



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. Alyssa Alto • Ms. Rose Filicetti • Ms. Sandra Nichols
Ms. Sue Roth • Mr. Abel Sanchez • Mr. Bruce Van Allen

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

NOTICE:

Consistent with AB 361 and Government Code section 54953, and subsequent Board action, this meeting will be held remotely. Members of the public may access the meeting using the following information:

<https://santacruzcoe-org.zoom.us/j/82694826064>

Or join by phone:

Phone Number: +1 (669) 900-6833

Meeting ID: # 826 9482 6064

PUBLIC COMMENT:

Any person wishing to make a public comment will have the opportunity to do so via videoconference during the meeting for up to three minutes each for any item not listed on the agenda, or for up to three minutes for any item listed on the agenda. To request to speak during public comment or on any item on the agenda, please complete this form: <https://sccoe.link/PublicComment>

To submit a comment 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 vvalentin@santacruzcoe.org no later than 2:00 PM on October 21st. 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 tres minutos para cualquier tema incluido en la agenda. Para solicitar hablar durante los comentarios públicos o sobre cualquier tema de la agenda, complete este formulario: <https://sccoe.link/PublicComment>

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 vvalentin@santacruzcoe.org a más tardar a las 2:00 PM del 21 de octubre. 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, Alyssa Alto, Sandra Nichols, Sue Roth, Abel Sanchez, Bruce Van Allen
Faris Sabbah, Secretary

2. PLEDGE OF ALLEGIANCE

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

3. APPROVAL OF AGENDA

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

4. PUBLIC COMMENT

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

5. CONSENT AGENDA

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

5.0.1 Minutes of the Regular Board Meeting held on September 16, 2021

5.0.2 Minutes of the Special Board Meeting held on September 30, 2021

5.0.3 Donations

5.1 DEFERRED CONSENT ITEMS (if required)

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

6. CORRESPONDENCE

Official correspondence received by the Board is included herein.

7. REPORTS, DISCUSSIONS, AND PRESENTATIONS

7.1 2020 Census

The Board will receive a presentation on the evaluation of existing voting areas and receive input on potential adjustments.

Presenter(s): Liann Reyes, Deputy Superintendent, Business Services
Justin Rich, Executive Director, Cooperative Strategies

7.2 COVID-19 School Update

Superintendent Sabbah will give a presentation regarding the ways in which the Santa Cruz County Office of Education has been working in collaboration with School Districts and other partners to keep schools open and students and staff healthy.

Presenter(s): Dr. Faris Sabbah, County Superintendent of Schools

7.3 Review of LCAP Process

The County Board will receive a presentation reviewing the LCAP approval process and be presented with minor clarifications and edits made to this year's 2021-2022 LCAP. Additionally, upcoming changes to the LCAP template will be discussed.

Presenter(s): Dr. Faris Sabbah, County Superintendent of Schools
Dr. Jennifer Izant Gonzales, Director, Alternative Education

8. PUBLIC HEARINGS, NEW BUSINESS, AND ACTION ITEMS

8.1 Elementary and Secondary School Emergency Relief III (ESSER III) Expenditure Plan

LEAs that receive ESSER III funds are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption.

Presenter(s): Dr. Faris Sabbah, County Superintendent of Schools
Dr. Jennifer Izant Gonzales, Director, Alternative Education

Motion &

Roll Call Vote: Rose Filicetti, President

8.2 School Plan for Student Achievement (SPSA) for the Santa Cruz COE Career Advancement Charter School (CAC)

California Education Code § 64001(i) requires that the School Plan for Student Achievement shall be reviewed and approved by the governing board or body of the local educational agency at a regularly scheduled meeting whenever there are material changes that affect the academic program for pupils covered by programs identified in this part.

Presenter (s): Dr. Faris Sabbah, County Superintendent of Schools
Denise Sanson, Senior Director, Student Programs

Motion &

Roll Call Vote: Rose Filicetti, President

8.3 Adopt Resolution #21-17: Approving the Application for Outdoor Equity Grants Program Grant Funds

For consideration of the Outdoor Equity Grant proposal, a signed board resolution is required as part of the grant review process. The Authorizing Resolution serves two purposes:

1. It is the means by which the applicant's Governing Body shows it is aware of all the terms of the grant. It provides confirmation that the applicant has the funding to complete the proposed outdoor program if the grant is awarded.
2. It designates a position title to represent the Governing Body on matters regarding the application and outdoor program. The incumbent in this position is referred to as the authorized representative, in this case Liann Reyes, Superintendent of Business.

The Authorizing Resolution language provided in the resolution must remain unchanged. Any changes to the language may require OGALS Legal Office review. The time involved with the legal review process may delay application approval and could affect OGALS' ability to fund the project.

Presenter(s): Amity Sandage, Environmental Literacy Coordinator, Educational Srv.
Celeste Gutierrez, Student Leadership & Engagement Coordinator,
Student Support Services

Motion &

Roll Call Vote: Rose Filicetti (President)

8.4 Adopt Resolution #21-18: Recognizing Hispanic Heritage Month

Each year our nation observes Hispanic Heritage Month, a commemoration started in 1968 and expanded in 1988 to cover the 30-day period of September 15 to October 15, with its first day commemorating the start of the Mexican War of Independence, leading to the independence of Mexico, Guatemala, El Salvador, Costa Rica, Honduras, and Nicaragua. The Santa Cruz County Board of Education recognizes the myriad advances Hispanic Americans continue to make in areas including education, medicine, art, culture, and public services in our community, state, and nation. The Board of Education hereby recognizes September 15 through October 15 as Hispanic Heritage Month and encourages all students, faculty, administrators, and parents, to remember and celebrate the contributions that Hispanic Americans have made to California and the United States.

Presenter(s): Sandra Nichols, Chair, Community Outreach and Legislative Committee

Motion &

Roll Call Vote: Rose Filicetti (President)

8.5 Adopt Resolution #21-19: In Support of October as College and Career Month

College Awareness Week is observed annually during the full week prior to Cabrillo College's College & Career Night, usually the first Monday in October or November. This year, Santa Cruz County College and Career Collaborative has chosen to spread its events out over the month of October. Cabrillo College will participate with several events they call "College and Career Chats". The College and Career Chats will be held the 2nd through the 29th of October. The celebration is sponsored by the Santa Cruz County College and Career Collaborative which offers additional resources to students and families related to college and career readiness. The Santa Cruz County Board of Education acknowledges that College and Career Month is an important part of promoting a college-going culture and serves the needs of all students and families of the District. The County Board will consider adoption of this Resolution.

Presenter(s): Sandra Nichols, Chair, Community Outreach and Legislative Committee
Debi Bodenheimer, Associate Superintendent, Educational Services

Motion &

Roll Call Vote: Rose Filicetti (President)

8.6 Adopt Resolution #21-20: Proclaiming October as LGBTQ+ History Month

LGBTQ+ History Month is an annual, month-long observance of lesbian, gay, bisexual, and transgender history, and the history of the gay rights and related civil rights movements, which was founded in 1994 by Missouri high-school history teacher, Rodney Wilson. All students deserve to feel safe and welcome in their schools and to see themselves represented in the curriculum. The County Board of Education affirms its role in, and commitment to, continuing the historical process of transforming the educational system to ensure inclusiveness, safety, and a sense of belonging for all LGBTQ+ students, teachers, staff, and their families. The County Board will consider adoption of this Resolution.

Presenter(s): Sandra Nichols, Chair, Community Outreach and Legislative Committee

Motion &

Roll Call Vote: Rose Filicetti (President)

8.7 Adopt Resolution #21-21: Recognizing October 10 through October 16 Week of the School Administrator

The title "school administrator" is a broad term used to define many education leadership positions. Superintendents, assistant superintendents, principals, assistant principals, special education and adult education leaders, curriculum and assessment leaders, school business officials, classified educational leaders, and other school district employees are considered administrators. With more than 6 million students in California's public education system, the future of the public education system depends upon the quality of its leadership. The Board is asked to recognize these administrators.

Presenter(s): Sandra Nichols, Chair, Community Outreach and Legislative Committee
Dr. Faris Sabbah, County Superintendent of Schools

Motion &

Roll Call Vote: Rose Filicetti (President)

8.8 Adopt Resolution #21-22: Recognizing October 18 Through October 22 as Digital Citizenship Week

Digital citizenship gives students the foundational skills they need to compete and succeed in the 21st-century workplace and participate ethically in society at large. Schools have a responsibility to increase student awareness about digital citizenship topics such as internet safety, privacy and security, cyberbullying, digital footprints, and information literacy. The Santa Cruz County Office of Education is a proud supporter of digital literacy efforts, offering professional learning to assist educators in implementing a digital citizenship curriculum and training program for their school or district.

Presenter(s): Sandra Nichols, Chair, Community Outreach and Legislative Committee
 Jason Borgen, Chief Technology & Innovations Officer, Technology,
 Innovation, and Communication

Motion &

Roll Call Vote: Rose Filicetti (President)

8.9 Adopt Resolution #21-23: In Support of Student and School Climate Action

The Santa Cruz County Board of Education recognizes and honors the foresight of the young generation and their valid apprehension of a future drastically diminished by climate change from the world adults today enjoy. The Santa Cruz County Board of Education encourages local school administrations to assure that students are not penalized or discouraged from participation in peaceful climate activism, including climate justice walkouts and other activities they may initiate. The Board is asked to support student and school climate action.

Presenter(s): Bruce VanAllen, Member, Community Outreach and Legislative
 Committee

Motion &

Roll Call Vote: Rose Filicetti (President)

8.10 Adopt Resolution #21-24: Gann Amendment Appropriations Limit

The Gann Amendment (Proposition 4, 1979) limits the growth in appropriations made by the State of California, school districts, and local governments. All local education areas are required to adopt Gann Appropriations Limits each year by Board Resolution.

Presenter(s): Liann Reyes, Deputy Superintendent, Business Services

Motion &

Roll Call Vote: Rose Filicetti, President

8.11 Adopt Resolution #21-25: In the Matter of Uniform Public Construction Cost Accounting Procedures

Prior to the passage of Assembly Bill No. 1666, Chapter 1054, Statutes of 1983, which added Chapter 2, commencing with Section 22000, to Part 3 of Division 2 of the Public Contract Code, existing law did not provide a uniform cost accounting standard for construction work performed or contracted by local public agencies. The Santa Cruz County Office of Education hereby elects under Public Contract Code Section 22030 to become subject to the uniform public construction cost accounting procedures set forth in the Act and to the Commission's policies and procedures manual and cost accounting review procedures, as they may each from time to time be amended and shall notify the State Controller forthwith of this election.

Presenter(s): Liann Reyes, Deputy Superintendent, Business Services

Motion &

Roll Call Vote: Rose Filicetti, President

8.12 Discussion and Possible Approval of Resolution #21-26 Authorizing Continued Use of Remote Teleconferencing Provisions Pursuant to AB 361 and Government Code section 54953

Consistent with Government code section 54953, on September 30, 2021, the County Board of Education adopted Resolution #21-16, finding that meeting in person would present imminent risks to the health or safety of attendees.

The County Board of Education will discuss and consider adopting Resolution #21-26, to make a finding after reconsidering the state of emergency, that the current circumstances meet the requirements of AB 361 and Government Code section 54953 for the Board to continue conducting meetings remotely.

