



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 February 17, 2022
Open Session 4:00PM or soon thereafter
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/86904725000>

Or join by phone:

Phone Number: +1 (669) 900-6833

Meeting ID: # 869 0472 5000

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 February 17th. 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 17 de febrero. Cada individuo solo puede hacer un comentario por tema.

AGENDA

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

Abel Sanchez (President), Ed Acosta, Alyssa Alto, Rose Filicetti, Sandra Nichols, Sue Roth, 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 January 20, 2022

5.0.2 Donations

5.0.3 Comprehensive School Safety Plan

5.0.4 Budget Revisions

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 Labor Negotiations - “Sunshine” the Santa Cruz County Education Association (SCCEA), Chapter 036, Proposed Changes to Four Articles within the 2022-2023 Certificated Employee Unit Agreement to the Santa Cruz County Superintendent of Schools

The designated representative of the Santa Cruz County Education Association (SCCEA), Chapter 036, representing certificated staff, will propose changes to the following articles within the 2022-2023 Certificated Employee Unit Agreement to the Santa Cruz County Superintendent of Schools: Article 6 regarding Compensation, Article 10 regarding Leaves, Article 17 regarding Safety, and request to form a Unit and HR based committee to update and streamline the Evaluation Documents, and forms in collaboration with the Admin Teams.

Presenter(s): Elizabeth Burnhamgrau, President, SCCEA, Chapter 036

7.2 Labor Negotiations - “Sunshine” the California School Employees Association (CSEA), Chapter #484, Proposed Changes to Four Articles within the 2022-2023 Classified Employee Bargaining Unit Agreement to the Santa Cruz County Superintendent of Schools

The designated representative of the California School Employees Association, Chapter #484, representing classified staff, will propose changes to the following articles within the 2022-2023 Classified Employee Unit Agreement to the Santa Cruz County Superintendent of Schools: Article 11 regarding Pay and Allowances, Article 12 regarding Health & Welfare Benefits, Article 16 regarding Retirement, and Article 18 regarding Safety.

Presenter(s): Rory Bruce, President, CSEA Chapter 484

7.3 Labor Negotiations - “Sunshine” with the Santa Cruz County Education Association (SCCEA)

The Santa Cruz County Office of Education will sunshine the 2021-2023 Agreement to the Santa Cruz County Education Association.

Presenter(s): John Armstrong, Lead Labor Negotiator

7.4 Labor Negotiations - “Sunshine” with the California School Employees Association, Chapter #484 (CSEA)

The Santa Cruz County Office of Education will sunshine the 2021-23 Agreement to the California School Education Association.

Presenter(s): John Armstrong, Lead Labor Negotiator

7.5 Local Control Accountability Plan (LCAP) Supplement for the Santa Cruz County Office of Education

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA.

Presenter(s): Dr. Jennifer Izant Gonzales, Director, Alternative Education

7.6 Local Control Accountability Plan (LCAP) Supplement for the Santa Cruz County Career Advancement Charter

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA.

Presenter(s): Denise Sanson, Executive Director, Student Programs

7.7 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

8. NEW BUSINESS AND ACTION ITEMS

8.1 Approval of Resolution #22-03 Recognizing National African American History Month

Black History Month is a time for us to continue our collective journey honoring and deepening our knowledge of the history and contributions of Black Americans and people of African descent that have been marginalized from mainstream curricula and discussions because of our country's legacy of slavery, and institutional and structural racism. The Santa Cruz County Office of Education and the Board of Education is committed to valuing diversity and believes deeply that equity, respect and justice are central to the character of who we are, to the health of our democracy and to the well-being of our world.

The Board will consider approving Resolution #22-03 Recognizing National African American History Month.

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

Motion &

Roll Call Vote: Abel Sanchez (President)

8.2 Schedule Special Board Meeting

The Board will consider scheduling a special meeting to participate in a Board Self-Evaluation.

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

Motion &

Roll Call Vote: Abel Sanchez (President)

8.3 Discussion and Possible Approval of Resolution #22-04 Authorizing Continued Use of Remote Teleconferencing Provisions Pursuant to AB 361 and Government Code section 54953

Consistent with Government code section 54953, on January 20, 2022, the County Board of Education adopted Resolution #22-02, 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 #22-03, 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): Abel Sanchez, President, County Board of Education

Motion &

Roll Call Vote: Abel Sanchez (President)

9. SUPERINTENDENT'S REPORT

County Superintendent of Schools, Dr. Faris 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

12. SCHEDULE OF MEETINGS AND UPCOMING EVENTS

Santa Cruz County Board of Education
Regular Meeting
March 17, 2022
4:00 p.m.

13. ADJOURNMENT

The Board President will adjourn the meeting.

PLEASE NOTE:

Public Participation:

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Backup Documentation:

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ADA Compliance:

In compliance with Government Code section 54954.2 (a), The Santa Cruz County Office of Education will, on request, make this agenda available in appropriate alternative formats to persons with a disability, as required by Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec 12132), and the federal rules and regulations adopted in implementation thereof. Individuals who need this agenda in an alternative format or who need a disability-related modification or accommodation in order to participate in the meeting should contact 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 5.0.1

Board Meeting Date: February 17, 2022

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Action

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Information

TO: Santa Cruz County Board of Education

FROM: Dr. Faris Sabbah, County Superintendent of Schools

SUBJECT: Minutes of the Regular Board Meeting held on January 20, 2022

BACKGROUND

Minutes of the Regular Board Meeting held on January 20, 2022

FUNDING IMPLICATIONS

None.

RECOMMENDATION

Approve the minutes.



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

Santa Cruz County Board of Education
Regular Board Meeting
Thursday, January 20, 2022
Open Session 4:00PM
Held by Videoconference Only

UNAPPROVED MINUTES

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

Trustees Present:

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

Trustees Absent:

Sue Roth

Staff Present:

Faris Sabbah (Secretary), Debi Bodenheimer, Liann Reyes, Verenise Valentin

2. PLEDGE OF ALLEGIANCE

Superintendent Sabbah (Secretary) led the Pledge of Allegiance.

3. APPROVAL OF AGENDA

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

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

Nays: None

Abstain: None

Absent: Roth

4. PUBLIC COMMENT

No public comment requests at this time.

5. CONSENT AGENDA

- 5.0.1 Minutes of the Regular Board Meeting held on December 16, 2021
- 5.0.2 Budget Revisions
- 5.0.3 Donations
- 5.0.4 Alternative Education Court School Accountability Report Card (SARC)
- 5.0.5 Alternative Education Community School Accountability Report Card (SARC)
- 5.0.6 Alternative Education Career Advancement Charter School Accountability Report Card (SARC)

Trustee Filicetti thanked staff for the work on the SARC reports.

A motion was made to approve the consent agenda as presented (Van Allen/Alto 5-0-2)

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

5.1 DEFERRED CONSENT ITEMS (if required)

None.

6. CORRESPONDENCE

Official correspondence received by the Board was included in the Board Packet. Additional correspondence was received January 20, 2022, prior to the meeting, from Bri Paling (Aromas Community Member). The Board was emailed the packet before the meeting.

7. REPORTS, DISCUSSIONS, AND PRESENTATIONS

7.1 Santa Cruz County Office of Education Retirement Recognitions

The Board recognized the important contributions of the following Santa Cruz County Office of Education employees who retired in 2021.

Retirees: Cathy Carr, System Support Specialist, Business-IT Services
Lucinda Pappani, Payroll/Retirement Manager, Business Services
Miranda Janeschild, Occupational Therapist, Special Education

Liann Reyes, Deputy Superintendent, Business Services, presented Cathy Carr with her 18.5 years of service award. Mrs. Reyes described Cathy as a fun, helpful, and happy coworker and friend.

Mrs. Reyes presented Lucinda Pappani with her 23.5 years of service award. Lucinda was described as a knowledgeable, supportive, and diligent coworker and friend.

Deven Wood, Director, Special Education, presented Miranda Janeschild with her 12 years of service award. Miranda worked with students beginning at infants and until the age of 22. She was focused and caring with the students.

Trustee Filicetti and President Sanchez thanked the retirees for their work over the years.

7.2 Recognition of EyeQ

EyeQ Optometry wants to make sure that all children in Santa Cruz County get the eye care they need, regardless of insurance or financial status. To achieve this, they have partnered with their frame vendors and the lab to provide eyewear for students. They are conducting this service free of charge, and for the sheer pleasure of knowing that they are helping the children in our community. The County Board recognized EyeQ for their service to our students. Brianna Conley, EyeQ Front Desk Manager, was present to accept the recognition.

Kelly McWaid, San Lorenzo Valley Unified School District Nurse, shared her positive experiences working with EyeQ and the positive feedback she receives from families.

Trustees thanked EyeQ for their work and dedication to students.

7.3 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 keep schools open and students and staff healthy.

Trustees asked clarifying questions and thanked Superintendent Sabbah for his leadership.

Jane McElrone (Parent) requested to speak to this item. She thanked Superintendent Sabbah and the County Office for their work on distributing home tests to students before returning to school.

8. NEW BUSINESS AND ACTION ITEMS

8.1 Approval of the 2022-2023 Budget Calendar

The Board was asked to approve the 2022-2023 Budget Development Process and Single Budget Adoption Timelines as submitted and recommended by administration.

Trustees were given the opportunity to ask clarifying questions.

A motion was made to approve the 2022-2023 Budget Calendar (Van Allen/Nichols 6-0-1)

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

8.2 Resolution #22-01 Regarding Short-Term Cash Loans to Santa Cruz County School Districts

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

A motion was made to approve Resolution #22-01 Regarding Short-Term Cash Loans to Santa Cruz County School Districts (Filicetti/Van Allen 6-0-1)

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

8.3 Schedule Special February Board Meeting

The Board considered scheduling a special meeting in February to participate in a Board Self-Evaluation. Trustees discussed this matter. No action was taken on this matter.

8.4 Discussion and Possible Approval of Resolution #22-02 Authorizing Continued Use of Remote Teleconferencing Provisions Pursuant to AB 361 and Government Code section 54953

Consistent with Government code section 54953, on December 16, 2021, the County Board of Education adopted Resolution #21-29, finding that meeting in person would present imminent risks to the health or safety of attendees.

The County Board of Education discussed and considered adopting Resolution #22-02, 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.

A motion was made to approve Resolution #22-02 Authorizing Continued Use of Remote Teleconferencing Provisions Pursuant to AB 361 and Government Code section 54953 (Filicetti/Nichols 6-0-1)

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

9. SUPERINTENDENT'S REPORT

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

10. TRUSTEE REPORTS (3 minutes each)

Trustee Van Allen

He studied and reviewed the Governor's proposed budget and looked into the implications it has on education.

Trustee Sanchez

He attended the CAC graduations and the Pajaro Valley Unified School District's ribbon cutting ceremony for the new E.A. Hall outdoor field.

Trustee Nichols

She attended the Capital Advisor's Budget Workshop.

Trustee Filicetti

Once a month – Santa Cruz Operational Call on COVID-19/vaccine distribution, wildfire season and emergency prep, and CZU Fire recovery.

January 12 – North County Alternative Education Graduation - Oasis Aptos

January 18 – Introduction to Allison Paradise, CEO of The Epicenter, to discuss her program and book for empowering kids/mental health

January 19 – Santa Cruz COE - Budget Perspectives Workshop

January 20 – Inside Education, with several guest presenters, all sharing updates particular to different aspects of educational access and equity in our county.

Trustee Alto

She made progress on publishing her book. She also praised the County Office of Education for their COVID-19 testing program.

Trustee Acosta

He attended the Pajaro Valley Unified School District's ribbon cutting ceremony for the new E.A. Hall outdoor field.

11. AD HOC/STANDING COMMITTEE REPORTS/ACTIONS

None.

12. SCHEDULE OF MEETINGS AND UPCOMING EVENTS

Santa Cruz County Board of Education
Regular Meeting
February 17, 2022
4:00 p.m.

13. ADJOURNMENT

President Sanchez adjourned the meeting at 5:31 p.m.

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SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 5.0.2

Board Meeting Date: February 17, 2022

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Action

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Information

TO: Santa Cruz County Board of Education

FROM: Business Department

SUBJECT: Gifts and Donations

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>
Alternative Education	Jamie & Christopher Brown	\$100.00
- Mike James Scholarship		



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SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 5.0.3

Board Meeting Date: February 17, 2022

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Action

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Information

TO: Santa Cruz County Board of Education

FROM: John Rice, Executive Director, Alternative Education

SUBJECT: Comprehensive School Safety Plan

BACKGROUND

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

FUNDING IMPLICATIONS

Detailed herein.

RECOMMENDATION

Approve the Comprehensive School Safety Plan annual update.



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COMPREHENSIVE SCHOOL SAFETY PLAN

Part I – Public Components

2021-2022

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

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

Approved by:

Name	Title	Signature	Date
Faris Sabbah	Superintendent		

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Purpose of the Comprehensive School Safety Plan (CSSP)

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

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

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

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

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

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

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

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

SCHOOL PROFILE

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

Plan Development and Approval

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

- X School Site Council
- X School Safety Planning Committee

Which includes the following members:

Name	Membership Role
John Rice, Executive Director	Principal or Principal's Designee
Javier Gonzalez, Teacher	Teacher from Santa Cruz County Office of Education
Guadalupe Rodriguez	Parent whose child attends the School
Blanca Corrales, Community Organizer	Classified Employee
Officer Elliot Rock	Law Enforcement Agency Representative
Cristal Renteria, Assistant Director	Other

Key Dates of Plan Development and Approval	Date(s)
Meeting with representative of law enforcement agency to develop the Plan	2/01/22
Meeting at the school site to allow members of the public the opportunity to review and express opinions about the Plan	1/26/22
School Site Council approval of the Plan	1/26/22
School District Board approval of the Plan	2/17/22
Submission to Santa Cruz County Office of Education for audit review	2/17/22

Current Status of School Crime

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

5. School Violence, Victimization, and Safety

Table A.5.1
Perceived Safety at School

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

Question HS A.99/MS A.88: How safe do you feel when you are at school?

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

Table A.5.4

Violence and Victimization on School Property, Past 12 Months

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

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

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

Table A5.5

Property Damage on School Property, Past 12 Months

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

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

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

Table A5.6

Weapons Possession on School Property, Past 12 Months

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

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

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

6. Alcohol and Other Drug Use

Table A6.1

Summary Measures of Level of AOD Use and Perceptions

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

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

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

[‡]Great harm.

[§]Very difficult.

Table A6.8

Current AOD Use on School Property, Past 30 Days

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

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

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

Table A6.12
Perceived Harm of AOD Use

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

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

Table A6.13
Perceived Difficulty of Obtaining Alcohol and Marijuana

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

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

Table A86
Gang Involvement

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

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

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

Findings from the analysis of the data presented above include:

ASSESSMENT OF SCHOOL CRIME AND A HEALTHY SCHOOL CLIMATE - The California Healthy Kids Survey was administered during the 2020-2021 school year. However, due to distance learning and the ongoing challenges of the pandemic, participation rates were low. We have taken these responses into account and have combined their analysis with more thorough results from 2019. We have also additionally relied on 2021 local student survey data.

School Engagement and Supports

According to the California Healthy Kids Survey (CHKS) in 2019, 71% of students responded that they "Agree" or "Strongly Agree" that they felt connected to their school community. In 2021, 100% of students surveyed locally, reported that school was a supporting and inviting place. 88% reported feeling the school motivates students for learning. Students will be surveyed again this April.

School Violence, Victimization, and Safety

According to the California Healthy Kids Survey (CHKS), 83% of students responded that they felt either "Safe" or "Very safe" when asked, "How safe do you feel at school?" and only 2% responded with "Unsafe" or "Very unsafe." 86% of students responded positively to the same question via local survey this year. In the recent past, 13% of SCCOE students surveyed, reported being involved in at least one fight during the year and 4% had been threatened or injured with a weapon. 7% reported having had property stolen or damaged at school, which decreased from 11%, and only 5% reported that they had damaged school property on purpose, which decreased from 9% previously. 13% of students reported carrying a gun or some other weapon at school at least once during the year. 12% of students surveyed reported seeing someone else with a weapon on school campus. 7% of students reported that they considered themselves a member of a gang. 32% of students reported that gang activity was a "mild" or "moderate" problem. All schools have a dress code to ensure student safety regardless of gang involvement.

Substance Use and Mental Health

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

School Safety Strategies and Programs

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

School Vision/Mission Statement

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

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

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

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

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

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

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

The SCCOE Alternative Education Programs are located at various sites throughout Santa Cruz County. A description of the physical environment, including site maps and emergency exits are on file with the maintenance department and at each school site. The ultimate goal of our programs is to ensure that every student in our County has access to an educational program that suits the individual's unique need. This is accomplished through a variety of locations, educational models, and programmatic structures. Often, our students may be affected by one or more significant life challenges. Those may include drug and alcohol abuse, homelessness, criminal activity, truancy, expulsion, poverty, lack

of fluency in English, academic failure, and trauma. We provide a number of services for our students intended to ensure that all can benefit from the academic program. In addition to ensuring that our students have access to courses required for graduation, we provide a variety of services to meet student needs. These include: counseling, free and reduced priced meals, special education services, work based learning, and college and career counseling, conflict resolution, and Restorative Practices. Our programs include a charter high school, independent studies centers, personalized learning communities, two green career center high schools, middle school programs, thematic single classroom programs, conventional court/community schools, an all girls program, and a site at the juvenile hall.

