 1, 2021 - March 31, 2023

**denotes incumbent*

☐

Robert Garcia (Jurupa USD)*

☐

Madonna M. Gerrell (Palm Springs USD)*

☐

Sandy Hinkson (Temecula Valley USD)

☐

Gerard Reller (Romoland ESD)*

☐

David Sanchez (Beaumont USD)

☐

Jason Smith (Banning USD)

☐

Kris Thomasian (Murrieta Valley USD)*

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District Name

Date of Board Action

See reverse side for list of all current Delegates in your Region.

REQUIRES BOARD ACTION

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OFFICIAL 2021 DELEGATE ASSEMBLY BALLOT
SUBREGION 18-B
(Imperial County)

Number of vacancies: 2 (Vote for no more than 2 candidates)

Delegates will serve two-year terms beginning April 1, 2021 - March 31, 2023

**denotes incumbent*

☐

Gil Rebollar (Brawley ESD)*

☐

Tony Sandoval (Heber ESD)

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District Name

Date of Board Action

See reverse side for list of all current Delegates in your Region.

REQUIRES BOARD ACTION

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OFFICIAL 2021 DELEGATE ASSEMBLY BALLOT
REGION 20
(Santa Clara County)

Number of vacancies: 6 (Vote for no more than 6 candidates)

Delegates will serve two-year terms beginning April 1, 2021 - March 31, 2023

**denotes incumbent*

	Danielle Cohen (Campbell Union SD)*
	Devon Conley (Mountain View Whisman SD)
	David Guidry (Los Gatos Saratoga Union High SD)
	Van Le (Eastside Union HSD)*
	Carol Presunka (Cambrian SD)
	Andres Quintero (Alum Rock Union SD)*
	George Sanchez (Franklin McKinley SD)*
	Fiona Walter (Mountain View Los Altos HSD)*
	Bridget Watson (Sunnyvale SD)

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District Name

Date of Board Action

See reverse side for list of all current Delegates in your Region.

REQUIRES BOARD ACTION

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OFFICIAL 2021 DELEGATE ASSEMBLY BALLOT
REGION 22
(Los Angeles County)

Number of vacancies: 3 (Vote for no more than 3 candidates)

Delegates will serve two-year terms beginning April 1, 2021 - March 31, 2023

**denotes incumbent*

☐

Cherise G. Moore (William S. Hart Union HSD)*

☐

Ernesto Smith (Newhall SD)

☐

Christopher Trunkey (Saugus Union SD)

☐

Sharon Vega (Palmdale ESD)*

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District Name

Date of Board Action

See reverse side for list of all current Delegates in your Region.

REQUIRES BOARD ACTION

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OFFICIAL 2021 DELEGATE ASSEMBLY BALLOT
SUBREGION 23-A
(Los Angeles County)

Number of vacancies: 2 (Vote for no more than 2 candidates)

Delegates will serve two-year terms beginning April 1, 2021 - March 31, 2023

**denotes incumbent*

☐

Suzie Abajian (South Pasadena USD)*

☐

Jennifer Freemon (Glendale Unified SD)*

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District Name

Date of Board Action

See reverse side for list of all current Delegates in your Region.

REQUIRES BOARD ACTION

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OFFICIAL 2021 DELEGATE ASSEMBLY BALLOT
SUBREGION 23-B
(Los Angeles County)

Number of vacancies: 2 (Vote for no more than 2 candidates)

Delegates will serve two-year terms beginning April 1, 2021 - March 31, 2023

**denotes incumbent*

☐

Adam Carlos Carranza (Mountain View ESD)*

☐

Jeffrey De La Torre (Hacienda La Puente Unified SD)

☐

Florencio Briones (El Monte Union High SD)

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District Name

Date of Board Action

See reverse side for list of all current Delegates in your Region.

REQUIRES BOARD ACTION

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OFFICIAL 2021 DELEGATE ASSEMBLY BALLOT
SUBREGION 23-C
(Los Angeles County)

Number of vacancies: 2 (Vote for no more than 2 candidates)

Delegates will serve two-year terms beginning April 1, 2021 - March 31, 2023

**denotes incumbent*

☐

Gabriela Arellanes (Azusa USD)

☐

Christina Lucero (Baldwin Park USD)*

☐

Eileen Miranda Jimenez (West Covina USD)*

☐

Roberta Perlman (Pomona USD)*

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District Name

Date of Board Action

See reverse side for list of all current Delegates in your Region.