Presenter(s): Rose Filicetti, President, Board of Education

Motion &

Roll Call Vote: Rose Filicetti (President)

8.13 First Reading: Board Bylaws 9000s Series

Modification 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. The Board will consider action to remove the following policies:

BB 9250.1	Health and Welfare Benefits - Current Board Members
BB 9250.2	Health and Welfare Benefits - Retirees

Presenter(s): Bruce VanAllen, Chair, Policy Committee

Motion &

Roll Call Vote: Rose Filicetti (President)

9. SUPERINTENDENT'S REPORT

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

10. TRUSTEE REPORTS (3 minutes each)

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

11. AD HOC/STANDING COMMITTEE REPORTS/ACTIONS

11.1 Charter School Subcommittee Meeting

The Committee visited Pacific Collegiate School earlier this month for a school site visit and to meet with the school's administration and board members. The topics discussed include the school's COVID-19 response, diversity plans, and Pacific Collegiate's County Board presentation for November.

Presenter(s): Abel Sanchez, Chair, Charter School Subcommittee

12. SCHEDULE OF MEETINGS AND UPCOMING EVENTS

Santa Cruz County Board of Education
Regular Meeting
November 18, 2021
4:00 p.m.

13. ADJOURNMENT

The Board President will adjourn the meeting.

PLEASE NOTE:

Public Participation:

All persons are encouraged to attend and, when appropriate, to participate in meetings of the Santa Cruz County Board of Education. If you wish to speak to an item on the agenda, please be present at the beginning of the meeting as any item, upon motion, may be moved to the beginning of the agenda. Persons wishing to address the Board are asked to complete the following form: <https://sccoe.link/PublicComment>. The president of the Board will establish a time limit of three (3) minutes, unless otherwise stated by the president, for comments from the public. Consideration of all matters is conducted in open session except those relating to litigation, personnel and employee negotiations, which, by law, may be considered in closed session. Expulsion appeal hearings are heard in closed session unless a request for hearing in open session is made by the appellant.

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:

Spanish language translation is available on an as-needed basis. Please make advance arrangements with Verenise Valentin by telephone at (831) 466-5900 Traducciones del inglés al español y del español al inglés están disponibles en las sesiones de la mesa directiva. Por favor haga arreglos por anticipado con Verenise Valentin por teléfono al número (831) 466-5900.

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 Verenise Valentin, Administrative Aide to the Superintendent, 400 Encinal St., Santa Cruz, CA 95060, (831) 466-5900.



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SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM

Board Meeting Date: October 21, 2021

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Action

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Information

TO: County Board of Education

FROM: Administrative Department

SUBJECT: Minutes of the Regular Board Meeting held on September 16, 2021

BACKGROUND

Meeting minutes from the regular board meeting held on September 16, 2021.

FUNDING IMPLICATIONS

None.

RECOMMENDATION

Adopt the minutes as presented.



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Ms. Sue Roth • Mr. Abel Sanchez • Mr. Bruce Van Allen

Santa Cruz County Board of Education
Regular Board Meeting
Thursday September 16, 2021
Open Session 4:00PM
Held by Videoconference Only

UNAPPROVED MINUTES

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

Trustees Present (via videoconference)

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

Staff Present

Faris Sabbah (Secretary), Debi Bodenheimer, Troy Cope, Melissa Lopez, Liann Reyes, John Rice, Verenise Valentin

Absent

Ed Acosta, Sue Roth

2. PLEDGE OF ALLEGIANCE

Superintendent Sabbah (Secretary) led the Pledge of Allegiance.

3. APPROVAL OF AGENDA

A motion was made to approve the agenda with removal of the roll call vote for item 8.1 (Van Allen/Nichols 5-0-2).

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

4. PUBLIC COMMENT

None.

5. CONSENT AGENDA

5.0.1 Minutes of the Regular Board Meeting held on August 19, 2021

5.0.2 Routine Budget Revisions

Trustee Ed Acosta joined the Board meeting.

A motion was made to approve the consent agenda as presented (Alto/Nichols 6-0-1).

Ayes: Acosta, Alto, Nichols, Sanchez, Van Allen, Filicetti

Nays: None

Abstain: None

Absent: Roth

5.1 DEFERRED CONSENT ITEMS (if required)

None.

6. CORRESPONDENCE

No new correspondence was received before the Board Meeting.

7. REPORTS, DISCUSSIONS, AND PRESENTATIONS

7.1 COVID-19 School Update

Superintendent Sabbah gave a presentation regarding the ways in which the Santa Cruz County Office of Education has been working in collaboration with School Districts and other partners to support students and families during the COVID-19 Pandemic. He spoke to the updates on the testing system for students, staff, and families.

President Filicetti, Trustee Sanchez, and Trustee Van Allen asked clarifying questions on COVID-19 school protocols.

7.2 Guidance on Returning to In-Person Board Meetings

The executive order allowing for the flexibility of public meetings under the Brown Act expires September 30, 2021. President Filicetti and Superintendent Sabbah presented to the Board the guidelines for returning to in-person Board Meetings, safely and orderly.

Trustees asked clarifying questions and shared their comments on the process.

7.3 2020-2021 Unaudited Closing Financial Statement

Liann Reyes, Deputy Superintendent, Business Services, and Melissa Lopez, Director, Fiscal Services, presented the Board information from the annual closing financial reporting document.

Trustee Sanchez and President Filicetti asked clarifying questions.

Superintendent Sabbah highlighted and thanked the County Office of Education's Business Department for their work on this report and work this past year.

7.4 2020 Census

The Board received a presentation from Justin Rich, Cooperative Strategies, on the role of the County Board of Education in the redistricting process for the County and school districts.

Trustee Van Allen, Trustee Sanchez, and President Filicetti asked clarifying questions.

8. PUBLIC HEARINGS, NEW BUSINESS, AND ACTION ITEMS

8.1 Personnel Commission Vacancy: Appointment of Nominee

Troy Cope, Executive Director, Human Resources, informed the Board of the appointment of Lynn Miller to the Santa Cruz County Office of Education Personnel Commission.

8.2 Public Hearing: Sufficiency of Instructional Materials

Pursuant to Education Code Section 60119(1)(A), the Board held a public hearing to provide an opportunity for public input regarding the Sufficiency of Instructional Materials to be used by the Santa Cruz County Office of Education Alternative Student Programs during the 2021-2022 school year.

President Filicetti opened the public hearing and explained the hearing procedures. Following this, Superintendent Sabbah introduced John Rice, Senior Director of Alternative Education, who then made an opening presentation regarding the sufficiency of instructional materials for 2021-2022 Santa Cruz COE Alternative Education programs. After Mr. Rice's presentation, President Filicetti invited members of the public to speak. No public comments were made. Following this, President Filicetti closed the public hearing and announced that the decision for this item would be made during the next item on today's agenda.

8.3 Adopt Resolution #21-13: Sufficiency of Instructional Materials

In order to be eligible to receive instructional materials funding, the Board was required to hold a public hearing and adopt a resolution stating whether or not each pupil in the Santa Cruz County Office of Education programs has sufficient standards aligned textbooks and/or instructional materials in specified subjects pursuant to Education Code Section 60605 et. seq. The Board was asked to adopt Resolution #21-13 for this purpose.

Trustee Van Allen asked Mr. Rice a clarifying question.

President Filicetti thanked Mr. Rice and staff for their diligent work.

A motion was made to approve Resolution #21-13 Sufficiency of Instructional Materials 2021-2022 (Van Allen/Alto 6-0-1).

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

8.4 Adopt Resolution #21-14: In Support of a School Community Recovering From Tragedy

The Santa Cruz County Board of Education extends an unconditional offer of support to Aptos High School and Pajaro Valley Unified School District, and fully commits itself to taking all necessary steps to evaluate existing policies and procedures to ensure school campuses are places of the utmost physical and emotional security. The Board was asked to adopt Resolution #21-14.

Trustee Nichols presented the Resolution to the Board and thanked Nick Ibarra, Director, Communications and Public Relations, for his work on this resolution.

Superintendent Sabbah, President Filicetti, and Trustee Van Allen shared their appreciation for Trustee Nichols and Mr. Ibarra.

A motion was made to approve Resolution #21-14 In Support of a School Community Recovering From Tragedy and share the resolution with Pajaro Valley Unified School District Superintendent Dr. Michelle Rodriguez and Aptos High School Principal Peggy Pughe (Nichols/Van Allen 6-0-1).

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

9. SUPERINTENDENT'S REPORT

Superintendent Sabbah provided an update on activities and matters of interest.

10. TRUSTEE REPORTS (3 minutes each)

Trustee Sanchez participated in the County Office of Education's All Staff Meeting and attended the County Office of Education's COVID-19 Townhall meeting.

Trustee Alto expressed that she has been working a lot in the classrooms as a substitute teacher and is excited to hear of the County's efforts to encourage individuals to look into substitute teaching.

Trustee Van Allen expressed his appreciation for receiving the Board packet over the weekend and plans to review more board policies for next month.

Trustee Acosta left the meeting before sharing his trustee report.

Trustee Nichols attended the COVID-19 Townhall meeting and worked on Resolution #21-14. She expressed her appreciation for Mr. Ibarra, who helped with the resolution.

President Filicetti participated in the Santa Cruz Operational Call on COVID-19 vaccine distribution, wildfire season and emergency prep, and CZU Fire recovery. She also attended the Board workshop on Understanding Ethnic Studies and Critical Race Theory (CRT), COVID-19 and School: Efforts to Keep Students Healthy & in Classrooms, CCBE Board of Directors

Meeting, CCBE Annual Conference, and the second of four sessions of a DEI-Belonging Learning Group.

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

None.

12. **SCHEDULE OF MEETINGS AND UPCOMING EVENTS**

Santa Cruz County Board of Education
Regular Meeting (Virtual)
September 16, 2021
4:00 p.m.

Santa Cruz County Office of Education's Environmental Equity Event
Virtual Meeting
September 28, 2021
6:00 p.m.

Santa Cruz County Board of Education
Regular Meeting (In Person)
October 21, 2021
4:00 p.m.

13. **ADJOURNMENT**

The Board President adjourned the meeting at 6:34 p.m.



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SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM

Board Meeting Date: October 21, 2021

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Action

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Information

TO: County Board of Education

FROM: Administrative Department

SUBJECT: Minutes of the Special Board Meeting held on September 30, 2021

BACKGROUND

Meeting minutes from the special board meeting held on September 30, 2021.

FUNDING IMPLICATIONS

None.

RECOMMENDATION

Adopt the minutes as presented.



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Santa Cruz County Board of Education
Special Board Meeting
Thursday September 30, 2021
Open Session 4:00PM
Held by Videoconference Only

UNAPPROVED MINUTES

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

Trustees Present

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

Staff Present

Faris Sabbah (Secretary), Liann Reyes, Verenise Valentin

Absent

Ed Acosta

2. PLEDGE OF ALLEGIANCE

Superintendent Sabbah led the Pledge of Allegiance.

3. APPROVAL OF AGENDA

A motion was made to approve the agenda as presented (Van Allen/Alto 6-0-1).

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

4. PUBLIC COMMENT

No public comments were given at this time.

5. CORRESPONDENCE

Official correspondence received by the Board was presented.

6. PUBLIC HEARINGS, NEW BUSINESS, AND ACTION ITEMS

6.1 Adoption of Resolution #21-15 Declaring Bonny Doon to be a Grossly Inappropriate Setting for the Release of a Sexually Violent Predator

Bonny Doon School Union Elementary School District Board President Michael Geluardi expressed his concern with the placement of a sexually violent predator in any family neighborhood and asked the Board to adopt this Resolution.

Trustee Van Allen, Trustee Roth, and President Filicetti shared their thoughts and support for the resolution.

Trustee Van Allen and Trustee Nichols expressed their thoughts on expanding the resolution to include all family neighborhoods in Santa Cruz County.