Career Advancement Charter:

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

Community School Programs:

Cypress High School

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

Natural Bridges High School

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

Santa Cruz Community School (Phoenix Academy)

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

San Lorenzo Valley Community School (Highlands)

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

Louden Nelson Community School and Teen Center

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

Oasis High School (Aptos and Watsonville)

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

Seabright High School

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

Star Community School

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

Star Personalized Learning Community

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

The Cottage

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

Independent Studies Programs

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

DeWitt Anderson School

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

La Manzana Personalized Learning Community

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

Sequoia High School

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

Sequoia Junior High

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

El Nido

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

The Camp

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

Court School Programs:

Robert A. Hartman School

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

Escuela Quetzal

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

Freedom Community School

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

Sequoia Academy

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

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

Counseling

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

Restorative Practices and Conflict Resolution

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

Threat Assessment Protocol

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

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

Student Groups and Student Leadership

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

Sports League

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

Social Emotional Learning

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

Healing Centered Engagement Strategies

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

Experiential Education Opportunities

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

College Readiness and Dual Enrollment

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

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

School Supervision and Maintenance of Buildings/Classrooms

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

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

The SCCOE Alternative Education Program:

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

Child Abuse Reporting Procedures

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

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

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

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

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

Emergency/Disaster Preparedness Training Schedule

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

Training	Date(s)
Fire Procedures	Training: 10/15/2021
Lock Down Procedures	Training: 10/15/2021
Code Red Procedures	Training: 10/15/2021
Shelter in Place Procedures	Training: 10/15/2021
Earthquake Emergency Procedures	Training: 10/15/2021

Procedures for Emergency Use by Public Agency – BP 3516

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

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

Suspension/Expulsion Policies – BP 5144.1

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

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

Procedures to Notify Teachers of Dangerous Pupils – BP 5148

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

Teacher Notice of Disciplinary History

The Office of Child Welfare and Attendance shall provide to the administration of The SCCOE Alternative Education Program, information on each pupil who has: (1) during the previous three school years, engaged in any suspendable or expellable act (except E.C. 48900 (h)) or (b) committed a crime reported to the District by a family member, local law

enforcement, Probation Department or social services. This information is used to develop awareness, assigning appropriate discipline consequences, help in allocating resources, and is a factor in determining which services are provided to the pupil or recommended to the parent/guardian.

Gang Affiliation

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

Nondiscrimination/Harassment Policy – BP 5145.3

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

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

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

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

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

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

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

Dress Code – BP 5132

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

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

Rules and Procedures for School Discipline – BP 5144

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

Discipline Policy and Code:

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

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

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

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

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

Pupils may be suspended, transferred to another school, or recommended for expulsion for certain acts. However, wherever possible, the COE Alternative Education program favors the use of alternatives to suspension and expulsion, embracing the tenets of Restorative Justice and Conflict Resolution. According to West Ed: "Restorative Justice is a broad term that encompasses a growing social movement to institutionalize peaceful and non-punitive approaches for

addressing harm, responding to violations of legal and human rights, and problem solving." RJ has been used extensively both as a means to divert people from official justice systems, and as a program for convicted offenders already supervised by the adult or juvenile justice system." In the school setting, it often serves as an alternative to traditional discipline, particularly exclusionary disciplinary actions such as suspension or expulsion. Restorative Justice proponents often turn to restorative practices out of concern that more exclusionary disciplinary actions tend to be associated with harmful consequences for children.

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

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

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

Bullying Prevention – BP 5131.2

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

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

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

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

Positive School Climate – BP 5137

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

The district's curriculum shall include age-appropriate character education which includes, but is not limited to, the principles of equality, human dignity, mutual respect, fairness, honesty, and citizenship. The Superintendent or designee

may develop other strategies to enhance students' feelings of connectedness with the schools, such as campus beautification projects, graffiti removal, development of extracurricular activities and after-school programs, pairing of adult mentors with individual students, recognition of student achievement, and encouragement of strong family and community involvement in the schools. Board Policy 5137 is included in the Appendix.

The School's Social Environment

Leadership at SCCOE Alternative Education Programs is a shared process. A proactive role is assumed in all phases of the school operation. The Senior Director sets a positive tone for the school, guides the staff, and works closely with them on curriculum and school safety issues. The school site's organizational structure is open and flexible, contributing to sensitivity concerning school safety issues and promoting a safe, orderly school environment conducive to learning.

Classroom Organization and Structure

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

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

The School's Cultural Environment

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

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

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

SCCOE Alternative Education Programs Provide:

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

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

Counseling

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

Restorative Practices and Conflict Resolution

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

Threat Assessment Protocol

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

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

Student Groups and Student Leadership

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

Sports League

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

Social Emotional Learning

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

Healing Centered Engagement Strategies

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

Experiential Education Opportunities

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

College Readiness and Dual Enrollment

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

SCCOE Alternative Education Programs Plan To:

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

The Role of Mental Health Professionals, School Counselors and School Resource Officers in School Climate Strategies

The SCCOE Alternative Education Programs see mental health professionals, school counselors, probation officers, and school resource officers as team members, integral to both school and student success. School staff check in with these partners frequently, and work together to provide opportunities for trusting relationships to develop in and out of the classroom.

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

Reading with Relevance

The SCCOE Alternative Education Program utilizes the Reading with Relevance Program, which is growing in popularity among Court and Community School Programs. The curriculum is designed to be a Standards, Justice, SEL and novels based literature program. This is a valued program and it is suggested that it be continued while seeking ways to connect it with strategies consistent with English Language Development (ELD).

Differentiated Instructional Strategies

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

Youth Employment and Vocational Training

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

Fitness, Health, and Wellness

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

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

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

Art, Music, and Literature Enrichment Programs

Alternative Education believes that all students deserve a well-rounded education. We feel that Visual and Performing Arts are an integral part to such a liberal education. One purpose of art is to foster creativity. It is with creativity that we as a democratic society are able to continue to construct future possibilities, to grow, improve, and evolve. It is through empathy, the ability to experience something or someone as if you were that object or person, that we are

able to construct a future universe and society that is inclusive rather than exclusive. Simply put, Art teaches us to make sense of things as they are and to imagine them as they might be.

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

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

Student Recognition Programs

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

Preventing and Intervening: Pupil Aggressive Behavior

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

Uniform Complaint Procedure – BP 1312.3

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

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

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

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

Pupils who have witnessed a violent act at school or at a school-sponsored activity, while going to or coming from school or a school sponsored activity, or during a lunch period on or off campus, will need attention to address their mental

health. Witnessing violence and being a victim of violence at school have been found both positively and significantly associated with child psychological trauma symptoms and self-reported violent behavior, even after controlling for the effects of various demographic factors. Serious emotional and behavioral consequences can occur for students who are merely witnesses to violence (Flannery, D. J., Wester, K. L., & Singer, M. I., 2004).

Mental Health Programs

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

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

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

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

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

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

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

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

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

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

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

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

Appendix

Board Policy 5141.4 Child Abuse Prevention and Reporting

Board Policy 3516 Emergencies and Disaster Preparedness

Board Policy 5144.1 Suspension and Expulsion/Due Process

Board Policy 4158 Employee Security/Teacher Notification

Board Policy 5145.3 Nondiscrimination/Harassment

Board Policy 5132 Dress and Grooming

Board Policy 5144 Discipline

Board Policy 5131.2 Bullying Prevention

Board Policy 5137 Positive School Climate

Board Policy 1312.3 Uniform Complaint Procedure

CHILD ABUSE PREVENTION AND REPORTING

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

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

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

Child Abuse Reporting

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

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

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

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

Adopted: 10/16/2014

Policy
adopted:
Business and Noninstructional Operations

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

EMERGENCIES AND DISASTER PREPAREDNESS PLAN

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

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

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

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

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

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

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

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

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

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

(cf. 1330 - Use of School Facilities)

BP 3516(b)

EMERGENCIES AND DISASTER PREPAREDNESS PLAN (continued)

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

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

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

Legal Reference:

EDUCATION CODE

32001 Fire alarms and drills

32040 Duty to equip school with first aid kit

32280-32289 School safety plans

32290 Safety devices

39834 Operating overloaded bus

46390-46392 Emergency average daily attendance in case of disaster

49505 Natural disaster; meals for homeless students; reimbursement

CIVIL CODE

1714.5 Release from liability for disaster service workers and shelters

GOVERNMENT CODE

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

8607 Standardized emergency management system

CALIFORNIA CONSTITUTION

Article 20, Section 3 Oath or affirmation

CODE OF REGULATIONS, TITLE 5

550 Fire drills

560 Civil defense and disaster preparedness plans

CODE OF REGULATIONS, TITLE 19

2400-2450 Standardized emergency management system

UNITED STATES CODE, TITLE 42

12101-12213 Americans with Disabilities Act

Management Resources: (see next page)

EMERGENCIES AND DISASTER PREPAREDNESS PLAN (continued)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Crisis Response Box, 2000

CALIFORNIA GOVERNOR'S OFFICE OF EMERGENCY SERVICES PUBLICATIONS

Active Shooter Awareness Guidance, February 2018

State of California Emergency Plan, 2017

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

FEDERAL EMERGENCY MANAGEMENT AGENCY PUBLICATIONS

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

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

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

WEB SITES

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

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

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

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

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

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

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

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

U.S. Department of Education, Emergency Planning:
<http://www2.ed.gov/admins/lead/safety/crisisplanning.html>

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

SANTA CRUZ COUNTY OFFICE OF EDUCATION

Santa Cruz, California

BP 5144.1

Students

SUSPENSION AND EXPULSION/DUE PROCESS

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

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 5131.2 - Bullying)

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

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

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

(cf. 5112.5 - Open Closed Campus)

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

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

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

Appropriate Use of Suspension Authority

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

(cf. 5138 - Conflict Resolution Peer Mediation)

(cf. 5144 - Discipline)

(cf. 6142.4 - Service Learning Community Service Classes)

(cf. 6164.2 - Guidance Counseling Services)

(cf. 6164.5 - Student Success Teams)

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

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

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

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Chronic Absence and Truancy)

Authority to Expel

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

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

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

(cf. 5131.7 - Weapons and Dangerous Instruments)

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

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

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

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

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

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

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

Due Process

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

(cf. 5119 - Students Expelled from Other Districts)

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

Maintenance and Monitoring of Outcome Data

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

BP 5144.1

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

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

(cf. 0460 - Local Control and Accountability Plan)

Legal Reference:

EDUCATION CODE

212.5 Sexual harassment

233 Hate violence

1981-1981.5 Enrollment of students in community school

8239.1 Prohibition against expulsion of preschool student

17292.5 Program for expelled students

32261 Interagency School Safety Demonstration Act of 1985

35145 Open board meetings

35146 Closed sessions (regarding suspensions)

35291 Rules (for government and discipline of schools)

35291.5 Rules and procedures on school discipline

48645.5 Readmission; contact with juvenile justice system

48660-48666 Community day schools

48853.5 Foster youth

48900-48927 Suspension and expulsion

48950 Speech and other communication

48980 Parental notifications

49073-49079 Privacy of student records

52052 Numerically significant student subgroups

52060-52077 Local control and accountability plan

64000-64001 Consolidated application

Legal Reference continued: (see next page)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Legal Reference: (continued)

CIVIL CODE

47 Privileged communication

48.8 Defamation liability

CODE OF CIVIL PROCEDURE

1985-1997 Subpoenas; means of production

GOVERNMENT CODE

11455.20 Contempt

54950-54963 Ralph M. Brown Act

HEALTH AND SAFETY CODE

11014.5 Drug paraphernalia

11053-11058 Standards and schedules

LABOR CODE

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

PENAL CODE

31 Principal of a crime, defined

240 Assault defined

241.2 Assault fines

242 Battery defined

243.2 Battery on school property

243.4 Sexual battery

245 Assault with deadly weapon

245.6 Hazing

261 Rape defined

266c Unlawful sexual intercourse

286 Sodomy defined

288 Lewd or lascivious acts with child under age 14

288a Oral copulation

289 Penetration of genital or anal openings

417.27 Laser pointers

422.55 Hate crime defined

422.6 Interference with exercise of civil rights

422.7 Aggravating factors for punishment

422.75 Enhanced penalties for hate crimes

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

626.9 Gun-Free School Zone Act of 1995

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

868.5 Supporting person; attendance during testimony of witness

Legal Reference continued: (see next page)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Legal Reference: (continued)

WELFARE AND INSTITUTIONS CODE

729.6 Counseling

UNITED STATES CODE, TITLE 18

921 Definitions, firearm

UNITED STATES CODE, TITLE 20

1415(K) Placement in alternative educational setting

7961 Gun-free schools

UNITED STATES CODE, TITLE 42

11432-11435 Education of homeless children and youths

COURT DECISIONS

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

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

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

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

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

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

ATTORNEY GENERAL OPINIONS

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

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

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

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

Management Resources:

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

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

WEB SITES

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

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

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

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

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

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

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

Superintendent Policy

Employee Security

SP 4158

Personnel

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

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

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

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

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

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

Use of Pepper Spray

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

Reporting of Injurious Objects

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

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

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

Legal Reference:

EDUCATION CODE

32210-32212 Willful disturbance, public schools or meetings

32225-32226 Communication devices

35208 Liability insurance

35213 Reimbursement for loss, destruction or damage of school property

44014 Report of assault by pupil against school employee

44807 Duty concerning conduct of students

48201 Transfer of student records

48900-48926 Suspension or expulsion

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

49330-49335 Injurious objects

CIVIL CODE

51.7 Freedom from violence or intimidation

CODE OF CIVIL PROCEDURE

527.8 Workplace violence safety

GOVERNMENT CODE

995-996.4 Defense of public employees

3543.2 Scope of representation

PENAL CODE

71 Threatening public officers and employees and school officials

240-246.3 Assault and battery, especially:

241.3 Assault against school bus drivers

241.6 Assault on school employee including board member

243.3 Battery against school bus drivers

243.6 Battery against school employee including board member

245.5 Assault with deadly weapon against school employee including board member

290 Registration of sex offenders

601 Trespass by person making credible threat

626-626.11 School crimes

646.9 Stalking

22810 Purchase, possession, and use of tear gas

WELFARE AND INSTITUTIONS CODE

827 Juvenile court proceedings; reports; confidentiality

828.1 District police or security department, disclosure of juvenile records

COURT DECISIONS

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

Management Resources:

WEB SITES

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

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

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

SANTA CRUZ COUNTY OFFICE OF EDUCATION

Santa Cruz, California

BP 5145.3

Students

NONDISCRIMINATION/HARASSMENT

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

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

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

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

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

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

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

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

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

Approved December 17, 2020

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

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

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

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

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

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

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

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

Record-Keeping

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

(cf. 3580 - District Records)

Legal Reference:

EDUCATION CODE

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

CIVIL CODE

1714.1 Liability of parents/guardians for willful misconduct of minor

GOVERNMENT CODE

11135 Nondiscrimination in programs or activities funded by state

PENAL CODE

422.55 Definition of hate crime
422.6 Crimes, harassment

CODE OF REGULATIONS, TITLE 5

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

UNITED STATES CODE, TITLE 20

1681-1688 Title IX of the Education Amendments of 1972

UNITED STATES CODE, TITLE 29

794 Section 504 of Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

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

6101-6107 Age Discrimination Act of 1975
12101-12213 Title II equal opportunity for individuals with disabilities
CODE OF FEDERAL REGULATIONS, TITLE 28
35.107 Nondiscrimination on basis of disability; complaints
CODE OF FEDERAL REGULATIONS, TITLE 34
99.31 Disclosure of personally identifiable information
100.3 Prohibition of discrimination on basis of race, color or national origin
104.7 Designation of responsible employee for Section 504
104.8 Notice
106.8 Designation of responsible employee for Title IX
106.9 Notification of nondiscrimination on basis of sex
110.25 Prohibition of discrimination based on age
COURT DECISIONS
Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567
Flores v. Morgan Hill Unified School District, (2003) 324 F.3d 1130

Management Resources:

CSBA PUBLICATIONS

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

CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

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

FIRST AMENDMENT CENTER PUBLICATIONS

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

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

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

Dear Colleague Letter: Title IX Coordinators, April 2015

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

Dear Colleague Letter: Harassment and Bullying, October 2010

Notice of Non-Discrimination, Fact Sheet, August 2010

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS

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

WEB SITES

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

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

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

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

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

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

SANTA CRUZ COUNTY OFFICE OF EDUCATION

Santa Cruz, California

BP 5132

Students

DRESS AND GROOMING

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

(cf. 4119.22 4219.22 4319.22 - Dress and Grooming)

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

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

(cf. 5145.3 - Nondiscrimination Harassment)

(cf. 5145.7 - Sexual Harassment)

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

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

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

(cf. 0415 - Equity)

(cf. 5145.2 - Freedom of Speech Expression)

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

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

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

Adopted: November 19, 2020

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

(cf. 5144 - Discipline)