REQUIRES BOARD ACTION

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OFFICIAL 2021 DELEGATE ASSEMBLY BALLOT
REGION 24
(Los Angeles County)
Number of vacancies: 6 (Vote for no more than 6 candidates)

Delegates will serve two-year terms beginning April 1, 2021 - March 31, 2023

	Jan Baird (South Whittier ESD)*
	Carolyn Castillo (El Rancho Unified SD)
	Yesenia Cuarenta (Paramount Unified SD)
	Jennifer De Baca Sandoval (Whittier City ESD)
	H. Ernie Nishii (ABC USD)*
	Jorge Tirado (Norwalk-La Mirada Unified SD)

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District Name

Date of Board Action

See reverse side for list of all current Delegates in your Region.

REGION 1 – 4 Delegates (4 elected)

Director: Frank Magarino (Del Norte County USD)

Below is a list of all elected or appointed Delegates from this Region.

Subregion 1-A (Del Norte, Humboldt)

Donald McArthur (Del Norte County & USD), term expires 2021

Lisa Ollivier (Eureka City SD), term expires 2022

Subregion 1-B (Lake, Mendocino)

Tyler Nelson (Ukiah USD), term expires 2022

County Delegate:

David Browning (Lake COE), term expires 2021

Counties

Del Norte, Humboldt (Subregion A)

Lake, Mendocino (Subregion B)

REGION 2 – 4 Delegates (4 elected)

Director: Sherry Crawford (Siskiyou COE)

Below is a list of all elected or appointed Delegates from this Region.

Subregion 2-A (Modoc, Siskiyou, Trinity)

Gregg Gunkel (Siskiyou Union HSD), term expires 2021

Subregion 2-B (Shasta)

Vacant, term expires 2021

Subregion 2-C (Lassen, Plumas)

Vacant, term expires 2022

County Delegate:

Brenda Duchi (Siskiyou COE), term expires 2022

Counties

Modoc, Siskiyou, Trinity (Subregion A)

Shasta (Subregion B)

Lassen, Plumas (Subregion C)

REGION 3 – 8 Delegates (8 elected)

Director: A.C. (Tony) Ubalde (Vallejo City USD)

Below is a list of all elected or appointed Delegates from this Region.

Subregion 3-A (Sonoma)

Jeremy Brott (Bennett Valley Union SD), term expires 2022

Laurie Fong, term expires 2021

Subregion 3-B (Napa)

Indira Lopez (Calistoga Joint USD), term expires 2021

Subregion 3-C (Solano)

Diane Ferrucci (Benicia USD), term expires 2021

David Isom (Fairfield-Suisun USD), term expires 2021

Vacant, term expires 2022

Subregion 3-D (Marin)

Vacant, term expires 2022

County Delegate:

Vacant, term expires 2021

Counties

Sonoma (Subregion A)

Napa (Subregion B)

Solano (Subregion C)

Marin (Subregion D)

REGION 4 – 8 Delegates (8 elected)

Director: Renee Nash (Eureka Union SD)

Below is a list of all elected or appointed Delegates from this Region.

Subregion 4-A (Glenn, Tehama)

Vacant, term expires 2022

Subregion 4-B (Butte)

Sandra Barnes (Oroville City ESD), term expires 2021

Subregion 4-C (Colusa, Sutter, Yuba)

Talwinder Chetra (Live Oaks USD), term expires 2022

Silvia Vaca (Williams USD), term expires 2021

Subregion 4-D (Nevada, Placer, Sierra)

Julann Brown (Auburn Union ESD), term expires 2021

Alisa Fong (Roseville City SD), term expires 2021

Vacant, term expires 2022

County Delegate:

David Patterson (Placer COE), term expires 2022

Counties

Glenn, Tehama (Subregion A)

Butte (Subregion B)

Colusa, Sutter, Yuba (Subregion C)

Nevada, Placer, Sierra (Subregion D)

REGION 5 – 10 Delegates (7 elected/3 appointed)◆

Director: Alisa MacAvoy (Redwood City ESD)

Below is a list of all elected or appointed Delegates from this Region.