A motion was made to amend Resolution #21-15 to include the following paragraph: "Whereas the County Board of Education is concerned about any such placements of sexually violent predators in family neighborhoods" (Van Allen/Nichols 6-0-1).

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

A motion was made to adopt Resolution #21-15, as amended above (Nichols/Van Allen 6-0-1).

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

6.2 Discussion and Possible Approval of Resolution #21-16 Authorizing Use of Remote Teleconferencing Provisions Pursuant to AB 361 and Government Code section 54953

Melissa Freebairn addressed the Board as a member of the public, urging them to conduct their Board meetings in-person and not adopt resolution #21-16.

Trustee Van Allen, Trustee Sanchez, Trustee Roth, Trustee Alto, Trustee Nichols, and President Filicetti expressed their thoughts and concerns with returning in-person.

A motion was made to adopt Resolution #21-16 (Nichols/Van Allen 6-0-1).

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

7. **SCHEDULE OF MEETINGS AND UPCOMING EVENTS**

Santa Cruz County Office of Education: Supporting LGBTQ Students & Parents
Equity Event
October 4, 2021
4:00 p.m.

Santa Cruz County Board of Education
Regular Meeting
October 21, 2021
4:00 p.m.

8. **ADJOURNMENT**

The Board President adjourned the meeting at 5:03 p.m.

PLEASE NOTE:

Public Participation:

All persons are encouraged to attend and, when appropriate, to participate in meetings of the Santa Cruz County Board of Education. If you wish to speak to an item on the agenda, please be present at the beginning of the meeting as any item, upon motion, may be moved to the beginning of the agenda. Persons wishing to address the Board are asked to state their name for the record. The president of the Board will establish a time limit of two (2) minutes, unless otherwise stated by the president, for comments from the public. Consideration of all matters is conducted in open session except those relating to litigation, personnel and employee negotiations, which, by law, may be considered in closed session. Expulsion appeal hearings are heard in closed session unless a request for hearing in open session is made by the appellant.

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:

Spanish language translation is available on an as-needed basis. Please make advance arrangements with Verenise Valentin by telephone at (831) 466-5900 Traducciones del inglés al español y del español al inglés están disponibles en las sesiones de la mesa directiva. Por favor haga arreglos por anticipado con Verenise Valentin por teléfono al número (831) 466-5900.

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 Verenise Valentin, Administrative Aide to the Superintendent, 400 Encinal St., Santa Cruz, CA 95060, (831) 466-5900.



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

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM

Board Meeting Date: October 21, 2021

☒

Action

☐

Information

TO: County Board of Education

FROM: Business Department

SUBJECT: Donations and Gifts

BACKGROUND

County Board of Education Policy 3280 requires that all gifts and donations received by programs conducted by the County Superintendent of Schools be accepted by the County Board of Education.

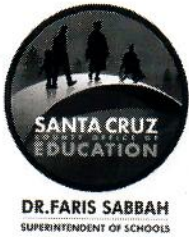
FUNDING IMPLICATIONS

Gifts/Donations received will be utilized by the programs to which they are donated.

RECOMMENDATION

Accept gifts and donations as follows:

<u>Program</u>	<u>Donor</u>	<u>Value</u>
Career Technical Education Partnership	Jacob Lackey	\$500

**Board of Education**

Jane Barr
Rose Filicetti
Sandra Nichols
Sue Roth
Dana Sales
Abel Sanchez
Bruce Van Allen

www.santacruz.coe.org

400 Encinal Street • Santa Cruz • CA, 95060 • 831-466-5600 • Fax: 831-466-5607

DONATION/GIFT FOR SCCOE/Career Technical Education Partnership

NAME OF DONOR Jacob Lackey

ADDRESS 2730 Chanticleer ave

CITY STATE ZIP SC, CA 95065

DAYTIME PHONE 831 295 4144

COMPLETE DESCRIPTION OF DONATION/GIFT:

A donation of hardwood and leftover scraps from
the cabinetry shop. For use on any and all projects
requiring hard wood.

ESTIMATED VALUE OF DONATION/GIFT \$500

TEACHER RECEIVING DONATION/GIFT David Lore

CTEP PROGRAM

DATE RECEIVED

Aug 17, 2021

COE ACCEPTANCE

COE TAX ID # 94-6002633



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SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM

Board Meeting Date: October 21, 2021

☐

Action

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Information

TO: County Board of Education

FROM: Liann Reyes, Deputy Superintendent, Business Services
Justin Rich, Executive Director, Cooperative Strategies

SUBJECT: 2020 Census

BACKGROUND

The Board will receive a presentation on the evaluation of existing voting areas and receive input on potential adjustments.

FUNDING IMPLICATIONS

Included in the presentation.

RECOMMENDATION

Receive the presentation.



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SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM

Board Meeting Date: October 21, 2021

☐

Action

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Information

TO: County Board of Education

FROM: Dr. Faris Sabbah, County Superintendent of Schools

SUBJECT: COVID-19 School Update

BACKGROUND

Superintendent Sabbah will give a presentation regarding the ways in which the Santa Cruz County Office of Education has been working in collaboration with School Districts and other partners to keep schools open and students and staff healthy.

FUNDING IMPLICATIONS

None.

RECOMMENDATION

Receive the presentation.



SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM

Board Meeting Date: October 21, 2021

☐

Action

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Information

TO: County Board of Education

FROM: Dr. Faris Sabbah, County Superintendent of Schools
Dr. Jennifer Izant Gonzales, Director, Alternative Education

SUBJECT: COVID-19 School Update

BACKGROUND

The County Board will receive a presentation reviewing the LCAP approval process and be presented with minor clarifications and edits made to this year's 2021-2022 LCAP. Additionally, upcoming changes to the LCAP template will be discussed.

FUNDING IMPLICATIONS

Included in the presentation.

RECOMMENDATION

Receive the presentation.



SANTA CRUZ
COUNTY OFFICE OF
EDUCATION

DR. FARIS SABBAAH • SUPERINTENDENT OF SCHOOLS

Local Control Accountability Plan Updates

October 21, 2021

LCAP Approval Process

- LCAP Approved!
- This year a different CDE reviewer reviewed each section of LCAP
- Met with CDE team to review minor clarifications and make changes

Santa Cruz LCAP Changes

- Adjustments to some metrics for more specificity, for example, instead of stating “local indicators” I revised and put in specific data from local indicators.
- Revised Increased and Improved Services section to include “throughline”



Santa Cruz LCAP Changes

- Goal 5 Actions addressing Foster Youth changed from “contributing” to “not contributing”



Upcoming LCAP Template Changes

- The State Board of Education will vote to adopt changes to the LCAP template
- Will include significant changes:
 - Programs in Differentiated Assistance
 - New expenditures table
 - Increased and Improved Services



LCAP Changes and Approval Process

- CDE holding webinars regarding changes
- CDE's approach that we are all in this together
- COEs will be assigned one reviewer by the CDE who will support COE with LCAP approval





SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM

Board Meeting Date: October 21, 2021

☒

Action

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Information

TO: County Board of Education

FROM: Dr. Faris Sabbah, County Superintendent of Schools
Dr. Jennifer Izant Gonzales, Director, Alternative Education

SUBJECT: Elementary and Secondary School Emergency Relief III (ESSER III)
Expenditure Plan

BACKGROUND

LEAs that receive ESSER III funds are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. The plan must be adopted by the local governing board of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption.

FUNDING IMPLICATIONS

Included within the presentation.

RECOMMENDATION

Adopt the ESSER III expenditure plan.



SANTA CRUZ
COUNTY OFFICE OF
EDUCATION

DR. FARIS SABBAH • SUPERINTENDENT OF SCHOOLS

Elementary and Secondary School Emergency Relief (**ESSER III**) Expenditure Plan

October 21, 2021

ESSER III Overview

- Funds are part of the American Rescue Plan Act
- Estimated funding \$1.9 million for our programs
- Funds can be spent through September 2024
- Must have community engagement

ESSER III Overview

- Minimum of 20% of funds to address the academic impact of lost instructional time.
- Continuous and safe in-person learning
- The ESSER III plan weaves together actions and feedback from other plans



ESSER III Actions

- Social and Emotional Support
 - Maintaining and hiring of counselors
- Safety and Maintenance
 - Hiring of M&O team member
 - Maintenance projects at school sites



ESSER III Actions

- Academic Interventions
 - Maintaining summer school
 - Curriculum
- Technology Improvements
 - Devices and classroom improvements



ESSER III Accountability

- Each action is reviewed for impact
 - Surveys
 - Data collection/analysis
- LCAP Update will include accountability for federal stimulus



ESSER III

Thank you for your time.

Questions?



ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santa Cruz County Office of Education	Jennifer Izant Gonzales Director	jizant@santacruzcoe.org (831) 466-5739

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Expanded Learning Opportunities Grant (ELO)	The ELO grant plan can be found at https://santacruzcoe.org/student-services/alternative-education-programs/
Local Control Accountability Plan (LCAP)	The LCAP can be found at https://santacruzcoe.org/student-services/alternative-education-programs/

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA

\$1,917,543

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$1,114,224
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$803,319
Use of Any Remaining Funds	0

Total ESSER III funds included in this plan

1,917,543

Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

To genuinely engage in continuous improvement and utilize funding in a truly meaningful and beneficial way for our students, the Santa Cruz COE programs have ongoing feedback and consultation with our community, including underserved groups. Specifically, our community engagement encompasses working with students, families, school staff (certificated, classified, management), special education staff, unions, technology leadership, maintenance leadership, local community groups, and student advocates, to ensure our community is heard and has the opportunity to contribute meaningfully to planning. At this time, we have determined that we do not have tribes and civil rights organizations that are consulted as part of our community engagement. Our programs are small, student-centered, and rooted deeply in the community. Our community engagement collaboration includes partnerships with local agencies and advocates supporting our underserved students. Our partnerships include but are not limited to local health agencies, our Student Support Services Department which includes our foster youth and students experiencing homelessness team, and the Santa Cruz County Probation Department.

In September 2021, our parent/community groups, including the School Site Council (SSC), English Learner Advisory Committee (ELAC), and District English Learner Advisory Committee (DELAC) held meetings that included continuing discussions about safe in-person instruction, addressing missed learning time, social-emotional support, and community engagement.

This plan weaves together community input from our Local Control Accountability Plan (LCAP) and our Expanded Learning Opportunities Plan (ELO) as described below:

Surveys:

During Spring 2021 we had staff, student, and family surveys which also provided an opportunity to discuss the implementation of pandemic relief funding. The surveys included feedback for the Expanded Learning Opportunities Grant (ELO) including input about social and emotional support, additional academic support, academic resources, staff professional learning, and access to technology.

Student Focus Groups:

In addition to the surveys, we held student focus groups which provided the opportunity for students to engage in a dialogue about their experience through the pandemic and their hopes for school. Throughout the Spring 2021 semester, student focus groups were held to provide an opportunity to amplify and honor the voices and experiences of our students.

Parent/Community Meetings:

Our different parent groups, including our Parent Advisory Committee, DELAC, ELAC, and School Site Council all participated in providing feedback and direction for the LCAP and these meetings took place in April. Classified staff, certificated staff, and administration (directors/principals) participated in the LCAP survey in April as well as staff meetings regarding our goals and actions. Additionally, our Alternative Education Advisory Committee, our staff leadership team, also reviewed the data and provided additional feedback and direction.