Gang-Related Apparel

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

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5136 - Gangs)

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

Uniforms

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

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

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

Legal Reference: (see next page)

DRESS AND GROOMING (continued)

Legal Reference:

EDUCATION CODE

212.1 Nondiscrimination based on race or ethnicity

220 Nondiscrimination

32281 School safety plans

35183 School dress codes; uniforms

35183.5 Sun-protective clothing

48907 Student exercise of free expression

49066 Grades; effect of physical education class apparel

COURT DECISIONS

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

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

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

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

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

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

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

DISCIPLINE

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

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

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

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

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

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

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

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

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

Corporal Punishment

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

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

Adopted: 10/16/2014

Regulation
approved:
Students

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

BULLYING

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

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

Examples of Prohibited Conduct

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

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

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

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

BP 5131.2

Approved December 17, 2020

BULLYING (continued)

Measures to Prevent Bullying

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

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

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

BULLYING (continued)

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

(cf. 0460 - Local Control and Accountability Plan)

Complaints

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

(cf. 1312.3 - Uniform Complaint Procedures)

Discipline/Corrective Actions

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

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

Legal Reference: (see next page)

BULLYING (continued)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

32282 Comprehensive safety plan

32283.5 Bullying; online training

48900-48925 Suspension or expulsion

48985 Translation of notices

52066-52069 Local control and accountability plan

PENAL CODE

422.55 Definition of hate crime

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

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

653.2 Electronic communication devices; threats to safety

CODE OF REGULATIONS, TITLE 5

4600-4670 Uniform complaint procedures

UNITED STATES CODE, TITLE 47

254 Universal service discounts (e-rate)

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

104.7 Designation of responsible employee for Section 504

106.8 Designation of responsible employee for Title IX

110.25 Notification of nondiscrimination on the basis of age

COURT DECISIONS

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

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

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

Management Resources: (see next page)

BULLYING (continued)

Management Resources:

CSBA PUBLICATIONS

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

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

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

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

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

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

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Bullying Module

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

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

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

Bullying at School, 2003

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

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

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

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

Dear Colleague Letter: Harassment and Bullying, October 2010

WEB SITES

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

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

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

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

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

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

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

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

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

**Santa Cruz
County
Board of
Education**

Board Policy
BP 5137
Students

Positive School Climate

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

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

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

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

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

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

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

Board Approved: February 20, 2020

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

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

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

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

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

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

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

Board Approved: February 20, 2020

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

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 6164.2 - Guidance/Counseling Services)

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

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Legal Reference:

EDUCATION CODE

233-233.8 Hate violence prevention

32280-32289 School safety plans

32295.5 Teen court programs

35181 Governing board policy on responsibilities of students

35291-35291.5 Rules

44807 Teachers' duty concerning conduct of students

48900-48925 Suspension and expulsion

Management Resources:

CSBA PUBLICATIONS

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

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

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

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

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

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

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

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

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

Board Approved: February 20, 2020

Community Relations
UNIFORM COMPLAINT PROCEDURES

BP 1312.3

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

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

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

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

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

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

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

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

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

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

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

8200-8498 Child care and development programs

8500-8538 Adult basic education

18100-18203 School libraries

32289 School safety plan, uniform complaint procedures

35186 Williams uniform complaint procedures

48985 Notices in language other than English

49010-49013 Student fees

49060-49079 Student records

49490-49590 Child nutrition programs

52060-52077 Local control and accountability plan, especially

52075 Complaint for lack of compliance with local control and accountability plan requirements

52160-52178 Bilingual education programs

52300-52490 Career technical education

52500-52616.24 Adult schools

52800-52870 School-based program coordination

54400-54425 Compensatory education programs

54440-54445 Migrant education

54460-54529 Compensatory education programs

56000-56867 Special education programs

59000-59300 Special schools and centers

64000-64001 Consolidated application process

GOVERNMENT CODE

11135 Nondiscrimination in programs or activities funded by state

12900-12996 Fair Employment and Housing Act

PENAL CODE

422.55 Hate crime: definition

422.6 Interference with constitutional right or privilege

CODE OF REGULATIONS, TITLE 5

3080 Application of section

4600-4687 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1221 Application of laws

1232g Family Educational Rights and Privacy Act

1681-1688 Title IX of the Education Amendments of 1972

6301-6577 Title I basic programs

6801-6871 Title III language instruction for limited English proficient and immigrant students

7101-7184 Safe and Drug-Free Schools and Communities Act

7201-7283g Title V promoting informed parental choice and innovative programs

7301-7372 Title V rural and low-income school programs

12101-12213 Title II equal opportunity for individuals with disabilities



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

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 5.0.4

Board Meeting Date: February 17, 2022

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Action

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Information

TO: Santa Cruz County Board of Education

FROM: Business Department

SUBJECT: Budget Revisions

BACKGROUND

Budget revisions to the 2021-2022 budget.

FISCAL IMPLICATIONS

Detailed herein.

RECOMMENDATION

Approve revisions.



MEMO

DATE: February 11, 2022

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

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

RE: January Budget Revisions

Significant changes to the budget during the month of January, 2022 are as follows:

UNRESTRICTED:

An overall increase in expense in the amount \$76,518 to salary and benefits adjustments and an increased contribution of \$10,364 from Alternative Education and Student Support Services to support corresponding restricted programs. This resulted in a decrease to the Unrestricted ending fund balance of \$86,883.

RESTRICTED:

Overall increases to restricted revenue and corresponding expense include adjusted allocations and grant awards for Alternative Education Title I, Special Education, Foster Youth Direct Services, American Rescue Plan Homeless I, and an increase to the Student Support Services CalHOPE Grant. This resulted in an increase to the Restricted ending fund balance of \$7,640.

Budget revisions processed in January decrease ending fund balance by \$79,243.

Pacheco Bill Compliance:

One professional services agreement/contract was initiated in January that required a budget revision be processed in excess of \$25,000. A professional services agreement with National Equity Project for participation in the National Equity Project's Rebel Leader Collective program. This will provide monthly virtual learning sessions, tools, resources, content, and ongoing coaching sessions as part of the County Office of Education's Equity Initiative. Professional services agreement not to exceed \$30,000.

Business department staff continue to communicate and work closely with department staff and managers to review revenues, expenditures, and current year budgets as we continue preparing for 2nd Interim reporting and begin 2022-23 budget development.

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

LR:ml

cc: Rebecca Olker

	2021-22 Adopted Budget			2021-22 Revised Budget as of December 31, 2021			January 2022 Budget Revisions Processed			2021-22 Revised Budget as of January 31, 2022		
REVENUES	UNRESTRICTED	RESTRICTED	TOTAL FUND	UNRESTRICTED	RESTRICTED	TOTAL FUND	UNRESTRICTED	RESTRICTED	TOTAL FUND	UNRESTRICTED	RESTRICTED	TOTAL FUND
LCFF Sources	\$ 22,050,858	\$ 7,462,390	\$29,513,248	\$ 22,050,858	\$ 7,462,390	\$29,513,248	\$ -	\$ -	\$ -	\$ 22,050,858	\$ 7,462,390	\$29,513,248
Federal Revenue	\$ 4,350,000	\$ 1,650,167	\$ 6,000,167	\$ 4,350,000	\$ 2,144,449	\$ 6,494,449	\$ -	\$ 5,887	\$ 5,887	\$ 4,350,000	\$ 2,150,336	\$ 6,500,336
Other State Revenue	\$ 280,544	\$ 9,406,556	\$ 9,687,099	\$ 280,544	\$ 9,078,323	\$ 9,358,866	\$ -	\$ 132,424	\$ 132,424	\$ 280,544	\$ 9,210,746	\$ 9,491,290
Other Local Revenue	\$ 1,363,474	\$ 5,820,475	\$ 7,183,949	\$ 1,545,110	\$ 8,963,142	\$ 10,508,252	\$ -	\$ 175,614	\$ 175,614	\$ 1,545,110	\$ 9,138,756	\$ 10,683,866
TOTAL, REVENUES	\$ 28,044,876	\$ 24,339,587	\$52,384,463	\$ 28,226,511	\$ 27,648,304	\$ 55,874,815	\$ -	\$ 313,924	\$ 313,924	\$ 28,226,511	\$ 27,962,229	\$ 56,188,740
EXPENDITURES												
Certificated Salaries	\$ 7,243,343	\$ 4,963,773	\$12,207,115	\$ 6,853,933	\$ 5,455,568	\$ 12,309,501	\$ (11,586)	\$ 161,087	\$ 149,501	\$ 6,842,347	\$ 5,616,655	\$ 12,459,001
Classified Salaries	\$ 7,488,712	\$ 6,016,225	\$13,504,936	\$ 7,033,713	\$ 6,664,287	\$ 13,698,000	\$ (178,819)	\$ 65,826	\$ (112,993)	\$ 6,854,894	\$ 6,730,112	\$ 13,585,006
Employee Benefits	\$ 7,726,119	\$ 8,075,933	\$15,802,052	\$ 7,432,532	\$ 8,064,348	\$ 15,496,881	\$ (123,542)	\$ (150,046)	\$ (273,587)	\$ 7,308,991	\$ 7,914,302	\$ 15,223,293
Books and Supplies	\$ 962,178	\$ 1,002,198	\$ 1,964,376	\$ 1,066,787	\$ 1,587,591	\$ 2,654,378	\$ 349,635	\$ 312,872	\$ 662,507	\$ 1,416,423	\$ 1,900,462	\$ 3,316,885
Services and Other Operating Expenditures	\$ 3,432,410	\$ 3,922,339	\$ 7,354,750	\$ 3,642,842	\$ 5,851,244	\$ 9,494,086	\$ 43,794	\$ (76,053)	\$ (32,259)	\$ 3,686,636	\$ 5,775,191	\$ 9,461,827
Capital Outlay	\$ 219,500	\$ -	\$ 219,500	\$ 219,500	\$ 141,245	\$ 360,745	\$ -	\$ -	\$ -	\$ 219,500	\$ 141,245	\$ 360,745
Other Outgo (excluding Transfers of Indirect Costs)	\$ 4,350,000	\$ 624,756	\$ 4,974,756	\$ 4,350,000	\$ 624,756	\$ 4,974,756	\$ -	\$ -	\$ -	\$ 4,350,000	\$ 624,756	\$ 4,974,756
Other Outgo - Transfers of Indirect Costs	\$ (1,473,957)	\$ 1,375,754	\$ (98,203)	\$ (1,594,149)	\$ 1,459,988	\$ (134,162)	\$ (2,964)	\$ 2,964	\$ 0	\$ (1,597,114)	\$ 1,462,952	\$ (134,162)
TOTAL EXPENDITURES	\$ 29,948,304	\$ 25,980,977	\$55,929,282	\$ 29,005,157	\$ 29,849,026	\$ 58,854,184	\$ 76,518	\$ 316,649	\$ 393,168	\$ 29,081,676	\$ 30,165,675	\$ 59,247,351
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES	\$ (1,903,429)	\$ (1,641,390)	\$ (3,544,819)	\$ (778,646)	\$ (2,200,722)	\$ (2,979,368)	\$ (76,518)	\$ (2,725)	\$ (79,243)	\$ (855,165)	\$ (2,203,447)	\$ (3,058,611)
OTHER FINANCING SOURCES/USES												
Interfund Transfers												
a) Transfers In	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
b) Transfers Out	\$ 19,000	\$ -	\$ 19,000	\$ 40,000	\$ -	\$ 40,000	\$ -	\$ -	\$ -	\$ 40,000	\$ -	\$ 40,000
Other Sources/Uses												
a) Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
b) Uses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Contributions	\$ (1,356,189)	\$ 1,356,189	\$ -	\$ (1,417,939)	\$ 1,417,939	\$ 0	\$ (10,364)	\$ 10,364	\$ -	\$ (1,428,303)	\$ 1,428,303	\$ 0
TOTAL OTHER FINANCING SOURCES/USES	\$ (1,375,189)	\$ 1,356,189	\$ (19,000)	\$ (1,457,939)	\$ 1,417,939	\$ (40,000)	\$ (10,364)	\$ 10,364	\$ -	\$ (1,468,303)	\$ 1,428,303	\$ (40,000)
NET INCREASE (DECREASE) IN FUND BALANCE	\$ (3,278,618)	\$ (285,201)	\$ (3,563,819)	\$ (2,236,585)	\$ (782,783)	\$ (3,019,368)	\$ (86,883)	\$ 7,640	\$ (79,243)	\$ (2,323,468)	\$ (775,143)	\$ (3,098,611)
FUND BALANCE, RESERVES												
Beginning Fund Balance												
a) As of July 1 Unaudited	\$ 27,174,400	\$ 2,222,465	\$29,396,865	\$ 29,104,985	\$ 2,704,632	\$ 31,809,617	\$ -	\$ -	\$ -	\$ 29,104,985	\$ 2,704,632	\$ 31,809,617
b) Audit Adjustments	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
c) As of July 1 Audited	\$ 27,174,400	\$ 2,222,465	\$29,396,865	\$ 29,104,985	\$ 2,704,632	\$ 31,809,617	\$ -	\$ -	\$ -	\$ 29,104,985	\$ 2,704,632	\$ 31,809,617
d) Other Restatements	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
e) Adjusted Beginning Balance	\$ 27,174,400	\$ 2,222,465	\$29,396,865	\$ 29,104,985	\$ 2,704,632	\$ 31,809,617	\$ -	\$ -	\$ -	\$ 29,104,985	\$ 2,704,632	\$ 31,809,617
Ending Balance, June 30	\$ 23,895,782	\$ 1,937,264	\$25,833,046	\$ 26,868,400	\$ 1,921,849	\$ 28,790,249	\$ (86,883)	\$ 7,640	\$ (79,243)	\$ 26,781,517	\$ 1,929,489	\$ 28,711,006



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

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 6.0

Board Meeting Date: February 17, 2022

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Action

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Information

TO: Santa Cruz County Board of Education

FROM: Administration Department

SUBJECT: Correspondence

BACKGROUND

Correspondence sent to the County Office of Education is included herein.

FUNDING IMPLICATIONS

None.

RECOMMENDATION

Receive correspondence.

Notice of Demand

Date: 1/24/2022

Certified Mail Number: 70201810000113656094

From Skyla Higgins

To: Kris Munro, Tracey Runeare, Cory Montanez, Deborah Tracy-Proulx, Farris Sabbah. As a school board trustee/superintendent/advisory board member/or other, you have failed to exercise statutorily mandated compliance and are hereby put on notice to comply with the **Child Endangerment Law California Penal Code §273a(a)&273d**, California Education Code § 48900(r)(1), 49005.8(3), 49076, 51101(a)(7) and 66252(a)(c)(d) , California Constitution's Declaration of Rights Article 1, SEC. 7(a), the Constitution of United States 4th, 5th and 14th Amendment, 42 U.S. Code § 3631&1983, 18 U.S. Code §241&242 and the Nuremberg Code², and are directed to immediately halt all COVID Vaccine, COVID Vaccines, COVID Vaccinations, COVID Passports, COVID tests, COVID Social Control methods such as masking, lockdowns, quarantines, and/or any surveillance, harassment, detention, detention centers, arrests, forced confinement, coercion or any other actions, henceforth known as "COVID measures" in your jurisdiction. Please be advised that any and all persons in your jurisdiction are guaranteed Safe Conduct and Health Safety under the protection of the Law. Any attempts, in contravention of the above incontrovertible mandates of Local, State, Federal and International Law, will be in direct violation of the School Board's statutorily derived authority to regulate public school districts as it pertains to all COVID measures thereby preventing students from exercising their fundamental right to schooling and daily life functions free from control.

We invoke the right to a safe school environment for all students devoid of toxic COVID measures while a child is in school. Actively employing hazardous administrative procedures around the COVID measures include, but are not limited to, COVID vaccine coercion, incentivized vaccines, acquisition, administration, distribution, insertion or infusion into human bodies, modification, placement, operations, tracking and use, on school properties is in breach of the aforementioned laws.

According to California Penal Code 273a(a), **the Child Endangerment Law**, one will be held criminally and personally liable when one "willfully causes or permits any child to suffer, or inflicts thereon unjustifiable physical pain or mental suffering ... punished by imprisonment in a county jail not exceeding one year, or in the state prison for two, four, or six years". In addition the California Education Code § 49005.8(3) adds civil liability to your felony or misdemeanor when, "a physical restraint technique that obstructs a pupil's respiratory airway" is employed on your school premises.

Discrimination, Harassment and Bullying by any school agent with respect to COVID measures are a direct infringement on student equal educational opportunity rights and are specified in California Education Code § 66252(a)(c)(d): "(a) All students have the right to participate fully in the educational process, free from **discrimination and harassment**. (c) **Harassment** on school grounds directed at an individual on the basis of personal characteristics or status creates a

² <https://history.nih.gov/display/history/Nuremberg+Code>

California Constitution and the United States Constitution. (d) There is an urgent need to prevent and respond to acts of hate violence **and bias-related incidents** that are occurring at an increasing rate in California's public schools."