Subregion 5-A (San Francisco)

Jenny Lam (San Francisco County USD)◆, appointed term expires 2021

Vacant (San Francisco County USD)◆, appointed term expires 2021

Vacant (San Francisco County USD)◆, appointed term expires 2022

Subregion 5-B (San Mateo)

Carrie Du Bois (Sequoia Union HSD), term expires 2021

Eddie Flores (South San Francisco USD), term expires 2022

Clayton Koo (Jefferson ESD), term expires 2022

Gregory Land (San Mateo Union HSD), term expires 2021

Vacant, term expires 2021

Vacant, term expires 2022

County Delegate:

Beverly Gerard (San Mateo COE), term expires 2021

Counties

San Francisco (Subregion A)

San Mateo (Subregion B)

REGION 6 – 18 Delegates (11 elected/7 appointed)◆

Director: Darrel Woo (Sacramento City USD)

Below is a list of all elected or appointed Delegates from this Region.

Subregion 6-A (Yolo)

Jackie Wong (Washington USD), term expires 2022

Subregion 6-B (Sacramento)

Beth Albiani (Elk Grove USD) ◆, appointed term expires 2021

Michael A. Baker (Twin Rivers USD)◆, appointed term expires 2021

Christopher Clark (Folsom-Cordova USD), 2022

Pam Costa (San Juan USD)◆, appointed term expires 2021

Craig DeLuz (Robla ESD), term expires 2022

Basim Elkarra (Twin Rivers USD), term expires 2021

John Gordon (Galt Joint Union ESD), term expires 2021

Lisa Kaplan (Natomas USD), term expires 2021

Mike McKibbin (San Juan USD)◆, appointed term expires 2022

Edward (Ed) Short (Folsom-Cordova USD), term expires 2021

Bobbie Singh-Allen (Elk Grove USD)◆, appointed term expires 2022

Vacant (Sacramento City USD)◆, appointed term expires 2021

Vacant (Sacramento City USD)◆, appointed term expires 2022

Vacant, term expires 2021

Subregion 6-C (Alpine, El Dorado, Mono)

Misty diVittorio (Placerville Union ESD), term expires 2022

Suzanna George (Rescue Union ESD), term expires 2021

County Delegate:

Shelton Yip (Yolo COE), term expires 2022

Counties

Yolo (Subregion A)

Sacramento (Subregion B)

Alpine, El Dorado, Mono (Subregion C)

REGION 7 – 19 Delegates (14 elected/5 appointed)◆

Director: Yolanda Peña Mendrek (Liberty Union HSD)

Below is a list of all the current Delegates.

Subregion 7-A (Contra Costa)

Elizabeth (Liz) Bettis (Walnut Creek ESD), term expires 2021
Rachel Hurd (San Ramon Valley USD) ◆, appointed term expires 2022
Linda Mayo (Mt. Diablo USD)◆, appointed term expires 2021
Meredith Meade (Lafayette SD), term expires 2021
Marina Ramos (John Swett USD), term expires 2022
Mary Rocha (Antioch USD), term expires 2022
Pauline Rivera Allred (Liberty Union HSD), term expires 2022
Richard Severy (Moraga ESD), term expires 2021

Subregion 7-B (Alameda)

James Aguilar (San Leandro USD), term expires 2022
Linda Canlas (New Haven USD), term expires 2021
Ann Crosbie (Fremont USD) ◆, appointed term expires 2021
Jody London (Oakland USD) ◆, appointed term expires 2021
Diana Prola (San Leandro USD), term expires 2021
Monique Tate (San Leandro USD), term expires 2022
Jeff Wang (New Haven USD), term expires 2021
Anne White (Livermore Valley Joint USD), term expires 2022
Gary Yee (Oakland USD) ◆, appointed term expires 2022
Vacant, term expires 2021

County Delegate:

Amber Childress (Alameda COE), term expires 2021

Counties

Contra Costa (Subregion A)

Alameda (Subregion B)

REGION 8 – 14 Delegates (12 elected/2 appointed)◆

Director: Stephen Schluer (Manteca USD)

Below is a list of all elected or appointed Delegates from this Region.