Our Classified and Certificated unions were involved and consulted for feedback regarding both the LCAP and planning related to federal and state pandemic relief funding. Our department works closely with our SELPA, attending bi-weekly meetings as well as consulting directly with our Executive Director of SELPA. Our small programs also have many opportunities for dialogue both formally through conferences and informally through virtual and in-person conversations.

Safety Meetings:

The Santa Cruz County Office of Education took a proactive approach partnering with our local public health department to inform and strategize a safe return to school for our programs and throughout all districts in our county during the Spring of 2021. The Santa Cruz COE held public town hall events with local doctors, health officers, and school leaders to gather information from the public and to give the latest information regarding COVID-19 and school safety. In addition to physical safety social and emotional safety and support was at the center of the conversation with our community through town hall events as well as a countywide Community of Practice which brought together educators from around the county. Our maintenance team and Director has provided much guidance, support and input regarding the safety of our school sites and cleaning processes. The ongoing input for both physical safety and social and emotional safety was taken into account when developing plans for COVID-19 relief funding.

A description of how the development of the plan was influenced by community input.

The community input directly impacted the ESSER III expenditure plan to best develop and implement prevention and mitigation strategies, safely continue in-person learning, address the academic impacts of the pandemic, and the social and emotional needs of our students and

community. Specifically, as discussed below, the input from our community members helped develop the actions to address student needs including continuous and safe in-person learning as well as addressing the impact of lost instructional time. All actions have been reviewed to ensure they are evidence-based using the criteria from the California Department of Education and the guidance from the instructions for this plan.

For safe in-person learning, guidance from the Centers for Disease Control (CDC), California Department of Public Health (CDPH), local health officials, and the input and needs of our community helped create our actions. As previously stated, the social and emotional health of our students and community is necessary to support when designing learning opportunities and is a large part of our plan.

Counseling/Student Support:

When surveyed about the uses of pandemic relief funds our community members indicated during the Spring of 2021 that additional social and emotional support was needed. Specifically, 50% of parents and 45% of students along with 65% of staff indicated more social and emotional supports were needed and these respondents included the voices of all of our community groups, including those traditionally underserved. Increasing our counseling and social-emotional support offering is aligned with our LCAP goals as well as our Expanded Learning Opportunities plan.

Safety:

Students, staff, and families are surveyed regarding school safety and specifically for COVID-19 safety and mitigation our maintenance and operations team has inspected all school sites and provided input and guidance for projects to support continued school safety and the mitigation of COVID-19. The input provided from our expert team, along with input from our community helped develop the actions.

For addressing lost instructional time, we surveyed and discussed the issue with our community members and consulted our data to design the actions.

Academic Interventions/Learning Materials:

60% of our students surveyed in the Spring indicated that summer school was helpful for students with half of those respondents reporting in-person summer school and half reporting remote summer school. We can design and shift our summer program to meet the needs of our students and families to include a variety of options including independent studies, hybrid, and classroom-based. 80% of families who responded to the question regarding helpful supplementary learning opportunities for students with half reporting remote summer school and half reporting in-person. Our staff survey showed similar results to both the student and family surveys indicating summer school was a good option to address lost instructional time. Input was also sought for academic learning materials that would be engaging, culturally sustaining, and used with different learning modalities. 63% of students, 80% of staff, and 60% of families reported in the Spring 2021 survey that learning in the community would be a beneficial and needed to supplement student learning and engage students.

Technology:

Our Tech Plus team has done an excellent job providing input and guidance regarding necessary upgrades needed for infrastructure and devices that support continuous in-person as well as remote learning.

Actions and Expenditures to Address Student Needs

The following is the LEA’s plan for using its ESSER III funds to meet students’ academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

\$1,114,224

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Expanded Learning Opportunities Grant (Integrated student supports to address other barriers to learning)	Social and Emotional Support	Sustaining and hiring of social-emotional support staff to create a mobile and responsive network of wellness.	\$549,231
Local Control Accountability Plan (Goal #1 Action #5)	School Safety Strategies for Continuous In-Person Learning	Improving school safety through increased cleaning efforts by adding staff as well as maintenance and repairs that support COVID-19 mitigation and the health of our students and staff.	\$564,993

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

\$803,319

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Expanded Learning and Opportunities Grant (Extending instructional learning time, support for credit deficient students, accelerating progress to close learning gaps)	Academic Interventions	Academic intervention and needed learning material to address the impact of lost instructional time through summer school 2023 and summer 2024.	\$760,410
Expanded Learning Opportunities Grant (Learning hubs and technology)	Academic Support Through Technology Improvements	The effective use of technology in schools has necessitated more devices as well as updates to technology. All students will have access to an internet connected device and each classroom will have updated technology as needed based on an inspection by our technology department	\$42,909

Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

0

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	N/A	N/A	0

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA’s plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Social and Emotional Support	Surveys to address the impact and access to counseling for our students and community.	Surveys will be administered annually and opportunities for communication with students and families as well as other community members will happen more frequently.
School Safety Strategies for Continuous In-person Learning	Surveys to monitor the cleanliness and safety of school sites as well as conversations with students	Annually
Academic Interventions	Data collection regarding the number of students attending summer school and the impact of summer school through the credits earned. Surveys will be utilized to monitor the effectiveness of curriculum resources as well as community learning opportunities.	Data collection for summer school and surveys will occur annually.
Academic Support Through Technology Improvements	Data collection regarding the progress of device deployment and infrastructure improvements along with surveys to ensure technology needs of students and staff are being met and improved.	Data collection and surveys will occur annually.

ESSER III Expenditure Plan Instructions

Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
 - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at <https://www.cde.ca.gov/fg/cr/arpact.asp>.

For technical assistance related to the completion of the ESSER III Expenditure Plan, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
 - For purposes of this requirement, "evidence-based interventions" include practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:

- **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
- **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
- **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
- **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- **For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.**
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
 - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - Any activity authorized by the Adult Education and Family Literacy Act;
 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
 - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
 - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
 - Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
 - Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
 - Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;

- Addressing learning loss among students, including underserved students, by:
 - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
 - Implementing evidence-based activities to meet the comprehensive needs of students,
 - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
 - Tracking student attendance and improving student engagement in distance education;

Note: A definition of “underserved students” is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of “Not Applicable” in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
 - For purposes of this requirement “underserved students” include:
 - Students who are low-income;

- Students who are English learners;
- Students of color;
- Students who are foster youth;
- Homeless students;
- Students with disabilities; and
- Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc>.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA’s local community.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of “meaningful consultation” with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

A description of the how the development of the plan was influenced by community input.

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA’s plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, “aspects” may include:
 - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;

- Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
- Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
- Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate “\$0”.

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions’ progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education
June 2021



SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM

Board Meeting Date: October 21, 2021

☒

Action

☐

Information

TO: County Board of Education

FROM: Dr. Faris Sabbah, County Superintendent of Schools
Denise Sanson, Senior Director, Student Programs

SUBJECT: School Plan for Student Achievement (SPSA) for the Santa Cruz COE
Career Advancement Charter School (CAC)

BACKGROUND

California Education Code § 64001(i) requires that the School Plan for Student Achievement shall be reviewed and approved by the governing board at a regularly scheduled meeting whenever there are material changes that affect the academic program for pupils covered by programs identified in this part.

FUNDING IMPLICATIONS

Included in the presentation.

RECOMMENDATION

Approve the School Plan for Student Achievement (SPSA) for the Santa Cruz COE Career Advancement Charter School (CAC)

School Year: 2021-22

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Santa Cruz County Office of Education Career Advancement Charter, Re-Entry High School for Adults	44 10447 0136572	9/30/2021	10/21/2021

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The CAC School Advisory Council met in person this fall with a virtual option via Zoom to review student performance and resources, and to provide input around the goals established for this improvement plan. Students shared their gratitude for both the program as a whole and to the individual staff. Staff also have had an opportunity to meet individually with administration to provide guidance. Survey data continues to be an important means of obtaining stakeholder input in our school community. Through this ongoing feedback we continue to develop and enhance student programs throughout the many transitions we have made due to COVID-19.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Resource inequities for the Santa Cruz COE Career Advancement Charter are reported through multiple means such as our needs assessment at intake, Transition Specialist student interviews, Teacher/Specialist student update records, regular staff meetings, and student and staff surveys. Through these methods we have identified student resource inequities that we are working to address through multiple methods including but not limited to:

- Connecting students to community resources such as employment, medical services, mental health services, financial assistance, housing, childcare, and other barriers that our adult re-entry students face.
- Providing direct support to students with job searching, resume writing, interview preparation, post-secondary opportunities including FAFSA completion, community college registration and enrollment, technical education, and career counseling that will allow for the removal of barriers so that students can continue with their high school diploma completion and beyond.
- Implementing more professional learning opportunities for educators to support the academic and social-emotional needs of students.
- Improve data collection and analysis in order to continue to identify and remove barriers of all kinds for our students and staff.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Engagement

LEA/LCAP Goal

Students will be supported holistically to remove barriers, increase opportunities, and develop various skills to be prepared for transitioning to post-secondary opportunities, including entry to or advancement in the workforce. Students will have access to the tools, resources, and support needed to actively engage in achieving their high school diploma and transition into college, career training, or the workforce.

Goal 1

Our primary goal in the Career Advancement Charter is to remove barriers to learning and increase opportunities for all students.

Identified Need

Our adult students have unique issues that prevent sustained attendance in school and create a gap in institutional understanding of how to navigate through systems. Our programming must accommodate these needs by providing holistic student care, and focusing on removing barriers which prevent students from accessing school. Generally to address this need we will:

- Administer direct support to students with career and post-secondary opportunities, as well as offering a flexible schedule and opportunities to connect with support services, supports students with completing their high school diploma and beyond.
- Provide integrated student support school-wide, both within targeted populations and for the individual, allows us to grow and strengthen our program so that we are best able to provide for the whole student, so they may have an engaging learning experience and successfully transition beyond their high school diploma.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Career Tech Education courses offer certifications for career goals (i.e. ServeSafe, OSHA, CTE Certificate of Mastery)	Baseline data to be collected in 21-22	50% of all CTE courses will have certifications offered.
Transition Services Received, per student data collected (i.e. Counseling/Career Development, Job Searching, Post-Secondary Education counseling etc.)	Baseline data to be collected in 21-22	25-50% of all students will receive transition services (year one)
Student Survey - Program satisfaction and school connectedness	45% of students participated in the survey and 80% of those students reported program satisfaction in 20-21.	75% of all students will respond to the survey and report being satisfied or very satisfied with the program

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Bilingual administrator to provide direct oversight to all programming as well as coordinate with community partners and programs to provide relevant workforce connections, learning opportunities, and post-secondary education.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

26,565

Source(s)

Comprehensive Support and Improvement (CSI)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Hire Transition specialist to support students as they enter and exit the Career Advancement Charter, with a particular emphasis on post secondary opportunities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

9,364

Source(s)

Comprehensive Support and Improvement (CSI)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Community based intern clinician to support students and families is most need.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

6,500

Source(s)

Comprehensive Support and Improvement (CSI)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

New students

Strategy/Activity

Bilingual Project Coordinator to support new students with the re-entry transition to high school, providing an intake interview to assess for student needs and connect to community resources.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3,256

Source(s)

Comprehensive Support and Improvement (CSI)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Business office operations to support our continued work to engage students in programming.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

13,810

Source(s)

Comprehensive Support and Improvement (CSI)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Overall effectiveness in achieving this goal was measured by students' continued participation in programs. Maintenance of student engagement throughout distance learning qualified our success. We anticipated a decline in participation if we had not implemented these strategies. Having centered our work around removing student barriers to education and career, along with implementing new digital learning strategies, it became apparent that transition support was not only helpful but crucial to educational access, which enabled us to engage someone specifically for these services for the 2021-22 school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

CTE Materials were purchased and will continue to be used to support the career technical education courses provided to our students. A transition specialist has been added to further our goals with student engagement and success beyond school. There were no major differences between intended implementation and budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

By focusing on the CTE courses and certifications they are able to offer rather than focusing on certifications earned, we believe we will see more engagement with CTE certification in our school community.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Student Achievement

LEA/LCAP Goal

Students will complete high school (HSD or HSE) with increased Math and English proficiency, improved job skills literacy, and greater post-secondary opportunities, including entry or advancement in the workforce.