Peer reviewed scientific studies prove harm results due to exposures to all kinds of COVID measures including those used in a school environment. The health of students is a constitutional right and parental rights may not be usurped as per the California Constitution's Declaration of rights Article 1, SEC. 7(a) which states:"maximizing the educational opportunities and protecting the health and safety of all public-school pupils, enhancing the ability of parents to participate in the educational process, preserving harmony and tranquility in this State and its public schools". The presence of the COVID measures in schools is in direct violation of California Education Code Sec. 51101(a)(7) which mandates that it is a parent's decision as to what is best for their child's school environment. EUA Law Requires a Right to Refuse EUA Products and Experimental Medical Trials Involving Children Require Parental Consent.

In summary, your school district is subject to the Child Endangerment Law California Penal Code 273a(a) & d, California Education Code § 48900(r)(1), 49005.8(3), 49076, 51101(a)(7) and 66252(a)(c)(d), California Constitution's Declaration of Rights Article 1, SEC. 7(a), the Constitution of United States 4th, 5th, and 14th Amendment, 42 U.S. Code § 3631, and the Nuremberg Code. You are personally liable under the Law and must commit your school district to compliance to International, Federal, State and Local law and prove procedural compliance for any past, current and future COVID measures deployment of all kinds. Any administrative procedures related to the COVID measures on school facilities will be immediately considered Child Endangerment and an infringement on parental rights, and contravention of Federal and state law, as set forth, herein.

You have all the legal capabilities to make lawful and legal decisions to eliminate COVID mandates from the schools in your jurisdiction³. Your inaction to eliminate this offending toxin is deemed to be complicit in illegal activities subject to assault and Child Endangerment. I accept your oath of office to protect the children. You have been put on notice. Kindly inform me of your intent to refrain from the above activities within 14 days to ensure lawful and legal compliance and avoid further legal action.

Regards,

Skyla Higgins

(Signature)

Witness Signature

Witness Signature

³ Cal Ed Code § 35160 – 35160.2; *American Civil Rights Foundation v. Berkeley Unified School Dist.*, 172 Cal. App. 4th 207. 216

CALIFORNIA ACKNOWLEDGMENT

CIVIL CODE § 1189

A notary public or other officer completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.

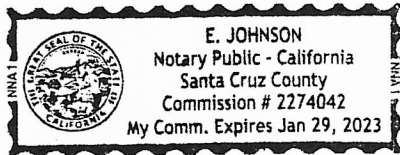
State of California

County of Santa Cruz }

On January 24, 2022 before me, E. Johnson, Notary Public
Date Here Insert Name and Title of the Officer

personally appeared Skyia Higgins
Name(s) of Signer(s)

who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.



I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.

Signature _____
Signature of Notary Public

Place Notary Seal and/or Stamp Above

OPTIONAL

Completing this information can deter alteration of the document or fraudulent reattachment of this form to an unintended document.

Description of Attached Document

Title or Type of Document: Notice of Demand

Document Date: January 14, 2022 Number of Pages: 2pgs

Signer(s) Other Than Named Above: _____
(w/out Acknowledgment Certificate)

Capacity(ies) Claimed by Signer(s)

Signer's Name: _____
☐ Corporate Officer - Title(s): _____
☐ Partner - ☐ Limited ☒ General
☐ Individual ☐ Attorney in Fact
☐ Trustee ☐ Guardian or Conservator
☐ Other: _____
Signer is Representing: _____

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☐ Partner - ☐ Limited ☐ General
☐ Individual ☐ Attorney in Fact
☐ Trustee ☐ Guardian or Conservator
☐ Other: _____
Signer is Representing: _____

OBJECTION NOTICE FROM: Aiden Higgins

NOTICE OF NON-CONSENT

1/24/2022

Certified Mail Number: 70201810000113656094

To: Kris Munro, Tracey Runeare, Cory Montanez, Deborah Tracy-Proulx, Farris Sabbah

From Skyla Higgins

I hereby give notice that I do not consent to the administration of COVID Vaccines, COVID Vaccinations, COVID Passports, COVID tests, COVID Social Control methods such as masking, lockdowns, quarantines, and/or any surveillance, harassment, detention, detention centers, arrests, forced confinement, coercion or any other measures, henceforth known as "COVID measures" in your Jurisdiction upon my child/children Aiden Higgins. And demand you cease any COVID Vaccines with immediate effect as well as cease any and all efforts to coerce or persuade a minor to get the vaccine.

This applies to anyone trying to employ actual or proposed procedures around the COVID measures and are not limited to these; COVID Vaccine acquisition, administration, distribution, insertion, coercion or infusion into human bodies, modification, placement, operations, tracking and use, on school properties under your jurisdiction.

COVID Measures without parental consent at my child's/children's place of education /leisure, 300 La Fonda Ave Santa Cruz CA 95062 violates federal law. Such COVID Vaccines (actual or proposed) are causing or could cause a severe risk of harm, including but not limited to death, to my child's/children's health and interfere with my child's/children's enjoyment of Harbor High School

Evidence of harm include but are not limited to: increased structural and functional modifications of the biological system, reproductive system, neurological disorders, cellular stress, cancer risk, negative impact upon general wellbeing in humans, genetic damage, blood clots, bells palsy, tremors, learning and memory deficits, increase in harmful free-radicals, anaphylaxis, Covid -19 infection, long-term Covid, chronic diseases and death.

I hereby give notice that I do not consent to COVID Measures as above and request you cease all further actions with immediate effect. I make this statement with explicit reservation of all my unalienable, constitutionally secured, and protected Rights with none waived, and without prejudice¹².

¹²) United States Constitution Article 4:2 <https://www.law.cornell.edu/constitution/articleiv>

Please provide your insurance information and any other indemnity details for any future compensation claims for adverse health effects attributed to this exposure by completing the section below and returning to the sender.

Name of policy holder:

Insurance provider:

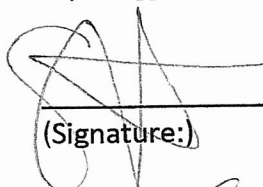
Policy Number:

Limit of Indemnity:

I accept your oath of office by Federal and State laws to protect the children. Kindly inform me of your intent within 14 days of your receipt of this NOTICE OF NON-CONSENT, under your full commercial liability to ensure lawful and legal compliance and avoid further legal action.

Regards,

Skyla Higgins


(Signature:)


Witness Signature


Witness Signature


Witness Signature

Addendum

- The November 8, 2021 ruling on the lawsuit brought by Let Them Breathe and Reopen California Schools against the California Department of Public Health and Governor Newsom over California's masking, quarantining and testing protocols sheds light on this subject. San Diego Superior Court Judge Cynthia Freeland's ruling states, "There simply is no language in the Guidance, however, that requires, directs, or otherwise authorizes schools to force students into an independent study program." Judge Freeland also stated that quarantine

and testing guidance for students was only a recommendation which school districts remain free to implement or not.

- 18 U.S. Code § 241 - Conspiracy against rights: If two or more persons conspire to injure, oppress, threaten, or intimidate any person in any State, Territory, Commonwealth, Possession, or District in the free exercise or enjoyment of any right or privilege secured to him by the Constitution or laws of the United States, or because of his having so exercised the same; or If two or more persons go in disguise on the highway, or on the premises of another, with intent to prevent or hinder his free exercise or enjoyment of any right or privilege so secured—They shall be fined under this title or imprisoned not more than ten years, or both; and if death results from the acts committed in violation of this section or if such acts include kidnapping or an attempt to kidnap, aggravated sexual abuse or an attempt to commit aggravated sexual abuse, or an attempt to kill, they shall be fined under this title or imprisoned for any term of years or for life, or both, or may be sentenced to death. (June 25, 1948, ch. 645, 62 Stat. 696; Pub. L. 90–284, title I, § 103(a), Apr. 11, 1968, 82 Stat. 75; Pub. L. 100–690, title VII, § 7018(a), (b)(1), Nov. 18, 1988, 102 Stat. 4396; Pub. L. 103–322, title VI, § 60006(a), title XXXII, §§ 320103(a), 320201(a), title XXXIII, § 330016(1)(L), Sept. 13, 1994, 108 Stat. 1970, 2109, 2113, 2147; Pub. L. 104–294, title VI, §§ 604(b)(14)(A), 607(a), Oct. 11, 1996, 110 Stat. 3507, 3511.)

- 18 U.S. Code § 242 - Deprivation of rights under color of law

Whoever, under color of any law, statute, ordinance, regulation, or custom, willfully subjects any person in any State, Territory, Commonwealth, Possession, or District to the deprivation of any rights, privileges, or immunities secured or protected by the Constitution or laws of the United States, or to different punishments, pains, or penalties, on account of such person being an alien, or by reason of his color, or race, than are prescribed for the punishment of citizens, shall be fined under this title or imprisoned not more than one year, or both; and if bodily injury results from the acts committed in violation of this section or if such acts include the use, attempted use, or threatened use of a dangerous weapon, explosives, or fire, shall be fined under this title or imprisoned not more than ten years, or both; and if death results from the acts committed in violation of this section or if such acts include kidnapping or an attempt to kidnap, aggravated sexual abuse, or an attempt to commit aggravated sexual abuse, or an attempt to kill, shall be fined under this title, or imprisoned for any term of years or for life, or both, or may be sentenced to death.

(June 25, 1948, ch. 645, 62 Stat. 696; Pub. L. 90–284, title I, § 103(b), Apr. 11, 1968, 82 Stat. 75; Pub. L. 100–690, title VII, § 7019, Nov. 18, 1988, 102 Stat. 4396; Pub. L. 103–322, title VI, § 60006(b), title XXXII, §§ 320103(b), 320201(b), title XXXIII, § 330016(1)(H), Sept. 13, 1994, 108 Stat. 1970, 2109, 2113, 2147; Pub. L. 104–294, title VI, §§ 604(b)(14)(B), 607(a), Oct. 11, 1996, 110 Stat. 3507, 3511.)

- 42 U.S. Code § 1983 - Civil action for deprivation of rights

Every person who, under color of any statute, ordinance, regulation, custom, or usage, of any State or Territory or the District of Columbia, subjects, or causes to be subjected, any citizen of the United States or other person within the jurisdiction thereof to the deprivation of any rights,

privileges, or immunities secured by the Constitution and laws, shall be liable to the party injured in an action at law, suit in equity, or other proper proceeding for redress, except that in any action brought against a judicial officer for an act or omission taken in such officer's judicial capacity, injunctive relief shall not be granted unless a declaratory decree was violated or declaratory relief was unavailable. For the purposes of this section, any Act of Congress applicable exclusively to the District of Columbia shall be considered to be a statute of the District of Columbia.

(R.S. § 1979; Pub. L. 96-170, § 1, Dec. 29, 1979, 93 Stat. 1284; Pub. L. 104-317, title III, § 309(c), Oct. 19, 1996, 110 Stat. 3853.)

- 42 U.S. Code § 3631 - Violations; penalties

Whoever, whether or not acting under color of law, by force or threat of force willfully injures, intimidates or interferes with, or attempts to injure, intimidate or interfere with—(a) any person because of his race, color, religion, sex, handicap (as such term is defined in section 3602 of this title), familial status (as such term is defined in section 3602 of this title), or national origin and because he is or has been selling, purchasing, renting, financing, occupying, or contracting or negotiating for the sale, purchase, rental, financing or occupation of any dwelling, or applying for or participating in any service, organization, or facility relating to the business of selling or renting dwellings; or

(b) any person because he is or has been, or in order to intimidate such person or any other person or any class of persons from—

(1)

participating, without discrimination on account of race, color, religion, sex, handicap (as such term is defined in section 3602 of this title), familial status (as such term is defined in section 3602 of this title), or national origin, in any of the activities, services, organizations or facilities described in subsection (a); or

(2)

affording another person or class of persons opportunity or protection so to participate; or

(c)

any citizen because he is or has been, or in order to discourage such citizen or any other citizen from lawfully aiding or encouraging other persons to participate, without discrimination on account of race, color, religion, sex, handicap (as such term is defined in section 3602 of this title), familial status (as such term is defined in section 3602 of this title), or national origin, in any of the activities, services, organizations or facilities described in subsection (a), or participating lawfully in speech or peaceful assembly opposing any denial of the opportunity to so participate—

shall be fined under title 18 or imprisoned not more than one year, or both; and if bodily injury results from the acts committed in violation of this section or if such acts include the use,

attempted use, or threatened use of a dangerous weapon, explosives, or fire shall be fined under title 18 or imprisoned not more than ten years, or both; and if death results from the acts committed in violation of this section or if such acts include kidnapping or an attempt to kidnap, aggravated sexual abuse or an attempt to commit aggravated sexual abuse, or an attempt to kill, shall be fined under title 18 or imprisoned for any term of years or for life, or both.

(Pub. L. 90-284, title IX, § 901, Apr. 11, 1968, 82 Stat. 89; Pub. L. 93-383, title VIII, § 808(b)(4), Aug. 22, 1974, 88 Stat. 729; Pub. L. 100-430, § 9, Sept. 13, 1988, 102 Stat. 1635; Pub. L. 103-322, title XXXII, § 320103(e), Sept. 13, 1994, 108 Stat. 2110; Pub. L. 104-294, title VI, § 604(b)(15), (27), Oct. 11, 1996, 110 Stat. 3507, 3508.)

•

CALIFORNIA ACKNOWLEDGMENT

CIVIL CODE § 1189

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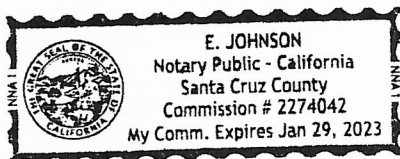
State of California

County of Santa Cruz

On January 24, 2022 before me, E. Johnson, Notary Public
Date Here Insert Name and Title of the Officer

personally appeared Skylla Higgins
Name(s) of Signer(s)

who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.



I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.

Signature

Signature of Notary Public

Place Notary Seal and/or Stamp Above

OPTIONAL

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Description of Attached Document

Title or Type of Document: Notice of Non-Consent

Document Date: January 14, 2022

Number of Pages: 5 pgs

Signer(s) Other Than Named Above:

(w/act notary acknowledgment)

Capacity(ies) Claimed by Signer(s)

Signer's Name:

☐ Corporate Officer - Title(s):

☐ Partner - ☐ Limited ☐ General

☐ Individual

☐ Attorney in Fact

☐ Trustee

☐ Guardian or Conservator

☐ Other:

Signer is Representing:

Signer's Name:

☐ Corporate Officer - Title(s):

☐ Partner - ☐ Limited ☐ General

☐ Individual

☐ Attorney in Fact

☐ Trustee

☐ Guardian or Conservator

☐ Other:

Signer is Representing:

Notice of Demand

Date: January 24, 2022

Certified Mail Number: 70210950000072454297

From: Laura Rockow

To: **Faris Sabbah, COE Superintendent**
Sue Roth, COE Trustee
Bruce Van Allen, COE Trustee
Sandra Nichols, COE Trustee
Rose Filicetti, COE Trustee
Alyssa Alto, COE Trustee
Ed Acosta, COE Trustee
Able Sanchez, COE Trustee

Tanya Krause, Superintendent
Michael Shulman, Vice President
Corey Warner, Clerk
Jane McElrone, Trustee
Roger Snyder, Trustee
Sue Rains, President
Gail Newel, Health Office
Dr. David Ghillarducci, Medical Director
Mimi Hall, Health Service Director

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Regards,

Laura Rockow

(Signature:)



² Cal Ed Code § 35160 – 35160.2; *American Civil Rights Foundation v. Berkeley Unified School Dist.*, 172 Cal. App. 4th 207, 216



Witness Signature



Witness Signature

CC: Sheriff Jim Hart
District Attorney Jeffrey Rosell

* See attached CA Acknowledgment

CALIFORNIA ACKNOWLEDGMENT

CIVIL CODE § 1189

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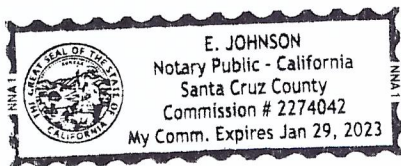
State of California

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personally appeared Laura Rockow
Name(s) of Signer(s)

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Signature of Notary Public

Place Notary Seal and/or Stamp Above

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Document Date: January 24, 2022 Number of Pages: 3 pgs

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Capacity(ies) Claimed by Signer(s)

Signer's Name: _____

☐ Corporate Officer – Title(s): _____

☐ Partner – ☐ Limited ☐ General

☐ Individual ☐ Attorney in Fact

☐ Trustee ☐ Guardian or Conservator

☐ Other: _____

Signer is Representing: _____

Signer's Name: _____

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☐ Partner – ☐ Limited ☐ General

☐ Individual ☐ Attorney in Fact

☐ Trustee ☐ Guardian or Conservator

☐ Other: _____

Signer is Representing: _____

Notice of Demand

Date: January 14, 2022

Certified Mail Number: 7020 0640 0002 1162-0344-0399

From: Carol Bjorn

To: Michelle Rodriguez, PVUSD Superintendent
Jennifer Holm, PVUSD Trustee
Maria Orozco, PVUSD Trustee
Jennifer Schacher, PVUSD Trustee
Kimberly De Serpa, PVUSD President
Oscar Soto, PVUSD Trustee
Daniel Dodge, Jr., PVUSD Trustee
Georgia Acosta, PVUSD Trustee
Dan Weisner, PVUSD IT Director

Faris Sabbah, COE Superintendent
Sue Roth, COE Trustee
Bruce Van Allen, COE Trustee
Sandra Nicholas, COE Trustee
Rose Filicetti, COE Trustee
Alyssa Alto, COE Vice-president
Ed Acosta, COE Trustee
Abel Sanchez, COE President
Peggy Pughe, Aptos High Principal

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¹ <https://history.nih.gov/display/history/Nuremberg+Code>

measures in schools, is in direct violation of California Education Code Sec. 51101(a)(7) which mandates that it is a parent's decision as to what is best for their child's school environment.