Subregion 8-A (San Joaquin)

Kathleen Garcia (Stockton USD)◆, appointed term expires 2021
Kathy Howe (Manteca USD), term expires 2022
Cecilia Mendez (Stockton USD)◆, appointed term expires 2022
George Neely (Lodi USD), term expires 2021
Christopher (Kit) Oase (Ripon USD), term expires 2021
Jenny Van De Pol (Lincoln USD), term expires 2022
Vacant, term expires 2022

Subregion 8-B (Amador, Calaveras, Tuolumne)

Sherri Reusche (Calaveras USD), term expires 2021

Subregion 8-C (Stanislaus)

Faye Lane (Ceres USD), term expires 2022
Cynthia (Cindi) Lindsey (Sylvan Union ESD), term expires 2021
Paul Wallace (Neman-Crows Landing USD), term expires 2021

Subregion 8-D (Merced)

Adam Cox (Merced City ESD), term expires 2021
Vacant, term expires 2022

County Delegate:

Juliana Feriani (Tuolumne COE), term expires 2022

Counties

San Joaquin (Subregion A)
Amador, Calaveras, Tuolumne (Subregion B)
Stanislaus (Subregion C)
Merced (Subregion D)

REGION 9 – 8 Delegates (8 elected)

Director: Tami Gunther (Atascadero USD)

Below is a list of all elected or appointed Delegates from this Region.

Subregion 9-A (San Benito, Santa Cruz)

Phil Rodriguez (Soquel Union ESD), term expires 2021

Roger Snyder (Scotts Valley USD), term expires 2022

Deborah Tracy-Proulx (Santa Cruz City Schools), term expires 2022

Subregion 9-B (Monterey)

David Kong (Greenfield Union SD), 2021

Vacant, term expires 2022

Subregion 9-C (San Luis Obispo)

Mark Buchman (San Luis Coastal USD), term expires 2022

Vicki Meagher (Lucia Mar USD), term expires 2021

County Delegate:

Rose Filicetti (Santa Cruz COE), term expires 2021

Counties

San Benito, Santa Cruz (Subregion A)

Monterey (Subregion B)

San Luis Obispo (Subregion C)

REGION 10 – 14 Delegates (10 elected/4 appointed ♦)

Director: Kathy Spate (Caruthers USD)

Below is a list of all elected or appointed Delegates from this Region.

Subregion10-A (Madera, Mariposa)

Barbara Bigelow (Chawanakee USD), term expires 2021

Subregion10-B (Fresno)

Daniel Babshoff (Kerman USD), term expires 2021

Darrell Carter (Washington USD), term expires 2022

Phillip Cervantes (Central USD), term expires 2022

Gilbert Coelho (Firebaugh-Las Deltas USD), term expires 2022

Valerie Davis (Fresno USD) ♦, appointed term expires 2021

William (Bill) Johnson (Clay ESD), term expires 2021

Elizabeth (Betsy) Sandoval (Clovis USD) ♦, appointed term expires 2022

Keshia Thomas (Fresno USD) ♦, appointed term expires 2022

G. Brandon Vang (Sanger USD), term expires 2021

Vacant (Clovis USD) ♦, appointed term expires 2021

Vacant, term expires 2021

Subregion10-C (Kings)

Mark Pescatore (Leemore Union ESD), term expires 2022

County Delegate:

Marcy Masumoto (Fresno COE), term expires 2022

Counties

Madera, Mariposa (Subregion A)

Fresno (Subregion B)

Kings (Subregion C)

REGION 11 – 9 Delegates (9 elected)

Director: Vacant

Below is a list of all elected or appointed Delegates from this Region.