Goal 2

Student achievement will increase as measured by CASAS gains, credit accrual, and attainment of a high school diploma.

Identified Need

There is an identified need to assist students in making progress toward graduation from high school while increasing their English and Math proficiency and maximizing their post secondary opportunities with a focus on career exploration and job skills literacy.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CASAS Gains (Math, English,)	55% of students who completed both pre and post CASAS assessments in 20-21 demonstrated gains. Due to COVID-19 we do not believe this reflects complete accuracy as not as many students were able to complete both assessments. Because of this we will remain with the same expected outcome for the 21-22 school year.	30% of students who complete the CASAS will demonstrate gains
Graduation Rate - California School Dashboard	20.4 % CA School Dashboard, 24.7% Local SIS Data (2020-2021)	40%
Credit Accrual/Progress towards graduation % of students earning at least 45 credits per year, or graduate	15.5%	25%
Actual number of graduates (CAC)	41	60 (due to barriers during the pandemic)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Actual number of graduates (CAC Corrections)	9	25 (due to barriers during the pandemic)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Hire a bilingual administrator to oversee the CAC program, school improvement efforts, and curriculum development and support, particularly as related to Distance Learning during the COVID-19 pandemic.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
26,565	Comprehensive Support and Improvement (CSI)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Pupil Data Specialist to administer CASAS, manage and track student data, organize the implementation of testing, and support instructional staff in utilizing assessment data to guide instruction

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
50,651	Comprehensive Support and Improvement (CSI)

	None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Hire a part-time Instructional Aide to directly support and assist students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

40,836

Source(s)

Comprehensive Support and Improvement (CSI)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We were overall very effective in achieving our strategy. Students are showing overall gains in career literacy and math, as well as credit accrual and high school diploma completion. More opportunities for and staff engagement in professional development specifically around integration of data into instructional goals is needed to further the success of this initiative.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

An instructional aide was added to provide more direct support for student achievement. Adult-centered curriculum and digital learning technology was purchased and implemented in the 20-21 school year, and will continue to be used throughout the 21-22 year, with no current need for further funding. There are no other major differences between intended implementation and/or budgeted expenditures to implement these strategies.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Adapting our strategies throughout the pandemic for quantifying and qualifying academic achievement, we believe we will be able to acquire more accurate indicators of academic growth within our metrics going forward. To achieve further success, teachers and staff are being integrated into the data collection process for students, to create a more well-rounded analysis that reflects our specific staff and student interests in our schools mission and values. Teachers will use metrics to create individualized education plans which focus on targeted needs and goals. We are incorporating a Transition Specialist for the Career Advancement Charter to directly support our students.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$177,547
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$177,547.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Comprehensive Support and Improvement (CSI)	\$177,547.00

Subtotal of additional federal funds included for this school: \$177,547.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
-------------------------	-----------------

Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$177,547.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	177,547.00

Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Comprehensive Support and Improvement (CSI)	177,547.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	59,495.00
Goal 2	118,052.00



SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM

Board Meeting Date: October 21, 2021

☒ **Action**

☐ **Information**

TO: County Board of Education

FROM: Amity Sandage, Environmental Literacy Coordinator, Educational Srv.
Celeste Gutierrez, Student Leadership & Engagement Coordinator,
Student Support Services

SUBJECT: Adopt Resolution #21-17: Approving the Application for Outdoor Equity Grants Program Grant Funds

BACKGROUND

For consideration of the Outdoor Equity Grant proposal, a signed board resolution is required as part of the grant review process. The Authorizing Resolution serves two purposes:

1. It is the means by which the applicant's Governing Body shows it is aware of all the terms of the grant. It provides confirmation that the applicant has the funding to complete the proposed outdoor program if the grant is awarded.
2. It designates a position title to represent the Governing Body on matters regarding the application and outdoor program. The incumbent in this position is referred to as the authorized representative, in this case Liann Reyes, Superintendent of Business.

The Authorizing Resolution language provided in the resolution must remain unchanged. Any changes to the language may require OGALS Legal Office review. The time involved with the legal review process may delay application approval and could affect OGALS' ability to fund the project.

FUNDING IMPLICATIONS

Included in the presentation.

RECOMMENDATION

Adopt Resolution #21-17: Approving the Application for Outdoor Equity Grants Program Grant Funds.



RESOLUTION #21-17
APPROVING THE APPLICATION FOR OUTDOOR EQUITY GRANTS PROGRAM
GRANT FUNDS

WHEREAS, the State Department of Parks and Recreation has been delegated the responsibility by the Legislature of the State of California for the administration of the Outdoor Equity Grants Program, setting up necessary procedures governing the application; and

WHEREAS, said procedures established by the State Department of Parks and Recreation require the Applicant to certify by resolution the approval of the application before submission of said application to the State; and

WHEREAS, successful Applicants will enter into a contract with the State of California to complete the Grant Scope program;

NOW, THEREFORE, BE IT RESOLVED, that the Santa Cruz County Board of Education hereby approves the filing of an application for the Santa Cruz County Youth for Environmental Action; and

1. Certifies that said Applicant has or will have available, prior to commencement of any work on the program(s) included in this application, the sufficient funds to complete the program(s); and
2. Certifies that if the grant is awarded, the Applicant has or will have sufficient funds to operate the program(s) as described in the Grant Selection Criterion response, and
3. Certifies that the Applicant has reviewed, understands, and agrees to the General Provisions contained in the contract shown in the Grant Administration Guide; and
4. Delegates the authority to Liann Reyes Deputy Superintendent to conduct all negotiations, sign and submit all documents, including, but not limited to applications, agreements, amendments, and payment requests, which may be necessary for the completion of the Grant Scope; and
5. Agrees to comply with all applicable federal, state and local laws, ordinances, rules, regulations and guidelines.
6. Will consider promoting inclusion per Public Resources Code §80001(b)(8 A-G).

PASSED AND ADOPTED by the Santa Cruz County Board of Education, County of Santa Cruz, State of California, this 21st day of October 2021, by the following vote:

AYES:

NAYS:

ABSENT:

ABSTAIN:

I, the undersigned, hereby certify that the foregoing Resolution #21-17 was duly adopted by the Santa Cruz County Board of Education following a roll call vote:

Rose Filicetti, Board President
Santa Cruz County Board of Education

Dr. Faris M. Sabbah, Secretary
Santa Cruz County Superintendent of Schools

PROJECT APPLICATION FORM (CHECKLIST #1)

State of California – Natural Resources Agency
DEPARTMENT OF PARKS AND RECREATION
Outdoor Equity Grants Program

PROGRAM APPLICATION FORM

PROGRAM NAME (include a name that best identifies the community, 50 character limit)

REQUESTED GRANT AMOUNT \$ _____

OTHER FUNDING SOURCES (IF APPLICABLE) \$ _____

TOTAL PROGRAM COST \$ _____

COMMUNITY HOME BASE NAME and PHYSICAL ADDRESS

COUNTY OF COMMUNITY HOME BASE

APPLICANT NAME (entity applying for the GRANT) and MAILING ADDRESS

AUTHORIZED REPRESENTATIVE, as shown in Authorizing Resolution

Name (*typed or printed*) and Title Email address Phone

APPLICATION CONTACT, for detailed application questions (*if different from* AUTHORIZED REPRESENTATIVE)

Name (*typed or printed*) and Title Email address Phone

GRANT CONTACT, for administration of grant if awarded (*if different from Application Contact above*)

Name (*typed or printed*) and Title Email address Phone

GRANT SCOPE I represent and warrant that this APPLICATION describes the intended use of the requested GRANT to complete the items listed in the attached GRANT SCOPE/Cost Estimate Summary Form. I declare under penalty of perjury, under the laws of the State of California, that the information contained in this APPLICATION, including required attachments, is accurate.

Signature of AUTHORIZED REPRESENTATIVE

Date

Print Name _____ Title _____

GRANT SCOPE/COST ESTIMATE FORM

Follow the directions starting on page 28. Use the response to Grant Selection Criteria #3-4 on pages 18 to 21 to summarize the TOTAL PROGRAM COST and deliverables on this form.

See the ELIGIBLE COSTS section starting on page 37 before creating a cost estimate

ACTIVITY IN THE COMMUNITY: In the column below, list each Activity Goal Title and number of intended PARTICIPANTS consistent with the response to Grant Selection Criterion 3(a) and 3(e) on page 18.		Total Cost for ACTIVITY IN THE COMMUNITY consistent with the response to Grant Selection Criterion 3(l) on page 18
Activity Goal Title:	# of PARTICIPANTS:	
		\$
		\$
		\$
		\$
		\$
NATURE AREA TRIP: In the column below, list each Trip Title/Destination and number of intended PARTICIPANTS consistent with the response to Grant Selection Criterion 3(a) and 3(e) on page 19.		Total Cost for NATURE AREA TRIP consistent with the response to Grant Selection Criterion 3(m) on page 19
Trip Title/Destination:	# of PARTICIPANTS:	
		\$
		\$
		\$
		\$
		\$
(1) Total cost of all ACTIVITIES IN THE COMMUNITY and NATURE AREA TRIPS		\$ (1)
(2) Internships from Grant Selection Criterion # 4(C) on page 21 if applicable		\$ (2)
(3) PRE-AWARD PLANNING COSTS for planning the OUTDOOR PROGRAM (up to 5% of the requested GRANT amount):		\$ (3)
(4) Hazard and liability insurance premium that will cover the OUTDOOR PROGRAM:		\$ (4)
(5) TOTAL PROGRAM COST = (1) + (2) + (3) + (4)		\$ (5)
Requested GRANT Amount:		\$

The APPLICANT understands that this form will be used to establish the expected GRANT deliverables for POST-AWARD ACTIVITY COSTS.

AUTHORIZED REPRESENTATIVE Signature

Date

GRANT SCOPE/COST ESTIMATE FORM - Page 2

If 6 to 20 **NATURE AREA TRIPS** are listed in the response to criteria #3 on page 19 continue on this form. Leave line items (2), (3), (4) blank on page 1 and complete below.

Total carried over from line item (1) on page 1 of this Form	Total of (1) carried over \$
NATURE AREA TRIP: Continued list per 3(a) and 3(e) on page 19 Trip Title/Destination:	Total from 3(m) on page 19
# of PARTICIPANTS:	
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
(1) Total cost of all ACTIVITIES IN THE COMMUNITY and NATURE AREA TRIPS	\$
(2) Internships from Grant Selection Criterion # 4(C) on page 21 if applicable	\$ (2)
(3) PRE-AWARD PLANNING COSTS for planning the OUTDOOR PROGRAM (up to 5% of the requested GRANT amount):	\$ (3)
(4) Hazard and liability insurance premium that will cover the OUTDOOR PROGRAM:	\$ (4)
(5) TOTAL PROGRAM COST = (1) + (2) + (3) + (4)	\$ (5)
Requested GRANT Amount:	\$

The APPLICANT understands that this form will be used to establish the expected GRANT deliverables for POST-AWARD ACTIVITY COSTS.