According to California Penal Code 273a(a) and d, the Child Endangerment Law, you will be held criminally and personally liable when you willfully subject, permit or cause children to be placed in a situation where their health is endangered and genetic integrity is compromised. This shall be punished by imprisonment in a county jail not exceeding one year, or in the state prison for two, four, or six years. Additionally, Cal Ed Code § 49005.8(3) adds civil liability to your misdemeanor or felony when, "a physical restraint technique that obstructs a pupil's respiratory airway" is employed on your school premises.

In summary, your school district is subject to the Child Endangerment Law California Penal Code 273a(a) and 273(d), California Education Code § 49005.8(3), 49076 and 51101(a)(7), California Constitution's

Declaration of Rights Article 1, SEC. 7(a), the Constitution of United States 4th, 5th, and 14th Amendment, 42 U.S. Code § 3631, and the Nuremberg Code². You are personally liable under the Law and must commit your school district to compliance to International, Federal, State and Local law and prove procedural compliance for any past, current and future COVID Vaccine deployment of all kinds. Any administrative procedures related to the COVID measures on school facilities will be immediately considered Child Endangerment and an infringement on parental rights, and contravention of Federal and state law, as set forth, herein.

You have all the legal capabilities to make lawful and legal decisions to eliminate COVID mandates from the schools in your jurisdiction³. Your inaction to eliminate this offending toxin is deemed to be complicit of illegal activities subject to assault and Child Endangerment. I accept your oath of office to protect the children. You have been put on notice. **Kindly inform me of your intent to refrain from the above activities within 14 days to ensure lawful and legal compliance and avoid further legal action.**

With explicit reservation of all my unalienable and Constitutionally secured Rights, Privileges, and Immunities with none waived, and without prejudice.

Very truly, in Proper Person, Special, with Assistance,

By: Carol Bjorn ©
Carol Bjorn



Witness Signature

cc: Sheriff Jim Hart

District Attorney Jeffrey S. Rosell

² <https://history.nih.gov/display/history/Nuremberg+Code>

³ Cal Ed Code § 35160 – 35160.2; *American Civil Rights Foundation v. Berkeley Unified School Dist.*, 172 Cal. App. 4th 207, 216

+ see attached CA Acknowledgment

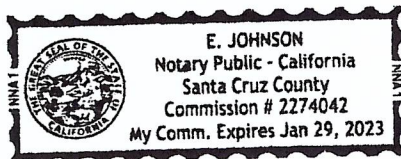
CALIFORNIA ACKNOWLEDGMENT

CIVIL CODE § 1189

A notary public or other officer completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.

State of California }
 County of Santa Cruz }
 On January 14, 2022 before me, E. Johnson, Notary Public
 Date Here Insert Name and Title of the Officer
 personally appeared Carol Bjorn
 Name(s) of Signer(s)

who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.



I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.

Signature _____
 Signature of Notary Public

Place Notary Seal and/or Stamp Above

OPTIONAL

Completing this information can deter alteration of the document or fraudulent reattachment of this form to an unintended document.

Description of Attached Document

Title or Type of Document: Notice of Demand
 Document Date: January 14, 2022 Number of Pages: 2 pgs
 Signer(s) Other Than Named Above: _____

Capacity(ies) Claimed by Signer(s)

Signer's Name: _____	Signer's Name: _____
<input type="checkbox"/> Corporate Officer – Title(s): _____	<input type="checkbox"/> Corporate Officer – Title(s): _____
<input type="checkbox"/> Partner – <input type="checkbox"/> Limited <input type="checkbox"/> General	<input type="checkbox"/> Partner – <input type="checkbox"/> Limited <input type="checkbox"/> General
<input type="checkbox"/> Individual <input type="checkbox"/> Attorney in Fact	<input type="checkbox"/> Individual <input type="checkbox"/> Attorney in Fact
<input type="checkbox"/> Trustee <input type="checkbox"/> Guardian or Conservator	<input type="checkbox"/> Trustee <input type="checkbox"/> Guardian or Conservator
<input type="checkbox"/> Other: _____	<input type="checkbox"/> Other: _____
Signer is Representing: _____	Signer is Representing: _____

Notice of Demand

Date: January 14, 2022

Certified Mail Number: 7020 2450 0000

6008 4413

From: Erica Stanojevic

To: Gail Newel, Santa Cruz county Health Officer
Faris Sabbah, COE Superintendent
Sue Roth, COE Trustee
Bruce Van Allen, COE Trustee
Sandra Nicholas, COE Trustee
Rose Filicetti, COE Trustee
Alyssa Alto, COE Vice-president
Ed Acosta, COE Trustee
Abel Sanchez, COE President

As a school board trustee/superintendent/advisory board member/or other, you have failed to exercise statutorily mandated compliance and are hereby put on notice to comply with the **Child Endangerment Law California Penal Code §273a(a) and 273d**, California Education Code § 49005.8(3), 51101(a)(7) and 49076, California Constitution's Declaration of Rights Article 1, SEC. 7(a), the Constitution of United States 4th, 5th and 14th Amendment, 42 U.S. Code § 3631 and the Nuremberg Code¹, and are directed to immediately halt all COVID Vaccine, COVID Vaccines, COVID Vaccinations, COVID Passports, COVID tests, COVID Social Control methods such as masking, lockdowns, quarantines, and/or any surveillance, harassment, detention, detention centers, arrests, forced confinement, coercion or any other measures, henceforth known as "COVID measures" in your Jurisdiction.

Please be advised that any and all persons in your jurisdiction are guaranteed Safe Conduct and Health Safety under the protection of the Law. Any attempts, in contravention of the above incontrovertible mandates of Local, State, Federal and International Law, will be in direct violation of the School Board's statutorily derived authority to regulate public school districts as it pertains to all COVID measures thereby preventing students from exercising their fundamental right to schooling and daily life functions free from control.

We invoke the right to a safe school environment for all students devoid of toxic COVID measures while a child is in school. Actively employing hazardous administrative procedures around the COVID measures include, but are not limited to, COVID vaccine coercion, incentivized vaccines, acquisition, administration, distribution, insertion or infusion into human bodies, modification, placement, operations, tracking and use, on school properties is in breach of the aforementioned laws.

Peer reviewed scientific studies prove harm results due to exposures to all kinds of COVID measures including those used in a school environment. The health of students is a constitutional right and parental rights may not be usurped as per the California Constitution's Declaration of rights Article 1, SEC. 7(a) which states: "maximizing the educational opportunities and protecting the health and safety of all public-school pupils, enhancing the ability of parents to participate in the educational process, preserving harmony and tranquility in this State and its public schools". The presence of the COVID measures in schools, is in direct violation of California Education Code Sec. 51101(a)(7) which mandates that it is a parent's decision as to what is best for their child's school environment.

¹ <https://history.nih.gov/display/history/Nuremberg+Code>

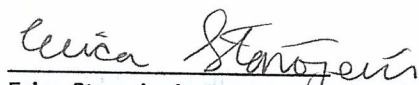
According to California Penal Code 273a(a) and d, the Child Endangerment Law, you will be held criminally and personally liable when you willfully subject, permit or cause children to be placed in a situation where their health is endangered and genetic integrity is compromised. This shall be punished by imprisonment in a county jail not exceeding one year, or in the state prison for two, four, or six years. Additionally, Cal Ed Code § 49005.8(3) adds civil liability to your misdemeanor or felony when, "a physical restraint technique that obstructs a pupil's respiratory airway" is employed on your school premises.

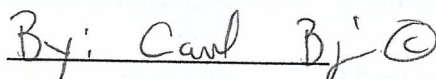
In summary, your school district is subject to the Child Endangerment Law California Penal Code 273a(a) and 273(d), California Education Code § 49005.8(3), 49076 and 51101(a)(7), California Constitution's Declaration of Rights Article 1, SEC. 7(a), the Constitution of United States 4th, 5th, and 14th Amendment, 42 U.S. Code § 3631, and the Nuremberg Code². You are personally liable under the Law and must commit your school district to compliance to International, Federal, State and Local law and prove procedural compliance for any past, current and future COVID Vaccine deployment of all kinds. Any administrative procedures related to the COVID measures on school facilities will be immediately considered Child Endangerment and an infringement on parental rights, and contravention of Federal and state law, as set forth, herein.

You have all the legal capabilities to make lawful and legal decisions to eliminate COVID mandates from the schools in your jurisdiction³. Your inaction to eliminate this offending toxin is deemed to be complicit of illegal activities subject to assault and Child Endangerment. I accept your oath of office to protect the children. You have been put on notice. **Kindly inform me of your intent to refrain from the above activities within 14 days to ensure lawful and legal compliance and avoid further legal action.**

With explicit reservation of all my unalienable and Constitutionally secured Rights, Privileges, and Immunities with none waived, and without prejudice.

Very truly, in Proper Person, Special, with Assistance,


Erica Stanojevic


Witness Signature

cc: Sheriff Jim Hart

District Attorney Jeffrey S. Rosell

² <https://history.nih.gov/display/history/Nuremberg+Code>

³ Cal Ed Code § 35160 – 35160.2; *American Civil Rights Foundation v. Berkeley Unified School Dist.*, 172 Cal. App. 4th 207, 216

* see attached CA Acknowledgment

CALIFORNIA ACKNOWLEDGMENT

CIVIL CODE § 1189

A notary public or other officer completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.

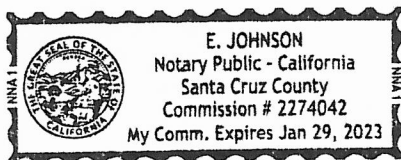
State of California

County of Santa Cruz

On January 14, 2022 before me, E. Johnson, Notary Public
Date Here Insert Name and Title of the Officer

personally appeared Erica Stanojevic
Name(s) of Signer(s)

who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.



I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.

Place Notary Seal and/or Stamp Above

Signature

Signature of Notary Public

OPTIONAL

Completing this information can deter alteration of the document or fraudulent reattachment of this form to an unintended document.

Description of Attached Document

Title or Type of Document: Notice of Demand

Document Date: January 14, 2022 Number of Pages: 2pgs

Signer(s) Other Than Named Above: _____

Capacity(ies) Claimed by Signer(s)

Signer's Name: _____

☐ Corporate Officer – Title(s): _____

☐ Partner – ☐ Limited ☐ General

☐ Individual ☐ Attorney in Fact

☐ Trustee ☐ Guardian or Conservator

☐ Other: _____

Signer is Representing: _____

Signer's Name: _____

☐ Corporate Officer – Title(s): _____

☐ Partner – ☐ Limited ☐ General

☐ Individual ☐ Attorney in Fact

☐ Trustee ☐ Guardian or Conservator

☐ Other: _____

Signer is Representing: _____

Notice of Demand

Date: January 24, 2022

Certified Mail Number: 7021 0950 0000 7245 4303

From: Jennifer Williams

To: Michelle Rodriguez, PVUSD Superintendent
Jennifer Holm, PVUSD Trustee
Maria Orozco, PVUSD Trustee
Jennifer Schacher, PVUSD Trustee
Kimberly De Serpa, PVUSD President
Oscar Soto, PVUSD Trustee
Daniel Dodge, Jr., PVUSD Trustee
Georgia Acosta, PVUSD Trustee
Dan Weisner, PVUSD IT Director
Micheal Mansfield, Aptos Junior High Principal

Faris Sabbah, COE Superintendent
Sue Roth, COE Trustee
Bruce Van Allen, COE Trustee
Sandra Nicholas, COE Trustee
Rose Filicetti, COE Trustee
Alyssa Alto, COE Vice-president
Ed Acosta, COE Trustee
Abel Sanchez, COE President
Peggy Pughe, Aptos High Principal

As a school board trustee/superintendent/advisory board member/or other, you have failed to exercise statutorily mandated compliance and are hereby put on notice to comply with the **Child Endangerment Law California Penal Code §273a(a) and 273d**, California Education Code § 49005.8(3), 51101(a)(7) and 49076, California Constitution's Declaration of Rights Article 1, SEC. 7(a), the Constitution of United States 4th, 5th and 14th Amendment, 42 U.S. Code § 3631 and the Nuremberg Code¹, and are directed to immediately halt all COVID Vaccine, COVID Vaccines, COVID Vaccinations, COVID Passports, COVID tests, COVID Social Control methods such as masking, lockdowns, quarantines, and/or any surveillance, harassment, detention, detention centers, arrests, forced confinement, coercion or any other measures, henceforth known as "COVID measures" in your Jurisdiction.

Please be advised that any and all persons in your jurisdiction are guaranteed Safe Conduct and Health Safety under the protection of the Law. Any attempts, in contravention of the above incontrovertible mandates of Local, State, Federal and International Law, will be in direct violation of the School Board's statutorily derived authority to regulate public school districts as it pertains to all COVID measures thereby preventing students from exercising their fundamental right to schooling and daily life functions free from control.

We invoke the right to a safe school environment for all students devoid of toxic COVID measures while a child is in school. Actively employing hazardous administrative procedures around the COVID measures include, but are not limited to, COVID vaccine coercion, incentivized vaccines, acquisition, administration, distribution, insertion or infusion into human bodies, modification, placement, operations, tracking and use, on school properties is in breach of the aforementioned laws.

Peer reviewed scientific studies prove harm results due to exposures to all kinds of COVID measures including those used in a school environment. The health of students is a constitutional right and parental rights may not be usurped as per the California Constitution's Declaration of rights Article 1, SEC. 7(a) which states: "maximizing the educational opportunities and protecting the health and safety of all public-school pupils, enhancing the ability of parents to participate in the educational process,

¹ <https://history.nih.gov/display/history/Nuremberg+Code>

measures in schools, is in direct violation of California Education Code Sec. 51101(a)(7) which mandates that it is a parent's decision as to what is best for their child's school environment.

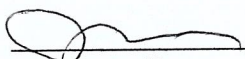
According to California Penal Code 273a(a) and d, the Child Endangerment Law, you will be held criminally and personally liable when you willfully subject, permit or cause children to be placed in a situation where their health is endangered and genetic integrity is compromised. This shall be punished by imprisonment in a county jail not exceeding one year, or in the state prison for two, four, or six years. Additionally, Cal Ed Code § 49005.8(3) adds civil liability to your misdemeanor or felony when, "a physical restraint technique that obstructs a pupil's respiratory airway" is employed on your school premises.

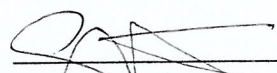
In summary, your school district is subject to the Child Endangerment Law California Penal Code 273a(a) and 273(d), California Education Code § 49005.8(3), 49076 and 51101(a)(7), California Constitution's Declaration of Rights Article 1, SEC. 7(a), the Constitution of United States 4th, 5th, and 14th Amendment, 42 U.S. Code § 3631, and the Nuremberg Code². You are personally liable under the Law and must commit your school district to compliance to International, Federal, State and Local law and prove procedural compliance for any past, current and future COVID Vaccine deployment of all kinds. Any administrative procedures related to the COVID measures on school facilities will be immediately considered Child Endangerment and an infringement on parental rights, and contravention of Federal and state law, as set forth, herein.

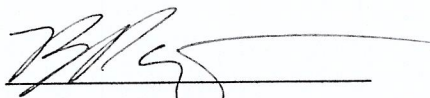
You have all the legal capabilities to make lawful and legal decisions to eliminate COVID mandates from the schools in your jurisdiction³. Your inaction to eliminate this offending toxin is deemed to be complicit of illegal activities subject to assault and Child Endangerment. I accept your oath of office to protect the children. You have been put on notice. **Kindly inform me of your intent to refrain from the above activities within 14 days to ensure lawful and legal compliance and avoid further legal action.**

With explicit reservation of all my unalienable and Constitutionally secured Rights, Privileges, and Immunities with none waived, and without prejudice.

Very truly, in Proper Person, Special, with Assistance,


Jennifer Williams


Witness Signature


Witness Signature


Witness Signature

cc: Sheriff Jim Hart
District Attorney Jeffrey S. Rosell

² <https://history.nih.gov/display/history/Nuremberg+Code>

³ Cal Ed Code § 35160 – 35160.2; *American Civil Rights Foundation v. Berkeley Unified School Dist.*, 172 Cal. App. 4th 207, 216

* see attached at Acknowledgment

CALIFORNIA ACKNOWLEDGMENT

CIVIL CODE § 1189

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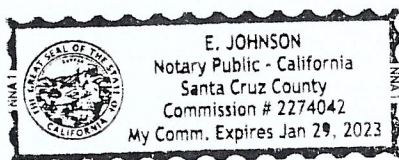
State of California

County of Santa Cruz

On January 24, 2022 before me, E. Johnson, Notary Public
Date Here Insert Name and Title of the Officer

personally appeared Jennifer Williams
Name(s) of Signer(s)

who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.