Subregion 11-A (Santa Barbara)

Wendy Sims-Moten (Santa Barbara USD), term expires 2022

Luz Reyes-Martin (Goleta Union SD), term expires 2021

Subregion 11-B (Ventura County and Las Virgenes USD)

Darlene Bruno (Hueneme SD), term expires 2022

Efrain Cazares (Oceanview SD), term expires 2022

Debra Cordes (Oxnard SD), term expires 2022

Jenny Fitzgerald (Conejo Valley USD), term expires 2022

Sabrena Rodriguez (Ventura USD), term expires 2021

Christina Urias (Santa Paula USD), term expires 2021

County Delegate:

Rachel Ulrich (Ventura COE), term expires 2021

Counties

Santa Barbara (Subregion A)

Ventura (Subregion B)

REGION 12 – 13 Delegates (11 elected/2 appointed ♦)

Director: Bill Farris (Sierra Sands USD)

Below is a list of all elected or appointed Delegates from this Region.

Subregion 12-A (Tulare)

Peter Lara, Jr. (Porterville USD), term expires 2022
Cathy Mederos (Tulare Joint Union HSD), term expires 2021
Dean Sutton (Exeter USD), term expires 2021
Lucia Vazquez (Visalia USD), term expires 2022

Subregion 12-B (Kern)

Pamela (Pam) Baugher (Bakersfield City SD), term expires 2021
Cynthia Brakeman (Kern HSD) ♦, appointed term expires 2022
Jeff Flores (Kern HSD) ♦, appointed term expires 2021
Pamela Jacobsen (Standard ESD), term expires 2022
Tim Johnson (Sierra Sands USD), term expires 2021
Geri Rivera (Arvin Union SD), term expires 2021
Lillian Tafoya (Bakersfield City SD), term expires 2022
Keith Wolaridge (Panama-Buena Vista Union SD), term expires 2021

County Delegate:

Donald (Don) Cowan (Kern COE), term expires 2022

Counties

Tulare (Subregion A)
Kern (Subregion B)

REGION 15 – 24 Delegates (17 elected/7 appointed ♦)

Director: Meg Cutuli (Los Alamitos USD)

Below is a list of all elected or appointed Delegates from this Region.

County: Orange

Alfonso Alvarez (Santa Ana USD) ♦, appointed term expires 2022
David Boyer (Los Alamitos USD), term expires 2021
Lauren Brooks (Irvine USD), term expires 2022
Carrie Buck (Placentia-Yorba Linda USD), term expires 2022
Bonnie Castrey (Huntington Beach Union HSD), term expires 2021
Ian Collins (Fountain Valley ESD), term expires 2021
Lynn Davis (Tustin USD), term expires 2022
Jackie Filbeck (Anaheim ESD), term expires 2021
Carrie Flanders (Brea Olinda USD), term expires 2021
Karin Freeman (Placentia-Yorba Linda USD), term expires 2021
Ira Glasky (Irvine USD) ♦, appointed term expires 2022
Judy Bullockus (Capistrano USD) ♦, appointed term expires 2021
Al Jabbar (Anaheim Un. HSD), term expires 2021
Candice Kern (Cypress ESD), term expires 2022
Martha McNicholas (Capistrano USD) ♦, appointed term expires 2022
Charlene Metoyer (Newport-Mesa USD), term expires 2021
Walter Muneton (Garden Grove USD) ♦, appointed term expires 2021
Lan Nguyen (Garden Grove USD) ♦, appointed term expires 2022
Annemarie Randle-Trejo (Anaheim Union HSD), term expires 2022
Rigo Rodriguez (Santa Ana USD) ♦, appointed term expires 2021
Michael Simons (Huntington Beach Union HSD), term expires 2022
Suzie Swartz (Saddleback Valley USD), term expires 2021
Sharon Wallin (Irvine USD), term expires 2022

County Delegate:

Beckie Gomez (Orange COE), term expires 2021

County

Orange

REGION 16 – 19 Delegates (14 elected/5 appointed)◆

Director: Karen Gray (Silver Valley USD)

Below is a list of all elected or appointed Delegates from this Region.