AUTHORIZED REPRESENTATIVE Signature

Date _____



SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM

Board Meeting Date: October 21, 2021

☒

Action

☐

Information

TO: County Board of Education

FROM: Community Outreach and Legislative Committee

SUBJECT: Adopt Resolution #21-18: Recognizing Hispanic Heritage Month

BACKGROUND

Each year our nation observes Hispanic Heritage Month, a commemoration started in 1968 and expanded in 1988 to cover the 30-day period of September 15 to October 15, with its first day commemorating the start of the Mexican War of Independence, leading to the independence of Mexico, Guatemala, El Salvador, Costa Rica, Honduras, and Nicaragua. The Santa Cruz County Board of Education recognizes the myriad advances Hispanic Americans continue to make in areas including education, medicine, art, culture, and public services in our community, state, and nation. The Board of Education hereby recognizes September 15 through October 15 as Hispanic Heritage Month and encourages all students, faculty, administrators, and parents, to remember and celebrate the contributions that Hispanic Americans have made to California and the United States.

FUNDING IMPLICATIONS

None.

RECOMMENDATION

Adopt Resolution #21-18: Recognizing Hispanic Heritage Month



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

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www.santacruzcoe.org

Mr. Ed Acosta • Ms. Alyssa Alto • Ms. Rose Filicetti • Ms. Sandra Nichols
Ms. Sue Roth • Mr. Abel Sanchez • Mr. Bruce Van Allen

RESOLUTION #21-18

RECOGNIZING HISPANIC HERITAGE MONTH

WHEREAS, each year our nation observes Hispanic Heritage Month, a commemoration started in 1968 and expanded in 1988 to cover the 30-day period of September 15 to October 15, with its first day commemorating the start of the Mexican War of Independence, leading to the independence of Mexico, Guatemala, El Salvador, Costa Rica, Honduras, and Nicaragua; and

WHEREAS, the 2021 theme of Hispanic Heritage Month is *Esperanza: A Celebration of Hispanic Heritage and Hope*; and

WHEREAS, the Santa Cruz County Board of Education recognizes the myriad advances Hispanic Americans continue to make in areas including education, medicine, art, culture, and public services in our community, state, and nation; and

WHEREAS, 56% of K-12 students in Santa Cruz County identify as Hispanic or Latinx; and

WHEREAS, the California Department of Education encourages schools to annually recognize Hispanic Heritage Month (36 United States Code 126); and

WHEREAS, understanding Hispanic and Latinx history is an important part of celebrating Hispanic Heritage Month; and

WHEREAS, history was made this Hispanic Heritage Month as Governor Gavin Newsom signed Assembly Bill 101 into law on October 8, making California the first state to require all high school students to complete an ethnic studies course before earning their diploma starting in the 2029-30 school year; and

NOW, THEREFORE, BE IT RESOLVED, the Board of Education hereby recognizes September 15 through October 15 as Hispanic Heritage Month and encourages all students, faculty, administrators, and parents, to remember and celebrate the contributions that Hispanic Americans have made to California and the United States.

PASSED AND ADOPTED by the Santa Cruz County Board of Education, County of Santa Cruz, State of California, this 21st day of October 2021, by the following vote:

AYES:

NAYS:

ABSENT:

ABSTAINED:

Rose Filicetti, Board President
Santa Cruz County Board of Education

Dr. Faris M. Sabbah, Secretary
Santa Cruz County Superintendent of Schools



SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM

Board Meeting Date: October 21, 2021

☒

Action

☐

Information

TO: Dr. Faris Sabbah, County Superintendent of Schools

FROM: Community Outreach and Legislative Committee

SUBJECT: Resolution #21-19: In Support of October as College and Career Month

BACKGROUND

College Awareness Week is observed annually during the full week prior to Cabrillo College's College & Career Night, usually the first Monday in October or November. This year, Santa Cruz County College and Career Collaborative has chosen to spread its events out over the month of October. Cabrillo College will participate with several events they call "College and Career Chats". The College and Career Chats will be held the 2nd through the 29th of October. The celebration is sponsored by the Santa Cruz County College and Career Collaborative which offers additional resources to students and families related to college and career readiness. The Santa Cruz County Board of Education acknowledges that College and Career Month is an important part of promoting a college-going culture and serves the needs of all students and families of the District. The County Board will consider adoption of this Resolution.

FUNDING IMPLICATIONS

None.

RECOMMENDATION

Adopt Resolution #21-19: In Support of October as "College and Career" Month



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www.santacruzcoe.org

Mr. Ed Acosta • Ms. Alyssa Alto • Ms. Rose Filicetti • Ms. Sandra Nichols
Ms. Sue Roth • Mr. Abel Sanchez • Mr. Bruce Van Allen

RESOLUTION #21-19
RESOLUTION IN SUPPORT OF DESIGNATING OCTOBER AS
COLLEGE AND CAREER MONTH

WHEREAS, College and Career Month is a countywide effort to recognize the importance of going to college; and

WHEREAS, teachers, students, and support staff at district sites use the month to talk about opportunities for higher education; and

WHEREAS, our economic future depends upon providing access to quality education for all students; and

WHEREAS, Educators giving students information and training on college searches helps more students apply to college; and

WHEREAS, highly educated students who can apply their knowledge on the job contribute to the economic vitality of our community; and

WHEREAS, our community recognizes and supports its students' quest for continuing education.

NOW, THEREFORE, BE IT RESOLVED that the Santa Cruz County Board of Education proclaims the month of October as College and Career Month; and

BE IT FURTHER RESOLVED that the Santa Cruz County Board of Education strongly encourages all members of our community to join with it in personally expressing the importance of an education beyond high school in order to fully contribute to the vitality of their community.

PASSED AND ADOPTED by the Santa Cruz County Board of Education, County of Santa Cruz, State of California, this 21st day of October, 2021, by the following vote:

AYES:

NAYS:

ABSENT:

Rose Filicetti, Board President
Santa Cruz County Board of Education

Dr. Faris M. Sabbah, Secretary
Santa Cruz County Superintendent of Schools



SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM

Board Meeting Date: October 21, 2021

☒

Action

☐

Information

TO: County Board of Education

FROM: Community Outreach and Legislative Committee

SUBJECT: Resolution #21-20: Proclaiming October as LGBTQ+ History Month

BACKGROUND

LGBTQ+ History Month is an annual, month-long observance of lesbian, gay, bisexual, and transgender history, and the history of the gay rights and related civil rights movements, which was founded in 1994 by Missouri high-school history teacher, Rodney Wilson. All students deserve to feel safe and welcome in their schools and to see themselves represented in the curriculum. The County Board of Education affirms its role in, and commitment to, continuing the historical process of transforming the educational system to ensure inclusiveness, safety, and a sense of belonging for all LGBTQ+ students, teachers, staff, and their families. The County Board will consider adoption of this Resolution.

FUNDING IMPLICATIONS

None.

RECOMMENDATION

Adopt Resolution #21-20: Proclaiming October as LGBTQ+ History Month



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www.santacruzcoe.org

Mr. Ed Acosta • Ms. Alyssa Alto • Ms. Rose Filicetti • Ms. Sandra Nichols
Ms. Sue Roth • Mr. Abel Sanchez • Mr. Bruce Van Allen

RESOLUTION #21-20
PROCLAIMING OCTOBER AS LGBTQ+ HISTORY MONTH

WHEREAS, LGBTQ+ History Month is an annual, month-long observance of lesbian, gay, bisexual, and transgender history, and the history of the gay rights and related civil rights movements, which was founded in 1994 by Missouri high-school history teacher, Rodney Wilson; and

WHEREAS, on July 14, 2011, the Fair, Accurate, Inclusive and Respectful (FAIR) Education Act was passed and signed into law in California and mandates the inclusion of the political, economic, and social contributions of lesbian, gay, bisexual, and transgender people in the social studies and history curricula in California public schools; and

WHEREAS, on July 14, 2016, the California State Board of Education passed a new History Social Science Framework that includes LGBTQ+ American history content to be taught in K-12 classrooms; and

WHEREAS, all students deserve to feel safe and welcome in their schools and to see themselves represented in the curricula; and

WHEREAS, a number of LGBTQ+ history events and people of all races have contributed to the history of equality for all people; and

WHEREAS, Sylvia Rivera and Martha P. Johnson, two trans women of color, were some of the significant individuals who stood up for LGBTQ+ Rights at the Stonewall Riots in New York in 1969; and

WHEREAS, Harvey Milk was the first openly gay elected official in the history of California; and

WHEREAS, LGBTQ+ community members across Santa Cruz County have made significant contributions to our community including Senator John Laird who was the first openly gay elected official in Santa Cruz County, Mayor Jimmy Dutra in Watsonville, Mayor Donna Meyers in Santa Cruz, Cabrillo College Trustees Adam Spickler and Steve Trujillo, and many other public officials across the county; and

WHEREAS, local LGBTQ+ activists and allies for more than 45 years have persevered to transform the annual Pride marches from tense rallies needing police and parade monitor protection into one of Santa Cruz's most joyful and beloved community celebrations; and

WHEREAS, the local LGBTQ+ community and its allies rose up to meet the challenge of the AIDS epidemic, helped lead the state and nation in developing community-based strategies for reducing pain and suffering, and took major roles in statewide resistance to political attacks on people with AIDS, including teachers, all despite suffering great and unrecoverable losses of friends and loved ones; and

WHEREAS, LGBTQ+ individuals continue to make noteworthy and important contributions to American history, culture and society; and

WHEREAS, the County Board of Education supports the rights, freedoms and equality of those who are lesbian, gay, bisexual, transgender, queer, questioning, intersex, pansexual, and asexual (LGBTQ+); and

WHEREAS, the County Board of Education affirms its role in, and commitment to, continuing the historical process of transforming the educational system to ensure inclusiveness, safety, and a sense of belonging for all LGBTQ+ students, teachers, staff, and their families; and

WHEREAS, the County Board of Education recognizes the important contributions of local, State, and National LGBTQ+ people to the history of the United States, by promoting social justice, enhancing health and well-being, and building a sense of community for LGBTQ+ people; and

NOW THEREFORE BE IT RESOLVED that the County Board of Education celebrates the accomplishments of LGBTQ+ people in history, encourages all schools to celebrate October as LGBTQ+ History Month, and encourages teachers to teach lessons about LGBTQ+ history in their classrooms aligned with the State History Framework, not just in October but all year long.

PASSED AND ADOPTED by the Santa Cruz County Board of Education, County of Santa Cruz, State of California, this 21st day of October, 2021, by the following vote:

AYES:

NAYS:

ABSENT:

ABSTAIN:

Rose Filicetti, Board President
Santa Cruz County Board of Education

Dr. Faris M. Sabbah, Secretary
Santa Cruz County Superintendent of Schools



SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM

Board Meeting Date: October 21, 2021

☒

Action

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Information

TO: County Board of Education

FROM: Community Outreach and Legislative Committee

SUBJECT: Resolution #21-21: Recognizing October 10 through October 16 Week of the School Administrator

BACKGROUND

The title “school administrator” is a broad term used to define many education leadership positions. Superintendents, assistant superintendents, principals, assistant principals, special education and adult education leaders, curriculum and assessment leaders, school business officials, classified educational leaders, and other school district employees are considered administrators. With more than 6 million students in California’s public education system, the future of the public education system depends upon the quality of its leadership. The Board is asked to recognize these administrators.

FUNDING IMPLICATIONS

None.

RECOMMENDATION

Adopt Resolution #21-21: Recognizing October 10 through October 16 Week of the School Administrator.