I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.

Signature

[Handwritten Signature]

Signature of Notary Public

Place Notary Seal and/or Stamp Above

OPTIONAL

Completing this information can deter alteration of the document or fraudulent reattachment of this form to an unintended document.

Description of Attached Document

Title or Type of Document: Notice of demand

Document Date: January 24, 2022

Number of Pages: 2 pgs

Signer(s) Other Than Named Above:

(without acknowledgment certificate)

Capacity(ies) Claimed by Signer(s)

Signer's Name:

- ☐ Corporate Officer – Title(s): _____
☐ Partner – ☐ Limited ☐ General
☐ Individual ☐ Attorney in Fact
☐ Trustee ☐ Guardian or Conservator
☐ Other: _____
Signer is Representing: _____

Signer's Name:

- ☐ Corporate Officer – Title(s): _____
☐ Partner – ☐ Limited ☐ General
☐ Individual ☐ Attorney in Fact
☐ Trustee ☐ Guardian or Conservator
☐ Other: _____
Signer is Representing: _____

Notice to Cease-and-Desist from administering all COVID Measures as noncompliant with California Education Code § 201, 4900.5, 49076, & 51101(a)(7), Child Endangerment Law California Penal Code 273a(a), California Health and Safety Code § 24172, California Government Code § 37100, California Constitution's Declaration of Rights Article 1, SEC. 7(a), the Constitution of United States 4th, 5th and 14th Amendment, 42 U.S. Code §3631, 21 CFR § 50.25 and the Nuremberg Code.

Date: January 24, 2022

Certified Mail Number: 70210950000072454372

From: Laura Rockow

**To: Faris Sabbah, COE Superintendent
Sue Roth, COE Trustee
Bruce Van Allen, COE Trustee
Sandra Nichols, COE Trustee
Rose Filicetti, COE Trustee
Alyssa Alto, COE Trustee
Ed Acosta, COE Trustee
Able Sanchez, COE Trustee**

**Tanya Krause, Superintendent
Michael Shulman, Vice President
Corey Warner, Clerk
Jane McElrone, Trustee
Roger Snyder, Trustee
Sue Rains, President
Gail Newel, Health Office
Dr. David Ghillarducci, Medical Director
Mimi Hall, Health Service Director**

Scotts Valley High School is hereby provided notice of noncompliance with California Education Code § 51101(a)(7) and § 49076, Child Endangerment Law California Penal Code 273a(a), California Constitution's Declaration of Rights Article 1, SEC. 7(a), the Constitution of United States 4th, 5th and 14th Amendment, 42 U.S. Code § 3631, 21 CFR § 50.25 the Nuremberg Code. The aforementioned laws and those below affect any and all minors placed under your jurisdiction.

Whereas COVID measures include all, COVID Vaccine, COVID Vaccinations, COVID Passports, COVID tests, COVID Social Control methods such as masking, lockdowns, quarantines, and/or any surveillance, harassment, coercion, detention, detention centers, arrests, forced confinement, or any other measures, henceforth known as "COVID measures".

This correspondence judiciously advises you that vaccine manufacturers are shielded from any liability on COVID Measures injuries as per Title 42 USC 300aa-11 and 42 USC 300aa-22. Thus, the School District should consider the scientifically proven biological hazards of Covid Vaccine exposure to children and the potential financial damages you will be held liable for should the COVID Measures be administered to minors on your premises.

According to FDA 21 U.S.C. § 360bbb-3(e)(1)(A)(ii)(iii), this provision requires, inter alia, that the recipient being met with the COVID Vaccines be advised of his or her right to refuse dispensation of the product:

“of the option to accept or refuse administration of the product, of the consequences, if any, of refusing administration of the product, and of the alternatives to the product that are available and of their benefits and risks.”

Individual Consent of COVID Vaccines is also deemed necessary as per California Health and Safety Code § 24171-24176 in the Medical Experimental Act. Any creation, application or enforcement of a mandatory policy enforced by your institution on minors regarding COVID Measures may also violate the California Constitution or the Constitution of the United States as per California Gov. Code § 37100¹,

“The legislative body may pass ordinances not in conflict with the Constitution and laws of the State or the United States”.

According to California Penal Code 273a(a), the Child Endangerment Law, you will be held criminally and personally liable when one “willfully causes or permits any child to suffer, or inflicts thereon unjustifiable physical pain or mental suffering ... punished by imprisonment in a county jail not exceeding one year, or in the state prison for two, four, or six years”. In addition, California Education Code § 49005.8(3) adds civil liability to your felony or misdemeanor when, “a physical restraint technique that obstructs a pupil’s respiratory airway” is employed on your school premises.

We kindly ask that your district not ignore the real financial liability implications of your actions. All minors in your district maintain the right for refusal without retaliation as per UNRUH Civil Rights Act (b)² implying the Equal Protection Clause and Brown v. Board of Education of Topeka, 347 U.S. 483 (1954). The threat of being denied access or the right to attend public school based on mandatory COVID measures is deemed deliberate discrimination and a violation of California Education Code , Article 1 §201 and Californian State law. Thus your district cannot claim immunity from State and Federal laws which demand right to refuse and informed consent for participation in any COVID measures without discrimination. This letter demands that the School District of Scotts Valley Unified cease and desist from the administering COVID measures. In connection with this cease and desist notice please notify any and all administering agents of the COVID measures of their need to comply with the above-cited laws and to place their

https://leginfo.ca.gov/faces/codes_displaySection.xhtml?lawCode=GOV§ionNum=37100. Furthermore, it would be advantageous for your district to adhere to 21 CFR 50.20 General requirements for informed consent and 21 CFR 50.25 Elements of informed consent for children¹ so as not to violate Federal Regulations.

² https://leginfo.ca.gov/faces/codes_displaySection.xhtml?lawCode=CIV§ionNum=51

written compliance into the public record, in order that their action(s) might be considered compliant.

Kindly inform me of your intent to cease and desist from the above activities within 14 days to ensure lawful and legal compliance and avoid further legal action.

Regards,

Laura A. Rockow



(Signature:)



Witness Signature



Witness Signature



Witness Signature

CC: Sheriff Jim Hart
DA Jeffrey S. Rosell

* see attached CA acknowledgment

CALIFORNIA ACKNOWLEDGMENT

CIVIL CODE § 1189

A notary public or other officer completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.

State of California

County of

Santa Cruz

On

January 24, 2022

before me,

E. Johnson, Notary Public

Here Insert Name and Title of the Officer

personally appeared

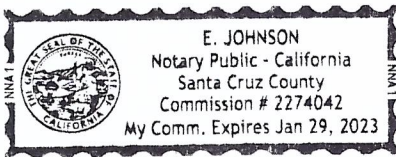
Laura A. Rockow

Name(s) of Signer(s)

who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.



Place Notary Seal and/or Stamp Above

Signature

[Signature]

Signature of Notary Public

OPTIONAL

Completing this information can deter alteration of the document or fraudulent reattachment of this form to an unintended document.

Description of Attached Document

Title or Type of Document: Notice to Cease and Desist from...

Document Date: January 24, 2022

Number of Pages: 3 pgs

Signer(s) Other Than Named Above: _____

(Want Acknowledgment Certificate)

Capacity(ies) Claimed by Signer(s)

Signer's Name: _____

☐ Corporate Officer – Title(s): _____

☐ Partner – ☐ Limited ☐ General

☐ Individual ☐ Attorney in Fact

☐ Trustee ☐ Guardian or Conservator

☐ Other: _____

Signer is Representing: _____

Signer's Name: _____

☐ Corporate Officer – Title(s): _____

☐ Partner – ☐ Limited ☐ General

☐ Individual ☐ Attorney in Fact

☐ Trustee ☐ Guardian or Conservator

☐ Other: _____

Signer is Representing: _____

Notice of Default

Date: 2/1/2022

Certified Mail Numbers:

7020 1290 0000 3268 3975

7020 1290 0000 3268 3982

7020 1290 0000 3268 3999

7020 1290 0000 3268 4002

From: Bri Paling

To:

Faris Sabbah, COE Superintendent

Sue Roth, COE Trustee

Bruce Van Allen, COE Trustee

Sandra Nicholas, COE Trustee

Rose Filicetti, COE Trustee

Alyssa Alto, COE Vice-president

Ed Acosta, COE Trustee

Abel Sanchez, COE President

Dr. Gail Newel, Health Officer

Mimi Hall, Health Services Agency Director

Dr. David Ghilarducci, EMS Medical
Director

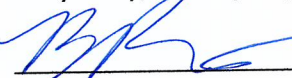
I hereby certify that no response/reply or any other form of documentation has been received in response/reply to the Notice of Demand issued and served on 1/14/2022 within the specified amount of time.


By your failure to respond, I consider you bound to the terms and requests in the original Notice that require you not to employ "COVID measures". And accordingly, failure to respond/reply has placed you in default.

Kindly inform me of your intent to refrain from the above activities within 14 days to ensure lawful and legal compliance and avoid further legal action.

With explicit reservation of all my unalienable and Constitutionally secured Rights, Privileges, and Immunities with none waived, and without prejudice.

Very truly, in Proper person, Special, with Assistance,


(Signature:)


Witness Signature


Witness Signature

cc: Sheriff Jim Hart

District Attorney Jeffrey S. Rosell

* see attached CA Acknowledgment

CALIFORNIA ACKNOWLEDGMENT

CIVIL CODE § 1189

A notary public or other officer completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.

State of California

County of

Santa Cruz

On February 1, 2022 before me,

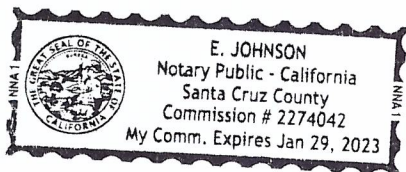
E. Johnson, Notary Public
Here Insert Name and Title of the Officer

personally appeared

Bri Paling

Name(s) of Signer(s)

who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.



Place Notary Seal and/or Stamp Above

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.

Signature

Signature of Notary Public

OPTIONAL

Completing this information can deter alteration of the document or fraudulent reattachment of this form to an unintended document.

Description of Attached Document

Title or Type of Document: Notice of Default

Document Date: February 1, 2022 Number of Pages: 1 pg

Signer(s) Other Than Named Above: none (not inc. This certificate)

Capacity(ies) Claimed by Signer(s)

Signer's Name: _____

☐ Corporate Officer – Title(s): _____

☐ Partner – ☐ Limited ☐ General

☐ Individual ☐ Attorney in Fact

☐ Trustee ☐ Guardian or Conservator

☐ Other: _____

Signer is Representing: _____

Signer's Name: _____

☐ Corporate Officer – Title(s): _____

☐ Partner – ☐ Limited ☐ General

☐ Individual ☐ Attorney in Fact

☐ Trustee ☐ Guardian or Conservator

☐ Other: _____

Signer is Representing: _____

Notice of Default

Date: February 1, 2022

Certified Mail Number: ~~7020-0640-0002-1162-0375~~

7021 0950 0000 7245 4389

From: Carol Bjorn, 433 Amigo Road, Soquel, California

To: Michelle Rodriguez, PVUSD Superintendent
Jennifer Holm, PVUSD Trustee
Maria Orozco, PVUSD Trustee
Jennifer Schacher, PVUSD Trustee
Kimberly De Serpa, PVUSD President
Oscar Soto, PVUSD Trustee
Daniel Dodge, Jr., PVUSD Trustee
Georgia Acosta, PVUSD Trustee
Dan Weisner, PVUSD IT Director

Faris Sabbah, COE Superintendent
Sue Roth, COE Trustee
Bruce Van Allen, COE Trustee
Sandra Nicholas, COE Trustee
Rose Filicetti, COE Trustee
Alyssa Alto, COE Vice-president
Ed Acosta, COE Trustee
Abel Sanchez, COE President
Peggy Pughe, Aptos High Principal

I hereby certify that no response/reply or any other form of documentation has been received in response/reply to the Notice of Demand and Notice of Non-Consent issued and served on January 18, 2022 within the specified amount of time.

Therefore, this Notice is to inform you of the fact that you are in default due to your failure to perform a legal duty where you had a legal and moral obligation to speak, and this NOTICE serves as *prima facie* evidence of your silence in this matter. You are now bound to the terms and requests in the original Notice that require you not to employ "COVID measures". And accordingly, failure to respond/reply has placed you in default.

Kindly inform me of your intent to refrain from the above activities within 14 days to ensure lawful and legal compliance and avoid further legal action.

With explicit reservation of all my unalienable and Constitutionally secured Rights, Privileges, and Immunities with none waived, and without prejudice.

Very truly, in Proper Person, Special, with Assistance,

By: Carol Bjorn

Carol Bjorn

[Signature]

Witness Signature

Cc: Sheriff Jim Hart

District Attorney Jeffrey S. Rosell

* see attached CA Acknowledgment

CALIFORNIA ACKNOWLEDGMENT

CIVIL CODE § 1189

A notary public or other officer completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.

State of California

County of Santa Cruz }

On January 14, 2022 before me, E. Johnson, Notary Public

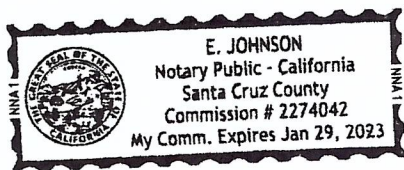
Date

Here Insert Name and Title of the Officer

personally appeared Carol Bjorn

Name(s) of Signer(s)

who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.



I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.

Signature

Signature of Notary Public

Place Notary Seal and/or Stamp Above

OPTIONAL

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Description of Attached Document

Title or Type of Document: Notice of Default

Document Date: February 1, 2022

Number of Pages: 1 pg

Signer(s) Other Than Named Above: _____

Capacity(ies) Claimed by Signer(s)

Signer's Name: _____

☐ Corporate Officer – Title(s): _____

☐ Partner – ☐ Limited ☐ General

☐ Individual

☐ Attorney in Fact

☐ Trustee

☐ Guardian or Conservator

☐ Other: _____

Signer is Representing: _____

Signer's Name: _____

☐ Corporate Officer – Title(s): _____

☐ Partner – ☐ Limited ☐ General

☐ Individual

☐ Attorney in Fact

☐ Trustee

☐ Guardian or Conservator

☐ Other: _____

Signer is Representing: _____

Notice of Default

Date: February 1, 2022

Certified Mail Number: 7020 0090 0001

From: Erica Stanojevic

2306 2093

To: Gail Newel, Santa Cruz County Health Officer
Faris Sabbah, COE Superintendent
Sue Roth, COE Trustee
Bruce Van Allen, COE Trustee
Sandra Nicholas, COE Trustee
Rose Filicetti, COE Trustee
Alyssa Alto, COE Vice-president
Ed Acosta, COE Trustee
Abel Sanchez, COE President

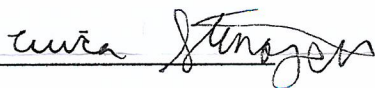
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Therefore, this Notice is to inform you of the fact that you are in default due to your failure to perform a legal duty where you had a legal and moral obligation to speak, and this NOTICE serves as *prima facie* evidence of your silence in this matter. You are now bound to the terms and requests in the original Notice that require you not to employ "COVID measures". **And accordingly, failure to respond/reply has placed you in default.**

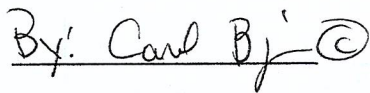
Kindly inform me of your intent to refrain from the above activities within 14 days to ensure lawful and legal compliance and avoid further legal action.

With explicit reservation of all my unalienable and Constitutionally secured Rights, Privileges, and Immunities with none waived, and without prejudice.

Very truly, in Proper Person, Special, with Assistance,



Erica Stanojevic



Witness Signature

Cc: Sheriff Jim Hart

District Attorney Jeffrey S. Rosell

* see attached CA₁₁₃ Acknowledgment

CALIFORNIA ACKNOWLEDGMENT

CIVIL CODE § 1189

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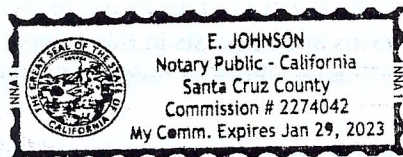
State of California

County of Santa Cruz

On January 14, 2022 before me, E. Johnson, Notary Public
Date Here Insert Name and Title of the Officer

personally appeared ERICA Stanojevic
Name(s) of Signer(s)

who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.



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WITNESS my hand and official seal.