Subregion 16-A (Inyo)

Susan Patton (Lone Pine USD), term expires 2021

Subregion 16-B (San Bernardino)

Christina Cameron-Otero (Needles USD), term expires 2022

Tom Courtney (Lucerne Valley USD), term expires 2021

Andrew Cruz (Chino Valley USD) ◆, appointed term expires 2021

Barbara J. Dew (Victor Valley Union HSD), term expires 2022

Gwen Dowdy-Rodgers (San Bernardino City USD)◆, appointed term expires 2021

Barbara Flores (San Bernardino City USD), term expires 2022

Joe Armendarez (Fontana USD)◆, appointed term expires 2022

Cindy Gardner (Rim of the World USD), term expires 2022

Shari Megaw (Chaffey Joint Union HSD), term expires 2021

James (Jim) O'Neill (Redlands USD), term expires 2022

Adam Perez (Fontana USD)◆, appointed term expires 2021

Wilson So (Apple Valley USD), term expires 2022

Gabriel Stine (Victor ESD), term expires 2021

Eric Swanson (Hesperia USD), term expires 2021

Mondi Taylor (Etiwanda SD), term expires 2021

Kathy Thompson (Central ESD), term expires 2021

Scott Wyatt (San Bernardino City USD) ◆, appointed term expires 2022

County Delegate:

Laura Mancha (San Bernardino COE), term expires 2022

Counties

Inyo (Subregion A)

San Bernardino (Subregion B)

REGION 17 – 23 Delegates (17 elected/6 appointed)◆

Director: Debra Schade (Solana Beach ESD)

Below is a list of all elected or appointed Delegates from this Region.

County: San Diego

Richard Barrera, (San Diego USD)◆, appointed term expires 2021
Leslie Bunker (Chula Vista ESD), term expires 2021
Eleanor Evans (Oceanside USD), term expires 2022
Humberto Gurmilan (San Ysidro SD), term expires 2022
Andrew Hayes (Lakeside Union SD), term expires 2021
Claudine Jones (Carlsbad USD), term expires 2022
Christi Knight (Escondido Union HSD), term expires 2021
Michael McQuary (San Diego USD)◆, appointed term expires 2022
Tamara Otero (Cajon Valley Union SD), term expires 2022
Darshana Patel (Poway USD)◆, appointed term expires 2021
Dawn Perfect (Ramona USD), term expires 2021
Barbara Ryan (Santee SD), term expires 2021
Elva Salinas (Grossmont Union HSD), term expires 2022
Nicholas Segura (Sweetwater Union HSD)◆, appointed term expires 2022
Arturo Solis (Sweetwater Union HSD)◆, appointed term expires 2021
Marla Strich (Encinitas Union ESD), term expires 2022
Cipriano Vargas, (Vista USD), term expires 2022
Sharon Whitehurst-Payne (San Diego USD)◆, appointed term expires 2021
Vacant, term expires 2021
Vacant, term expires 2021
Vacant, term expires 2022
Vacant, term expires 2022

County Delegate:

Guadalupe Gonzalez (San Diego COE), term expires 2021

County

San Diego

REGION 18 – 21 Delegates (16 elected/5 appointed)◆

Director: Wendy Jonathan (Desert Sands USD)

Below is a list of all elected or appointed Delegates from this Region.

Subregion 18-A (Riverside)

Angelov Farooq (Riverside USD)◆, appointed term expires 2022
Robert Garcia (Jurupa USD), term expires 2021
Madonna Gerrell (Palm Springs USD), term expires 2021
Virniecia Green-Jordan (Perris ESD), term expires 2022
Tom Hunt (Riverside USD)◆, appointed term expires 2021
Cleveland Johnson (Moreno Valley USD)◆, appointed term expires 2021
Marla Kirkland (Val Verde USD), term expires 2022
Elizabeth Marroquin (Corona-Norco USD)◆, appointed term expires 2022
David Nelissen (Perris Union HSD), term expires 2022
Gerard Reller (Romoland ESD), term expires 2021
Kristi Rutz-Robbins (Temecula Valley USD), term expires 2021
Victor Scavarda (Hemet USD), term expires 2022
Susan Scott (Lake Elsinore USD), term expires 2022
Kris Thomasian (Murrieta Valley USD), term expires 2021
Lizeth Vega (Alvord USD), term expires 2022
Mary Ybarra (Corona-Norco USD)◆, appointed term expires 2021
Vacant, term expires 2021