RESOLUTION #21-21
RECOGNIZING OCTOBER 10 THROUGH OCTOBER 16
WEEK OF THE SCHOOL ADMINISTRATOR

WHEREAS, Leadership Matters for California’s public education system and the more than 6 million students it serves;

WHEREAS, School administrators are passionate, lifelong learners who believe in the value of quality public education; and

WHEREAS, The title “school administrator” is a broad term used to define many education leadership posts. Superintendents, assistant superintendents, principals, assistant principals, special education and adult education leaders, curriculum and assessment leaders, school business officials, classified educational leaders, and other school district employees are considered administrators; and

WHEREAS, providing quality service for student success is paramount for the profession; and

WHEREAS, Most school administrators began their careers as teachers. The average administrator has served in public education for more than a decade. Most of California’s superintendents have served in education for more than 20 years. Such experience is beneficial in their work to effectively and efficiently lead public education and improve student achievement; and

WHEREAS, Public schools operate with lean management systems. Across the nation, public schools employ fewer managers and supervisors than most public and private sector industries including transportation, food service, manufacturing, utilities, construction, publishing and public administration; and

WHEREAS, School leaders depend on a network of support from school communities – fellow administrators, teachers, parents, students, businesses, community members, board trustees, colleges and universities, community and faith-based organizations, elected officials and district and county staff and resources – to promote ongoing student achievement and school success; and

WHEREAS, Research shows great schools are led by great principals, and great districts are led by great superintendents. These site leaders are supported by extensive administrative networks throughout the state; and

WHEREAS, the State of California has declared the second full week of October as the “Week of the School Administrator” in Education Code 44015.1; and

WHEREAS, The future of California’s public education system depends upon the quality of its leadership; now therefore

NOW THEREFORE BE IT RESOLVED, that all school leaders be commended for the contributions they make to successful student achievement.

PASSED AND ADOPTED by the Santa Cruz County Board of Education, County of Santa Cruz, State of California, this 21st day of October, 2021, by the following vote:

AYES:

NAYS:

ABSENT:

ABSTAIN:

Rose Filicetti, Board President
Santa Cruz County Board of Education

Dr. Faris M. Sabbah, Secretary
Santa Cruz County Superintendent of Schools



SANTA CRUZ
COUNTY OFFICE OF
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SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM

Board Meeting Date: October 21, 2021

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Action

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Information

TO: County Board of Education

FROM: Community Outreach and Legislative Committee

SUBJECT: Resolution #21-22: Recognizing October 18 Through October 22 as Digital Citizenship Week

BACKGROUND

Digital citizenship gives students the foundational skills they need to compete and succeed in the 21st-century workplace and participate ethically in society at large. Schools have a responsibility to increase student awareness about digital citizenship topics such as internet safety, privacy and security, cyberbullying, digital footprints, and information literacy. The Santa Cruz County Office of Education is a proud supporter of digital literacy efforts, offering professional learning to assist educators in implementing a digital citizenship curriculum and training program for their school or district.

FUNDING IMPLICATIONS

None.

RECOMMENDATION

Adopt Resolution #21-22: Recognizing October 18 Through October 22 as Digital Citizenship Week.



RESOLUTION #21-22
RECOGNIZING OCTOBER 18 THROUGH OCTOBER 22
AS DIGITAL CITIZENSHIP WEEK

WHEREAS, digital citizenship gives students the foundational skills they need to compete and succeed in the 21st-century workplace and participate ethically in society at large; and

WHEREAS, creating a culture of digital teaching and citizenship prepares learners to participate in a society full of technology, regardless of changes in technology tools; and

WHEREAS, schools have a responsibility to increase student awareness about digital citizenship topics such as internet safety; privacy and security; cyberbullying; digital footprints; information literacy

WHEREAS, school districts are partners in creating a culture of digital teaching and citizenship, providing students unlimited opportunities to maximize and personalize their learning; and

WHEREAS, parents play an important role in promoting positive online experiences for students, teachers, and the wider community; and

WHEREAS, the Santa Cruz County Office of Education is a proud supporter of digital literacy efforts, offering professional learning to assist educators in implementing a digital citizenship curriculum and training program for their school or district;

NOW, THEREFORE, BE IT RESOLVED, that the Santa Cruz County Board of Education supports efforts to train students to make safe, smart, and ethical decisions while consuming and creating in the digital world.

BE IT FURTHER RESOLVED, that Santa Cruz County Office of Education will make schools aware of and encourage participation in digital citizenship programs.

PASSED AND ADOPTED by the Santa Cruz County Board of Education, County of Santa Cruz, State of California, this 21st day of October 2021, by the following vote:

AYES:

NAYS:

ABSENT:

ABSTAIN:

Rose Filicetti, Board President
Santa Cruz County Board of Education

Dr. Faris M. Sabbah, Secretary
Santa Cruz County Superintendent of Schools



SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM

Board Meeting Date: October 21, 2021

☒

Action

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Information

TO: County Board of Education

FROM: Community Outreach and Legislative Committee

SUBJECT: Resolution #21-23: In Support of Student and School Climate Action

BACKGROUND

The Santa Cruz County Board of Education recognizes and honors the foresight of the young generation and their valid apprehension of a future drastically diminished by climate change from the world adults today enjoy. The Santa Cruz County Board of Education encourages local school administrations to assure that students are not penalized or discouraged from participation in peaceful climate activism, including climate justice walkouts and other activities they may initiate. The Board is asked to support student and school climate action.

FUNDING IMPLICATIONS

None.

RECOMMENDATION

Adopt Resolution #21-23: In Support of Student and School Climate Action



RESOLUTION #21-23
IN SUPPORT OF STUDENT AND SCHOOL CLIMATE ACTION

WHEREAS, the Santa Cruz County Board of Education recognizes and honors the foresight of the young generation and their valid apprehension of a future drastically diminished by climate change from the world adults today enjoy; and

WHEREAS, the Santa Cruz County Board of Education is on record encouraging national, state, and local action to mitigate climate impacts and to implement responses for coping with climate change effects already impacting school communities including in Santa Cruz County; and

WHEREAS, the Santa Cruz County Board of Education encourages all schools to incorporate climate awareness and information in educational opportunities at all grade levels; and

WHEREAS, student awareness of the causes and impacts of climate change may encompass environmental, scientific, cultural, and economic subject matter; and

WHEREAS, the Santa Cruz County Board of Education believes that students, schools, and the broader society would benefit from deep inclusion of climate-related inquiry in subjects covered in school curricula; and

WHEREAS, students in local schools wish to engage in society's process of reducing its climate impacts, and to have their voices heard regarding the pace and extent of changes needed; and

WHEREAS, both students and adults concerned about climate change have recognized that climate impacts, as well as some proposed responses to climate change, have a disproportionate negative impact on the lives of poor and disenfranchised communities, including in Santa Cruz County; and

WHEREAS, in recent years student leadership has emerged with a sense of urgency over the need for people and institutions in all sectors of society to accelerate actions to reduce climate impacts and injustices; and

WHEREAS, students, on their own initiative, have adopted climate justice walkouts and other peaceful actions as a way that their voices and their desires for meaningful action can be heard and recognized, overcoming a history of ignoring or discounting the views of young people; and

WHEREAS, the Santa Cruz County Board of Education wishes to see local schools support the initiative and commitment of students to participate in solutions to climate change, with the maximum value for education, including social and emotional aspects of growing up facing the climate crisis, along with the scientific, socio-economic, and cultural dimensions of climate change; and

WHEREAS, the Santa Cruz County Board of Education believes that the best educational environment is achieved when students feel supported by their teachers and school staff, and when students' own motivation is the basis for their learning process; and

WHEREAS, students are showing leadership world-wide in expressing the urgency for climate action; and

WHEREAS, students in Santa Cruz County are organizing activities for Friday, October 29, 2021, in solidarity with similar activism around the world;

NOW, THEREFORE, the Santa Cruz County Board of Education hereby resolves to encourage local schools and the broader educational community to adopt a supportive stance toward student climate action, and to seek ways to incorporate educational goals and requirements to complement student initiatives; and

BE IT FURTHER RESOLVED, that the Santa Cruz County Board of Education encourages local schools to avoid confrontation or discouragement of peaceful student activism, while maintaining educational progress and safety for all; and

BE IT FURTHER RESOLVED, that the Santa Cruz County Board of Education encourages local school administrations to support their teachers in finding constructive educational opportunities for students motivated to activism, including field trips open to all ages and grade levels;

BE IT FURTHER RESOLVED, that the Santa Cruz County Board of Education encourages local school administrations to assure that students are not penalized or discouraged from participation in peaceful climate activism, including climate justice walkouts and other activities they may initiate; and

BE IT FURTHER RESOLVED, that the Santa Cruz County Board of Education encourages local teachers and administrators to maintain clear and neutral communications with students' parents and guardians covering permissions to leave school in peaceful organized actions, procedures for joining fields trips related to climate change, and assurance that students of all backgrounds, socio-economic status, and age/grade level are allowed and encouraged to participate; and

BE IT FURTHER RESOLVED, that the Santa Cruz County Board of Education strongly discourages actions by local school administrators, staff, or teachers to dissuade or discourage parents/guardians from supporting their students in school-centered activities around climate change, and instead encourages the educational community to welcome and integrate family involvement in deriving the maximum possible academic and social-emotional growth from students' desires to make a difference for the world's climate.

PASSED AND ADOPTED by the Santa Cruz County Board of Education, County of Santa Cruz, State of California, this 21st day of October 2021, by the following vote:

AYES:

NAYS:

ABSENT:

ABSTAIN:

Rose Filicetti, Board President
Santa Cruz County Board of Education

Dr. Faris M. Sabbah, Secretary
Santa Cruz County Superintendent of Schools



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

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM

Board Meeting Date: October 21, 2021

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Action

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Information

TO: County Board of Education

FROM: Liann Reyes, Deputy Superintendent, Business Services

SUBJECT: Resolution #21-24: Gann Amendment Appropriations Limit

BACKGROUND

The Gann Amendment (Proposition 4, 1979) limits the growth in appropriations made by the State of California, school districts, and local governments. All local education areas are required to adopt Gann Appropriations Limits each year by Board Resolution.

FUNDING IMPLICATIONS

Included in the presentation.

RECOMMENDATION

Adopt Resolution #21-24: Gann Amendment Appropriations Limit



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COUNTY OFFICE OF
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Mr. Ed Acosta • Ms. Alyssa Alto • Ms. Rose Filicetti • Ms. Sandra Nichols
Ms. Sue Roth • Mr. Abel Sanchez • Mr. Bruce Van Allen

RESOLUTION #21-24

GANN AMENDMENT APPROPRIATIONS LIMIT

WHEREAS, in November 1979, the California electorate adopted Proposition 4, commonly called the Gann Amendment which establishes Article XIII B of the Constitution of the State of California, and

WHEREAS, the provisions of that amendment establish maximum appropriation limitations, commonly called “Gann Limits” for public agencies including school districts and County Offices of Education, and

WHEREAS, the Santa Cruz County Office of Education must establish a Gann Limit for the 2020-2021 fiscal year and a projected Gann Limit for the 2021-2022 fiscal year in accordance with the provisions of Division 9 (commencing with Section 7900) of Title I of the Government Code;

NOW, THEREFORE, BE IT RESOLVED that the governing board of the Office of the Santa Cruz County Superintendent of Schools does provide public notice that the attached calculations and documentation of the 2020-2021 and 2021-2022 Gann Limits are made in accord with applicable constitutional and statutory law and that the board does hereby declare that the appropriations in the 2020-2021 and 2021-2022 fiscal years do not exceed the limitations imposed by Article XIII B;

AND BE IT FURTHER RESOLVED that the Superintendent provided copies of this resolution along with appropriate attachments to interested citizens.