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Signature

Signature of Notary Public

OPTIONAL

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Description of Attached Document

Title or Type of Document: Notice of Default

Document Date: February 1, 2022 Number of Pages: 1 pg

Signer(s) Other Than Named Above: _____

Capacity(ies) Claimed by Signer(s)

Signer's Name: _____
☐ Corporate Officer – Title(s): _____
☐ Partner – ☐ Limited ☐ General
☐ Individual ☐ Attorney in Fact
☐ Trustee ☐ Guardian or Conservator
☐ Other: _____
 Signer is Representing: _____

Signer's Name: _____
☐ Corporate Officer – Title(s): _____
☐ Partner – ☐ Limited ☐ General
☐ Individual ☐ Attorney in Fact
☐ Trustee ☐ Guardian or Conservator
☐ Other: _____
 Signer is Representing: _____

Notice of Demand

Date: February 1, 2022

Certified Mail Number:

70201810 000116549393

From: Kristin Hurley

To: Michelle Rodriguez, PVUSD Superintendent
Jennifer Holm, PVUSD Trustee
Maria Orozco, PVUSD Trustee
Jennifer Schacher, PVUSD Trustee
Kimberly De Serpa, PVUSD Trustee
Oscar Soto, PVUSD Trustee
Daniel Dodge, PVUSD Trustee
Georgia Acosta, PVUSD Trustee
Dan Welsner, PVUSD IT Director

Faris Sabbah, COE Superintendent
Sue Roth, COE Trustee
Bruce Van Allen, COE Trustee
Sandra Nichols, COE Trustee
Rose Filicetti, COE Trustee
Alyssa Alto, COE Trustee
Ed Acosta, COE Trustee
Abel Sanchez, COE Trustee

As County/School District Trustees and Superintendents, you have failed to exercise statutorily mandated compliance and are hereby put on notice to comply with the **Child Endangerment Law California Penal Code §273a(a)&273d**, California Education Code § 48900(r)(1), 49005.8(3), 49076, 51101(a)(7) and 66252(a)(c)(d), California Constitution's Declaration of Rights Article 1, SEC. 7(a), the Constitution of the United States 4th, 5th and 14th Amendment, 42 U.S. Code § 3631&1983, 18 U.S. Code §241&242 and the Nuremberg Code¹, and are directed to immediately halt all COVID Vaccine, COVID Vaccines, COVID Vaccinations, COVID Passports, COVID tests, COVID Social Control methods such as masking, lockdowns, quarantines, and/or any surveillance, harassment, detention, detention centers, arrests, forced confinement, coercion or any other actions, henceforth known as "COVID measures" in your jurisdiction.

Please be advised that any and all persons in your jurisdiction are guaranteed Safe Conduct and Health Safety under the protection of the Law. Any attempts, in contravention of the above incontrovertible mandates of Local, State, Federal and International Law, will be in direct violation of the School Board's statutorily derived authority to regulate public school districts as it pertains to all COVID measures thereby preventing students from exercising their fundamental right to schooling and daily life functions free from control.

We invoke the right to a safe school environment for all students devoid of toxic COVID measures while a child is in school. Actively employing hazardous administrative procedures around the COVID measures include, but are not limited to, COVID vaccine coercion, incentivized vaccines, acquisition, administration, distribution, insertion or infusion into human bodies, modification, placement, operations, tracking and use, on school properties is in breach of the aforementioned laws.

According to California Penal Code 273a(a), **the Child Endangerment Law**, one will be held criminally and personally liable when one "willfully causes or permits any child to suffer, or inflicts thereon unjustifiable physical pain or mental suffering ... punished by imprisonment in a county jail not exceeding one year, or in the state prison for two, four, or six years". In addition the California Education Code § 49005.8(3) adds

¹ <https://history.nih.gov/display/history/Nuremberg+Code>

civil liability to your felony or misdemeanor when, "a physical restraint technique that obstructs a pupil's respiratory airway" is employed on your school premises.

Discrimination, Harassment and Bullying by any school agent with respect to COVID measures are a direct infringement on student equal educational opportunity rights and are specified in California Education Code § 66252(a)(c)(d): "(a) All students have the right to participate fully in the educational process, free from **discrimination and harassment**. (c) **Harassment** on school grounds directed at an individual on the basis of personal characteristics or status creates a hostile environment and jeopardizes equal educational opportunity as guaranteed by the California Constitution and the United States Constitution. (d) There is an urgent need to prevent and respond to acts of hate violence **and bias-related incidents** that are occurring at an increasing rate in California's public schools."

Peer reviewed scientific studies prove harm results due to exposures to all kinds of COVID measures including those used in a school environment. The health of students is a constitutional right and parental rights may not be usurped as per the California Constitution's Declaration of rights Article 1, SEC. 7(a) which states: "maximizing the educational opportunities and protecting the health and safety of all public-school pupils, enhancing the ability of parents to participate in the educational process, preserving harmony and tranquility in this State and its public schools". The presence of the COVID measures in schools, is in direct violation of California Education Code Sec. 51101(a)(7) which mandates that it is a parent's decision as to what is best for their child's school environment. EUA Law Requires a Right to Refuse EUA Products and Experimental Medical Trials involving Children Require Parental Consent.

In summary, your school district is subject to the Child Endangerment Law California Penal Code 273a(a) & d, California Education Code § 48900(r)(1), 49005.8(3), 49076, 51101(a)(7) and 66252(a)(c)(d), California Constitution's Declaration of Rights Article 1, SEC. 7(a), the Constitution of United States 4th, 5th, and 14th Amendment, 42 U.S. Code § 3631, and the Nuremberg Code. You are personally liable under the Law and must commit your school district to compliance to International, Federal, State and Local law and prove procedural compliance for any past, current and future COVID measures deployment of all kinds. Any administrative procedures related to the COVID measures on school facilities will be immediately considered Child Endangerment and an infringement on parental rights, and contravention of Federal and state law, as set forth, herein.

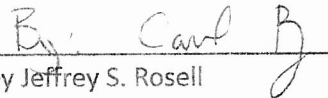
You have all the legal capabilities to make lawful and legal decisions to eliminate COVID mandates from the schools in your jurisdiction². Your inaction to eliminate this offending toxin is deemed to be complicit of illegal activities subject to assault and Child Endangerment. I accept your oath of office to protect the children. You have been put on notice. Kindly inform me of your intent to refrain from the above activities within 7 days to ensure lawful and legal compliance and avoid further legal action.

Regards,  Kristin Hurley

Witness



Witness



CC: Sheriff Jim Hart, District Attorney Jeffrey S. Rosell

² Cal Ed Code § 35160 – 35160.2; *American Civil Rights Foundation v. Berkeley Unified School Dist.*, 172 Cal. App. 4th 207, 216

* See attached LA Acknowledgment

CALIFORNIA ACKNOWLEDGMENT

CIVIL CODE § 1189

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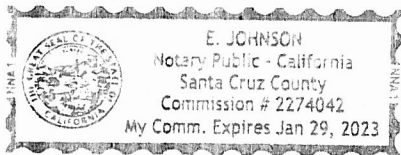
State of California

County of Santa Cruz

On February 1, 2022 before me, E. Johnson, Notary Public
Date Here Insert Name and Title of the Officer

personally appeared Kristin Hurley
Name(s) of Signer(s)

who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.



I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.

Signature [Signature]
Signature of Notary Public

Place Notary Seal and/or Stamp Above

OPTIONAL

Completing this information can deter alteration of the document or fraudulent reattachment of this form to an unintended document.

Description of Attached Document

Title or Type of Document: Notice of Demand
Document Date: February 1, 2022 Number of Pages: 2 pgs
Signer(s) Other Than Named Above: none (not inc. This certificate)

Capacity(ies) Claimed by Signer(s)

Signer's Name: _____	Signer's Name: _____
<input type="checkbox"/> Corporate Officer – Title(s): _____	<input type="checkbox"/> Corporate Officer – Title(s): _____
<input type="checkbox"/> Partner – <input type="checkbox"/> Limited <input type="checkbox"/> General	<input type="checkbox"/> Partner – <input type="checkbox"/> Limited <input type="checkbox"/> General
<input type="checkbox"/> Individual <input type="checkbox"/> Attorney in Fact	<input type="checkbox"/> Individual <input type="checkbox"/> Attorney in Fact
<input type="checkbox"/> Trustee <input type="checkbox"/> Guardian or Conservator	<input type="checkbox"/> Trustee <input type="checkbox"/> Guardian or Conservator
<input type="checkbox"/> Other: _____	<input type="checkbox"/> Other: _____
Signer is Representing: _____	Signer is Representing: _____

Notice of Demand

Date: February 1, 2022

Certified Mail Number: 7020 1290 0002 1242 0017

From : Megan Bridgette

To: **Faris Sabbah, COE Superintendent**

Sue Roth, CEO Trustee

Bruce Van Allen, CEO Trustee

Sandra Nicholas, COE Trustee

Rose Filicetti, COE Trustee

Alyssa Alto, CEO Vice-President

Ed Acosta, CEO Trustee

Abel Sanchez, CEO President

Dr. Gail Newel, Health Officer

Mimi Hall, Health Services Agency Director

Dr. David Ghilarducci, EMS Medical Director

As a school board trustee/superintendent/advisory board member/or other, you have failed to exercise statutorily mandated compliance and are hereby put on notice to comply with the **Child Endangerment Law California Penal Code §273a(a)&273d**, California Education Code § 48900(r)(1), 49005.8(3), 49076, 51101(a)(7) and 66252(a)(c)(d) , California Constitution's Declaration of Rights Article 1, SEC. 7(a), the Constitution of United States 4th, 5th and 14th Amendment, 42 U.S. Code § 3631&1983, 18 U.S. Code §241&242 and the Nuremberg Code², and are directed to immediately halt all COVID Vaccine, COVID Vaccines, COVID Vaccinations, COVID Passports, COVID tests, COVID Social Control methods such as masking, lockdowns, quarantines, and/or any surveillance, harassment, detention, detention centers, arrests, forced confinement, coercion or any other actions, henceforth known as "COVID measures" in your jurisdiction.

Please be advised that any and all persons in your jurisdiction are guaranteed Safe Conduct and Health Safety under the protection of the Law. Any attempts, in contravention of the above incontrovertible mandates of Local, State, Federal and International Law, will be in direct violation of the School Board's statutorily derived authority to regulate public school districts as it pertains to all COVID measures thereby preventing students from exercising their fundamental right to schooling and daily life functions free from control.

We invoke the right to a safe school environment for all students devoid of toxic COVID measures while a child is in school. Actively employing hazardous administrative procedures around the COVID measures include, but are not limited to, COVID vaccine coercion, incentivized vaccines, acquisition, administration, distribution, insertion or infusion into human bodies, modification, placement, operations, tracking and use, on school properties is in breach of the aforementioned laws.

According to California Penal Code 273a(a), **the Child Endangerment Law**, one will be held criminally and personally liable when one "willfully causes or permits any child to suffer, or

² <https://history.nih.gov/display/history/Nuremberg+Code>

the California Education Code § 49005.8(3) adds civil liability to your felony or misdemeanor when, “a physical restraint technique that obstructs a pupil’s respiratory airway” is employed on your school premises.

Discrimination, Harassment and Bullying by any school agent with respect to COVID measures are a direct infringement on student equal educational opportunity rights and are specified in California Education Code § 66252(a)(c)(d): “(a) All students have the right to participate fully in the educational process, free from **discrimination and harassment**. (c) **Harassment** on school grounds directed at an individual on the basis of personal characteristics or status creates a hostile environment and jeopardizes equal educational opportunity as guaranteed by the California Constitution and the United States Constitution. (d) There is an urgent need to prevent and respond to acts of hate violence **and bias-related incidents** that are occurring at an increasing rate in California’s public schools.”

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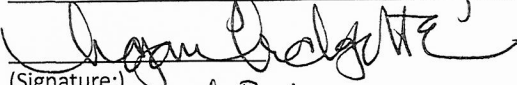
In summary, your school district is subject to the Child Endangerment Law California Penal Code 273a(a) & d, California Education Code § 48900(r)(1), 49005.8(3), 49076, 51101(a)(7) and 66252(a)(c)(d), California Constitution’s Declaration of Rights Article 1, SEC. 7(a), the Constitution of United States 4th, 5th, and 14th Amendment, 42 U.S. Code § 3631, and the Nuremberg Code. You are personally liable under the Law and must commit your school district to compliance to International, Federal, State and Local law and prove procedural compliance for any past, current and future COVID measures deployment of all kinds. Any administrative procedures related to the COVID measures on school facilities will be immediately considered Child Endangerment and an infringement on parental rights, and contravention of Federal and state law, as set forth, herein.

You have all the legal capabilities to make lawful and legal decisions to eliminate COVID mandates from the schools in your jurisdiction³. Your inaction to eliminate this offending toxin is deemed to be complicit of illegal activities subject to assault and Child Endangerment. I accept your oath of office to protect the children. You have been put on notice. Kindly inform me of your intent to refrain from the above activities within 14 days to ensure lawful and legal compliance and avoid further legal action.

³ Cal Ed Code § 35160 – 35160.2; *American Civil Rights Foundation v. Berkeley Unified School Dist.*, 172 Cal. App. 4th 207, 216

Regards,

Megan Bridgett



(Signature:)

By: Carl Bj

Witness Signature

all rights reserved

Witness Signature



PUBLIC NOTICE

© 2021 Watchmen on the Wall, All Rights Reserved. www.watchmen33.org
watchmenonthewall@protonmail.com

* see attached CA Acknowledgment

CALIFORNIA ACKNOWLEDGMENT

CIVIL CODE § 1189

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State of California

County of Santa Cruz

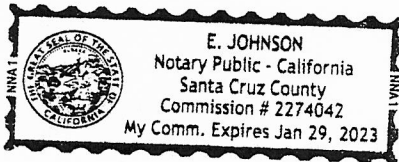
On February 1, 2022 before me, E. Johnson, Notary Public
Date Here Insert Name and Title of the Officer

personally appeared Megan Bridgote
Name(s) of Signer(s)

who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.



Place Notary Seal and/or Stamp Above

Signature

[Signature]
 Signature of Notary Public

OPTIONAL

Completing this information can deter alteration of the document or fraudulent reattachment of this form to an unintended document.

Description of Attached Document

Title or Type of Document: Notice of Demand

Document Date: February 1, 2022

Number of Pages: 3 pgs

Signer(s) Other Than Named Above: none

(not inc. This Certificate)

Capacity(ies) Claimed by Signer(s)

Signer's Name: _____

☐ Corporate Officer – Title(s): _____

☐ Partner – ☐ Limited ☐ General

☐ Individual ☐ Attorney in Fact

☐ Trustee ☐ Guardian or Conservator

☐ Other: _____

Signer is Representing: _____

Signer's Name: _____

☐ Corporate Officer – Title(s): _____

☐ Partner – ☐ Limited ☐ General

☐ Individual ☐ Attorney in Fact

☐ Trustee ☐ Guardian or Conservator

☐ Other: _____

Signer is Representing: _____

Notice of Demand

Date: February 1, 2022

Certified Mail Number: 7020 1290 0002 1242 0000

From : Megan Bridgette

To: Michelle Rodriguez, PVUSD Superintendent

Jennifer Holm, PVUSD Trustee

Maria Orozco, PVUSD Trustee

Jennifer Schacher, PVUSD Trustee

Kimberly De Serpa, PVUSD President

Oscar Soto, PVUSD Trustee

Daniel Dodge, Jr., PVUSD Trustee

Georga Acosta, PVUSD Trustee

Dan Weisner, PVUSD IT Director

Faris Sabbah, COE Superintendent

Sue Roth, CEO Trustee

Bruce Van Allen, CEO Trustee

Sandra Nicholas, CEO Trustee

Rose Filicetti, CEO Trustee

Alyssa Alto, CEO Vice-president

Ed Acosta, CEO Trustee

Abel Sanchez, CEO President

Peggy Pughe, Aptos High Principal

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² <https://history.nih.gov/display/history/Nuremberg+Code>

the California Education Code § 49005.8(3) adds civil liability to your felony or misdemeanor when, "a physical restraint technique that obstructs a pupil's respiratory airway" is employed on your school premises.

Discrimination, Harassment and Bullying by any school agent with respect to COVID measures are a direct infringement on student equal educational opportunity rights and are specified in California Education Code § 66252(a)(c)(d): "(a) All students have the right to participate fully in the educational process, free from **discrimination and harassment**. (c) **Harassment** on school grounds directed at an individual on the basis of personal characteristics or status creates a hostile environment and jeopardizes equal educational opportunity as guaranteed by the California Constitution and the United States Constitution. (d) There is an urgent need to prevent and respond to acts of hate violence **and bias-related incidents** that are occurring at an increasing rate in California's public schools."

Peer reviewed scientific studies prove harm results due to exposures to all kinds of COVID measures including those used in a school environment. The health of students is a constitutional right and parental rights may not be usurped as per the California Constitution's Declaration of rights Article 1, SEC. 7(a) which states: "maximizing the educational opportunities and protecting the health and safety of all public-school pupils, enhancing the ability of parents to participate in the educational process, preserving harmony and tranquility in this State and its public schools". The presence of the COVID measures in schools, is in direct violation of California Education Code Sec. 51101(a)(7) which mandates that it is a parent's decision as to what is best for their child's school environment. EUA Law Requires a Right to Refuse EUA Products and Experimental Medical Trials involving Children Require Parental Consent.