Subregion 18-B (Imperial)

Diahna Garcia-Ruiz (Central Union HSD), term expires 2022
Gil Rebollar (Brawley ESD), term expires 2021
Vacant, term expires 2021

County Delegate:

Victor Jaime (Imperial COE), term expires 2022

Counties

Riverside (Subregion A)
Imperial (Subregion B)

REGION 20 – 12 Delegates (11 elected/1 appointed)◆

Director: Albert Gonzalez (Santa Clara USD)

Below is a list of all elected or appointed Delegates from this Region.

County: Santa Clara

Teresa Castellanos (San Jose USD)◆, appointed term expires 2021

Lorena Chavez (East Side Union HSD), term expires 2022

Danielle Cohen (Campbell Union SD), term expires 2021

Jodi Muirhead (Santa Clara USD), term expires 2022

Mary Patterson (Morgan Hill USD), term expires 2022

Andres Quintero (Alum Rock Union ESD), term expires 2021

George Sanchez (Franklin-McKinley ESD), term expires 2021

Fiona Walter (Mountain View Los Altos HSD), term expires 2021

Vacant, term expires 2021

Vacant, term expires 2021

Vacant, term expires 2022

County Delegate:

Rosemary Kamei (Santa Clara COE), term expires 2022

County

Santa Clara

REGION 22 – 6 Delegates (6 elected)

Director: Nancy Smith (Palmdale SD)

Below is a list of all elected or appointed Delegates from this Region.

Los Angeles County: North Los Angeles

Julie Bookman (Eastside Union SD), term expires 2022

Steven DeMarzio (Westside Union ESD), term expires 2022

Keith Giles (Lancaster ESD), term expires 2022

Cherise Moore (William S. Hart Union HSD), term expires 2021

Steven M. Sturgeon (William S. Hart Union HSD), term expires 2021

Sharon Vega (Palmdale ESD), term expires 2021

County

North Los Angeles

REGION 23 – 12 Delegates (11 elected/1 Appointed◆)

Director: Helen Hall (Walnut Valley USD)

Below is a list of all elected or appointed Delegates from this Region.

Los Angeles County: San Gabriel Valley & East Los Angeles

Subregion 23-A

Suzie Abajian (South Pasadena USD), term expires 2021

Jennifer Freeman (Glendale USD), term expires 2021

Gregory Krikorian (Glendale USD), term expires 2022

Gary Scott (San Gabriel USD), term expires 2022

Subregion 23-B

Adam Carranza (Mountain View ESD), term expires 2021

David Diaz (El Monte Union HSD), term expires 2021

Elizabeth Rivas (El Monte City SD), term expires 2022

Subregion 23-C

Cory Ellenson (Glendora USD), term expires 2022

Steven Llanusa (Claremont USD), term expires 2022

Christina Lucero (Baldwin Park USD), term expires 2021

Eileen Miranda Jimenez (West Covina USD), term expires 2021

Roberta Perlman (Pomona USD)◆, appointed term expires 2021

County

Los Angeles

REGION 24 – 14 Delegates (12 elected/2 Appointed◆)

Director: Leighton Anderson (Whittier Union HSD)

Below is a list of all elected or appointed Delegates from this Region.

Los Angeles County: Southwest Crescent

Micah Ali (Compton USD), term expires 2021
Jan Baird (South Whittier ESD), term expires 2021
Maggie Bove-LaMonica (Hermosa Beach City ESD), 2022
Diana Craighead (Long Beach)◆, appointed term expires 2022
Jeremy Gerson (Torrance USD), term expires 2022
Megan Kerr (Long Beach USD)◆, appointed term expires 2021
Karen Morrison (Norwalk-La Mirada USD), term expires 2022
Harunobu Nishii (ABC USD), term expires 2021
Ann Phillips (Lawndale ESD), term expires 2022
Satra Zurita (Compton USD), term expires 2021
Vacant, term expires 2021
Vacant, term expires 2021
Vacant, term expires 2022
Vacant, term expires 2022

Counties

Los Angeles