PASSED AND ADOPTED by the Santa Cruz County Board of Education, County of Santa Cruz, State of California, this 21st day of October 2021, by the following vote:

Ayes:

Nays:

Abstain:

Absent:

Rose Filicetti, President
Santa Cruz County Board of Education

Dr. Faris Sabbah, Secretary
Santa Cruz County Superintendent of Schools



SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM

Board Meeting Date: October 21, 2021

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Action

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Information

TO: County Board of Education

FROM: Liann Reyes, Deputy Superintendent, Business Services

SUBJECT: Resolution #21-25: In the Matter of Uniform Public Construction Cost Accounting Procedures

BACKGROUND

Prior to the passage of Assembly Bill No. 1666, Chapter 1054, Statutes of 1983, which added Chapter 2, commencing with Section 22000, to Part 3 of Division 2 of the Public Contract Code, existing law did not provide a uniform cost accounting standard for construction work performed or contracted by local public agencies. The Santa Cruz County Office of Education hereby elects under Public Contract Code Section 22030 to become subject to the uniform public construction cost accounting procedures set forth in the Act and to the Commission's policies and procedures manual and cost accounting review procedures, as they may each from time to time be amended and shall notify the State Controller forthwith of this election.

FUNDING IMPLICATIONS

Included in the presentation.

RECOMMENDATION

Adopt Resolution #21-25: In the Matter of Uniform Public Construction Cost Accounting Procedures



RESOLUTION #21-25
IN THE MATTER OF UNIFORM PUBLIC CONSTRUCTION COST
ACCOUNTING PROCEDURES

WHEREAS, prior to the passage of Assembly Bill No. 1666, Chapter 1054, Statutes of 1983, which added Chapter 2, commencing with Section 22000, to Part 3 of Division 2 of the Public Contract Code, existing law did not provide a uniform cost accounting standard for construction work performed or contracted by local public agencies; and

WHEREAS, Public Contract Code Section 22000 et seq., the Uniform Public Construction Cost Accounting Act, establishes such a uniform cost accounting standard;

WHEREAS, the Commission established under the Act has developed uniform public construction cost accounting procedures for implementation by local public agencies in the performance of or in the contracting for construction of public projects; and

NOW THEREFORE BE IT RESOLVED, the Santa Cruz County Office of Education hereby elects under Public Contract Code Section 22030 to become subject to the uniform public construction cost accounting procedures set forth in the Act and to the Commission's policies and procedures manual and cost accounting review procedures, as they may each from time to time be amended and shall notify the State Controller forthwith of this election.

PASSED AND ADOPTED by the Santa Cruz County Board of Education, County of Santa Cruz, State of California, this 21st day of October, 2021, by the following vote:

AYES:

NAYS:

ABSENT:

ABSTAIN:

Rose Filicetti, Board President
Santa Cruz County Board of Education

Dr. Faris M. Sabbah, Secretary
Santa Cruz County Superintendent of Schools



SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM

Board Meeting Date: October 21, 2021

☒

Action

☐

Information

TO: County Board of Education

FROM: Rose Filicetti, President, Board of Education

SUBJECT: Discussion and Possible Approval of Resolution #21-26 Authorizing Continued Use of Remote Teleconferencing Provisions Pursuant to AB 361 and Government Code section 54953

BACKGROUND

Consistent with Government code section 54953, on September 30, 2021, the County Board of Education adopted Resolution #21-16, finding that meeting in person would present imminent risks to the health or safety of attendees.

The County Board of Education will discuss and consider adopting Resolution #21-XX, to make a finding after reconsidering the state of emergency, that the current circumstances meet the requirements of AB 361 and Government Code section 54953 for the Board to continue conducting meetings remotely.

FUNDING IMPLICATIONS

None.

RECOMMENDATION

Adopt Resolution #21-26 Authorizing Continued Use of Remote Teleconferencing Provisions Pursuant to AB 361 and Government Code section 54953



RESOLUTION #21-26
RESOLUTION AUTHORIZING USE OF REMOTE
TELECONFERENCING PROVISIONS (AB 361)

WHEREAS, the Santa Cruz County Board of Education (“Board of Education”) is committed to open and transparent government, and full compliance with the Ralph M. Brown Act (“Brown Act”); and

WHEREAS, the Brown Act generally requires that a public agency take certain actions in order to use teleconferencing to attend a public meeting virtually; and

WHEREAS, the Board of Education recognizes that a local emergency persists due to the worldwide COVID-19 pandemic; and

WHEREAS, the California Legislature has recognized the ongoing state of emergency due to the COVID-19 pandemic and has responded by creating an additional means for public meetings to be held via teleconference (inclusive of internet-based virtual meetings); and

WHEREAS, on September 16, 2021, the California legislature passed Assembly Bill (“AB”) 361, which amends Government Code section 54953 and permits a local agency to use teleconferencing to conduct its meetings in any of the following circumstances:

- (A) the legislative body holds a meeting during a proclaimed state of emergency, and state or local officials have imposed or recommended measures to promote social distancing;
- (B) the legislative body holds a meeting during a proclaimed state of emergency for the purpose of determining, by majority vote, whether as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees; or
- (C) the legislative body holds a meeting during a proclaimed state of emergency and has determined, by majority vote, pursuant to subparagraph (B), that, as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees; and

WHEREAS, in order for the Board of Education to use teleconferencing as allowed by AB 361 after October 1, 2021, it must first adopt findings in a resolution, allowing the Board of Education to conduct teleconference meetings for a period of thirty (30) days; and

WHEREAS, Governor Gavin Newsom declared a state of emergency for the State of California due to the COVID-19 pandemic in his order entitled “Proclamation of a State of Emergency,” signed March 4, 2020; and

WHEREAS, the Board of Education hereby finds that the state and local emergencies have caused and will continue to cause imminent risks to the health or safety of attendees; and

WHEREAS, the Board of Education is conducting its meetings through the use of telephonic and internet-based services so that members of the public may observe and participate in meetings and offer public comment;

NOW THEREFORE BE IT RESOLVED, that the recitals set forth above are true and correct and fully incorporated into this Resolution by reference;

BE IT FURTHER RESOLVED, that the Board of Education has determined that given the state of emergency, holding in-person meetings would present imminent risks to the health or safety of attendees.

BE IT FURTHER RESOLVED, that the actions taken by the Board of Education through this resolution apply to any and all District committees which are otherwise governed by the Brown Act;

BE IT FURTHER RESOLVED, the Board of Education authorizes the County Superintendent of Schools to take all actions necessary to conduct Board of Education meetings in accordance with Government Code section 54953(e) and all other applicable provisions of the Brown Act, using teleconferencing for a period of thirty (30) days from the adoption of this Resolution after which the Board of Education will reconsider the circumstances of the state of emergency.

PASSED AND ADOPTED by the Santa Cruz County Board of Education, County of Santa Cruz, State of California, this 21st day of October 2021, by the following vote:

AYES:

NAYS:

ABSENT:

ABSTAIN:

Rose Filicetti, Board President
Santa Cruz County Board of Education

Dr. Faris M. Sabbah, Secretary
Santa Cruz County Superintendent of Schools



SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM

Board Meeting Date: October 21, 2021

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Action

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Information

TO: County Board of Education

FROM: Policy Committee

SUBJECT: First Reading: Board Bylaws 9000s Series

BACKGROUND

Modification 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. The Board will consider action to remove the following policies:

BB 9250.1 Health and Welfare Benefits - Current Board Members

BB 9250.2 Health and Welfare Benefits - Retirees

FUNDING IMPLICATIONS

included in the policy.

RECOMMENDATION

The Board is recommended to remove policies BB 9250.1 and BB 9250.2.

Bylaws of the Board
Health and Welfare Benefits
Current Board Members

BB 9250.1

- I. Each current member of the Santa Cruz County Board of Education shall be eligible to receive the same full health and welfare benefits as provided to Management Personnel of the Santa Cruz County Office of Education unless declined. Any member declining coverage may apply for coverage as permitted by the carrier(s) during the open enrollment period.
- II. A surviving spouse may elect to continue health and welfare benefits for himself/herself and dependents by paying the full cost of the health and welfare benefits. Such option for continued benefits must be exercised within two (2) months of the death of the spouse.
- III. The cost of the coverage provided shall be paid from funds under the jurisdiction of the Santa Cruz County Board of Education and will cover all premiums for health and welfare benefits for the member and his/her spouse and dependent children until the age of twenty-six (26) and dependent children of age who are physically or mentally incapacitated if permitted by law and the insurance carrier's rules.
- IV. The term "benefits" as used herein, does not mean or apply to a specific health benefits program or plan. The health and welfare benefits available pursuant to this policy are subject to availability under the carrier's rules and applicable law.

Adopted 4/17/2014

Bylaws of the Board
Health and Welfare Benefits
Retirees

BB 9250.2

- I. Eligibility
 - A. Each member of the Santa Cruz County Board of Education shall be eligible to receive the same full health and welfare benefits as provided to Management Personnel of the Santa Cruz County Office of Education to the extent specified in this policy.
 - B. At his/her own expense any member of the Santa Cruz County Board of Education who first took office prior to December 31, 1994, and who served at least one full term but less than twelve (12) years, upon leaving office, shall have the option to continue health and welfare benefits in which the member is then-currently enrolled. Such option for continued benefits must be exercised within two (2) months of leaving office.
 - C. Any member of the Santa Cruz County Board of Education who took office prior to December 31, 1994, and whose total service is twelve (12) years or more, upon leaving office, is eligible to receive the same full health and welfare benefits, as provided to current Board members, up to the age of sixty-five (65) or until the former member becomes eligible for Medicare, whichever is earlier, at which time the former member shall be eligible for the Medicare companion plan. After age sixty-five (65) or upon Medicare eligibility, the dental and vision coverage will remain unchanged as permitted by law and the insurance carried.
 - D. At his/her own expense any member of the Santa Cruz County Board of Education who first took office on or after January 1, 1995, and served at least one full term, upon leaving office, shall have the option to continue the health and welfare benefits programs in which the member is then-currently enrolled. Such option for continued benefits must be exercised within two (2) months of leaving office.
- II. A surviving spouse may elect to continue health and welfare benefits for himself/herself and dependents by paying the full cost of the health and welfare benefits. Such options for continued benefits must be exercised within two (2) months of the death of the spouse.
- III. For former members eligible under Section I.C., above, premiums for health and welfare shall be paid from funds under the jurisdiction of the Santa Cruz County Board of Education for the member and his/her spouse and dependent children until the age of twenty-six (26) and dependent children regardless of age who are physically or mentally incapacitated if permitted by law and the insurance carrier's rules.
- IV. The term "benefits," as used herein, does not mean or apply to a specific health benefits program or plan. The health and welfare benefits available under pursuant to this policy are subject to availability under the carrier's rules and applicable law.

Adopted 4/17/2014



SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM

Board Meeting Date: October 21, 2021

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Action

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Information

TO: County Board of Education

FROM: Charter Subcommittee

SUBJECT: Charter School Subcommittee Meeting

BACKGROUND

The Committee visited Pacific Collegiate School earlier this month for a school site visit and to meet with the school's administration and board members. The topics discussed include the school's COVID-19 response, diversity plans, and Pacific Collegiate's County Board presentation for November.

FUNDING IMPLICATIONS

None.

RECOMMENDATION

Receive the report from the Charter subcommittee.