In summary, your school district is subject to the Child Endangerment Law California Penal Code 273a(a) & d, California Education Code § 48900(r)(1), 49005.8(3), 49076, 51101(a)(7) and 66252(a)(c)(d), California Constitution's Declaration of Rights Article 1, SEC. 7(a), the

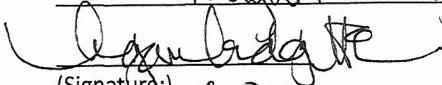
Constitution of United States 4th, 5th, and 14th Amendment, 42 U.S. Code § 3631, and the Nuremberg Code. You are personally liable under the Law and must commit your school district to compliance to International, Federal, State and Local law and prove procedural compliance for any past, current and future COVID measures deployment of all kinds. Any administrative procedures related to the COVID measures on school facilities will be immediately considered Child Endangerment and an infringement on parental rights, and contravention of Federal and state law, as set forth, herein.

You have all the legal capabilities to make lawful and legal decisions to eliminate COVID mandates from the schools in your jurisdiction³. Your inaction to eliminate this offending toxin is deemed to be complicit of illegal activities subject to assault and Child Endangerment. I accept your oath of office to protect the children. You have been put on notice. Kindly inform me of your intent to refrain from the above activities within ~~14~~ 7 days to ensure lawful and legal compliance and avoid further legal action.

³ Cal Ed Code § 35160 – 35160.2; *American Civil Rights Foundation v. Berkeley Unified School Dist.*, 172 Cal. App. 4th 207, 216

Regards,

Megan Bridgott



(Signature:)

By: Carl B.

Witness Signature

all rights reserved



Witness Signature

* See attached CA Acknowledgment

PUBLIC NOTICE

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watchmenonthewall@protonmail.com

CALIFORNIA ACKNOWLEDGMENT

CIVIL CODE § 1189

A notary public or other officer completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.

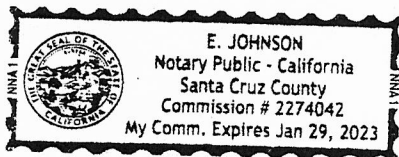
State of California

County of Santa Cruz

On February 1, 2022 before me, E. Johnson, Notary Public
Date Here Insert Name and Title of the Officer

personally appeared Megan Bridgette
Name(s) of Signer(s)

who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.



I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.

Signature

Signature of Notary Public

Place Notary Seal and/or Stamp Above

OPTIONAL

Completing this information can deter alteration of the document or fraudulent reattachment of this form to an unintended document.

Description of Attached Document

Title or Type of Document: Notice of Demand

Document Date: February 1, 2022

Number of Pages: 3 pgs

Signer(s) Other Than Named Above: none

(not inc. this certificate)

Capacity(ies) Claimed by Signer(s)

Signer's Name: _____

☐ Corporate Officer – Title(s): _____

☐ Partner – ☐ Limited ☒ General

☐ Individual ☐ Attorney in Fact

☐ Trustee ☐ Guardian or Conservator

☐ Other: _____

Signer is Representing: _____

Signer's Name: _____

☐ Corporate Officer – Title(s): _____

☐ Partner – ☐ Limited ☒ General

☐ Individual ☐ Attorney in Fact

☐ Trustee ☐ Guardian or Conservator

☐ Other: _____

Signer is Representing: _____

Notice of Demand

Certified Mail Number: 7021 1970 0001 9141 0755

Date: February 1, 2022

From: Patti Erickson

To:

Faris Sabbah, COE Superintendent

Sue Roth, COE Trustee

Bruce Van Allen, COE Trustee

Sandra Nichols, COE Trustee

Rose Filicetti, COE Trustee

Alyssa Alto, COE Trustee

Ed Acosta, COE Trustee

Able Sanchez, COE Trustee

Kris Munro, Superintendent

Tanya Krause, SVUSD Superintendent

Michael Shulman, SVUSD Vice President

Corey Warner, SVUSD Clerk

Jane McElrone, SVUSD Trustee

Roger Snyder, SVUSD Trustee

Sue Rains, SVUSD President

Dr. Gail Newell, Santa Cruz County Health Officer

Dr. David Ghilarducci, Santa Cruz County EMS Medical Director

Mimi Hall, Santa Cruz County Health Services Agency Director

As a school board trustee/superintendent/advisory board member/or other, you have failed to exercise statutorily mandated compliance and are hereby put on notice to comply with the **Child Endangerment Law California Penal Code §273a(a)&273d**, California Education Code § 48900(r)(1), 49005.8(3), 49076, 51101(a)(7) and 66252(a)(c)(d) , California Constitution's Declaration of Rights Article 1, SEC. 7(a), the Constitution of United States 4th, 5th and 14th Amendment, 42 U.S. Code § 3631&1983, 18 U.S. Code §241&242 and the Nuremberg Code², and are directed to immediately halt all COVID Vaccine, COVID Vaccines, COVID Vaccinations, COVID Passports, COVID tests, COVID Social Control methods such as masking, lockdowns, quarantines, and/or any surveillance, harassment, detention, detention centers, arrests, forced confinement, coercion or any other actions, henceforth known as "COVID measures" in your jurisdiction. Please be advised that any and all persons in your jurisdiction are guaranteed Safe Conduct and Health Safety under the protection of the Law. Any attempts, in contravention of the above incontrovertible mandates of Local, State, Federal and International Law, will be in direct violation of the School Board's statutorily derived authority to regulate public school districts as it pertains to all COVID measures thereby preventing students from exercising their fundamental right to schooling and daily life functions free from control.

We invoke the right to a safe school environment for all students devoid of toxic COVID measures while a child is in school. Actively employing hazardous administrative procedures around the COVID measures include, but are not limited to, COVID vaccine coercion, incentivized vaccines, acquisition, administration, distribution, insertion or infusion into human bodies, modification, placement, operations, tracking and use, on school properties is in breach of the aforementioned laws.

According to California Penal Code 273a(a), **the Child Endangerment Law**, one will be held criminally and personally liable when one "willfully causes or permits any child to suffer, or inflicts thereon unjustifiable physical pain or mental suffering ... punished by imprisonment in a county jail not exceeding one year, or in the state prison for two, four, or six years". In addition the California Education Code § 49005.8(3) adds civil liability to your felony or misdemeanor when, "a physical restraint technique that obstructs a pupil's respiratory airway" is employed on your school premises.

² <https://history.nih.gov/display/history/Nuremberg+Code>

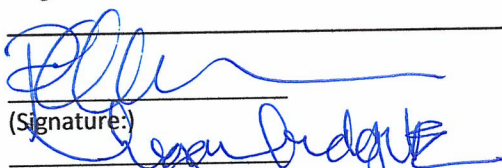
Discrimination, Harassment and Bullying by any school agent with respect to COVID measures are a direct infringement on student equal educational opportunity rights and are specified in California Education Code § 66252(a)(c)(d): "(a) All students have the right to participate fully in the educational process, free from **discrimination and harassment**. (c) **Harassment** on school grounds directed at an individual on the basis of personal characteristics or status creates a hostile environment and jeopardizes equal educational opportunity as guaranteed by the California Constitution and the United States Constitution. (d) There is an urgent need to prevent and respond to acts of hate violence and **bias-related incidents** that are occurring at an increasing rate in California's public schools."

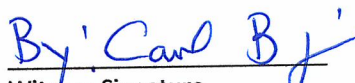
Peer reviewed scientific studies prove harm results due to exposures to all kinds of COVID measures including those used in a school environment. The health of students is a constitutional right and parental rights may not be usurped as per the California Constitution's Declaration of rights Article 1, SEC. 7(a) which states: "maximizing the educational opportunities and protecting the health and safety of all public-school pupils, enhancing the ability of parents to participate in the educational process, preserving harmony and tranquility in this State and its public schools". The presence of the COVID measures in schools, is in direct violation of California Education Code Sec. 51101(a)(7) which mandates that it is a parent's decision as to what is best for their child's school environment. EUA Law Requires a Right to Refuse EUA Products and Experimental Medical Trials involving Children Require Parental Consent.

In summary, your school district is subject to the Child Endangerment Law California Penal Code 273a(a) & d, California Education Code § 48900(r)(1), 49005.8(3), 49076, 51101(a)(7) and 66252(a)(c)(d), California Constitution's Declaration of Rights Article 1, SEC. 7(a), the Constitution of United States 4th, 5th, and 14th Amendment, 42 U.S. Code § 3631, and the Nuremberg Code. You are personally liable under the Law and must commit your school district to compliance to International, Federal, State and Local law and prove procedural compliance for any past, current and future COVID measures deployment of all kinds. Any administrative procedures related to the COVID measures on school facilities will be immediately considered Child Endangerment and an infringement on parental rights, and contravention of Federal and state law, as set forth, herein.

You have all the legal capabilities to make lawful and legal decisions to eliminate COVID mandates from the schools in your jurisdiction³. Your inaction to eliminate this offending toxin is deemed to be complicit of illegal activities subject to assault and Child Endangerment. I accept your oath of office to protect the children. You have been put on notice. Kindly inform me of your intent to refrain from the above activities within 14 days to ensure lawful and legal compliance and avoid further legal action.

Regards,


(Signature:)
Witness Signature

By: 
Witness Signature
all rights reserved

* see attached CA Acknowledgment

³ Cal Ed Code § 35160 – 35160.2; *American Civil Rights Foundation v. Berkeley Unified School Dist.*, 172 Cal. App. 4th 207, 216
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CALIFORNIA ACKNOWLEDGMENT

CIVIL CODE § 1189

A notary public or other officer completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.

State of California

County of

Santa Cruz

On

February 1, 2022

before me,

E. Johnson, Notary Public

Date

Here Insert Name and Title of the Officer

personally appeared

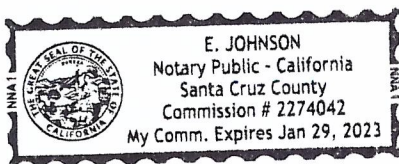
Patricia Erickson

Name(s) of Signer(s)

who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.



Place Notary Seal and/or Stamp Above

Signature

Signature of Notary Public

OPTIONAL

Completing this information can deter alteration of the document or fraudulent reattachment of this form to an unintended document.

Description of Attached Document

Title or Type of Document:

Notice of Demand

Document Date:

February 1, 2022

Number of Pages:

2 pgs

Signer(s) Other Than Named Above:

none

(not inc. this certificate)

Capacity(ies) Claimed by Signer(s)

Signer's Name:

☐ Corporate Officer – Title(s):

☐ Partner – ☐ Limited ☐ General

☐ Individual

☐ Attorney in Fact

☐ Trustee

☐ Guardian or Conservator

☐ Other:

Signer is Representing:

Signer's Name:

☐ Corporate Officer – Title(s):

☐ Partner – ☐ Limited ☐ General

☐ Individual

☐ Attorney in Fact

☐ Trustee

☐ Guardian or Conservator

☐ Other:

Signer is Representing:

Addendum

- The November 8, 2021 ruling on the lawsuit brought by Let Them Breathe and Reopen California Schools against the California Department of Public Health and Governor Newsom over California's masking, quarantining and testing protocols sheds light on this subject. San Diego Superior Court Judge Cynthia Freeland's ruling states, "There simply is no language in the Guidance, however, that requires, directs, or otherwise authorizes schools to force students into an independent study program." Judge Freeland also stated that quarantine and testing guidance for students was only a recommendation which school districts remain free to implement or not.
- 18 U.S. Code § 241 - Conspiracy against rights: If two or more persons conspire to injure, oppress, threaten, or intimidate any person in any State, Territory, Commonwealth, Possession, or District in the free exercise or enjoyment of any right or privilege secured to him by the Constitution or laws of the United States, or because of his having so exercised the same; or If two or more persons go in disguise on the highway, or on the premises of another, with intent to prevent or hinder his free exercise or enjoyment of any right or privilege so secured—They shall be fined under this title or imprisoned not more than ten years, or both; and if death results from the acts committed in violation of this section or if such acts include kidnapping or an attempt to kidnap, aggravated sexual abuse or an attempt to commit aggravated sexual abuse, or an attempt to kill, they shall be fined under this title or imprisoned for any term of years or for life, or both, or may be sentenced to death. (June 25, 1948, ch. 645, 62 Stat. 696; Pub. L. 90–284, title I, § 103(a), Apr. 11, 1968, 82 Stat. 75; Pub. L. 100–690, title VII, § 7018(a), (b)(1), Nov. 18, 1988, 102 Stat. 4396; Pub. L. 103–322, title VI, § 60006(a), title XXXII, §§ 320103(a), 320201(a), title XXXIII, § 330016(1)(L), Sept. 13, 1994, 108 Stat. 1970, 2109, 2113, 2147; Pub. L. 104–294, title VI, §§ 604(b)(14)(A), 607(a), Oct. 11, 1996, 110 Stat. 3507, 3511.)

- 18 U.S. Code § 242 - Deprivation of rights under color of law

Whoever, under color of any law, statute, ordinance, regulation, or custom, willfully subjects any person in any State, Territory, Commonwealth, Possession, or District to the deprivation of any rights, privileges, or immunities secured or protected by the Constitution or laws of the United States, or to different punishments, pains, or penalties, on account of such person being an alien, or by reason of his color, or race, than are prescribed for the punishment of citizens, shall be fined under this title or imprisoned not more than one year, or both; and if bodily injury results from the acts committed in violation of this section or if such acts include the use, attempted use, or threatened use of a dangerous weapon, explosives, or fire, shall be fined under this title or imprisoned not more than ten years, or both; and if death results from the acts committed in violation of this section or if such acts include kidnapping or an attempt to kidnap, aggravated sexual abuse, or an attempt to commit aggravated sexual abuse, or an attempt to kill, shall be fined under this title, or imprisoned for any term of years or for life, or both, or may be sentenced to death.

(June 25, 1948, ch. 645, 62 Stat. 696; Pub. L. 90–284, title I, § 103(b), Apr. 11, 1968, 82 Stat. 75; Pub. L. 100–690, title VII, § 7019, Nov. 18, 1988, 102 Stat. 4396; Pub. L. 103–322, title VI, § 60006(b), title XXXII, §§ 320103(b), 320201(b), title XXXIII, § 330016(1)(H), Sept. 13, 1994, 108 Stat. 1970, 2109, 2113, 2147; Pub. L. 104–294, title VI, §§ 604(b)(14)(B), 607(a), Oct. 11, 1996, 110 Stat. 3507, 3511.)

- 42 U.S. Code § 1983 - Civil action for deprivation of rights

Every person who, under color of any statute, ordinance, regulation, custom, or usage, of any State or Territory or the District of Columbia, subjects, or causes to be subjected, any citizen of the United States or other person within the jurisdiction thereof to the deprivation of any rights, privileges, or immunities secured by the Constitution and laws, shall be liable to the party injured in an action at law, suit in equity, or other proper proceeding for redress, except that in any action brought against a judicial officer for an act or omission taken in such officer's judicial capacity, injunctive relief

shall not be granted unless a declaratory decree was violated or declaratory relief was unavailable. For the purposes of this section, any Act of Congress applicable exclusively to the District of Columbia shall be considered to be a statute of the District of Columbia.

(R.S. § 1979; Pub. L. 96–170, § 1, Dec. 29, 1979, 93 Stat. 1284; Pub. L. 104–317, title III, § 309(c), Oct. 19, 1996, 110 Stat. 3853.)

- 42 U.S. Code § 3631 - Violations; penalties

Whoever, whether or not acting under color of law, by force or threat of force willfully injures, intimidates or interferes with, or attempts to injure, intimidate or interfere with—(a) any person because of his race, color, religion, sex, handicap (as such term is defined in section 3602 of this title), familial status (as such term is defined in section 3602 of this title), or national origin and because he is or has been selling, purchasing, renting, financing, occupying, or contracting or negotiating for the sale, purchase, rental, financing or occupation of any dwelling, or applying for or participating in any service, organization, or facility relating to the business of selling or renting dwellings; or

(b) any person because he is or has been, or in order to intimidate such person or any other person or any class of persons from—

(1)

participating, without discrimination on account of race, color, religion, sex, handicap (as such term is defined in section 3602 of this title), familial status (as such term is defined in section 3602 of this title), or national origin, in any of the activities, services, organizations or facilities described in subsection (a); or

(2)

affording another person or class of persons opportunity or protection so to participate; or

(c)

any citizen because he is or has been, or in order to discourage such citizen or any other citizen from lawfully aiding or encouraging other persons to participate, without discrimination on account of race, color, religion, sex, handicap (as such term is defined in section 3602 of this title), familial status (as such term is defined in section 3602 of this title), or national origin, in any of the activities, services, organizations or facilities described in subsection (a), or participating lawfully in speech or peaceful assembly opposing any denial of the opportunity to so participate—

shall be fined under title 18 or imprisoned not more than one year, or both; and if bodily injury results from the acts committed in violation of this section or if such acts include the use, attempted use, or threatened use of a dangerous weapon, explosives, or fire shall be fined under title 18 or imprisoned not more than ten years, or both; and if death results from the acts committed in violation of this section or if such acts include kidnapping or an attempt to kidnap, aggravated sexual abuse or an attempt to commit aggravated sexual abuse, or an attempt to kill, shall be fined under title 18 or imprisoned for any term of years or for life, or both.

(Pub. L. 90–284, title IX, § 901, Apr. 11, 1968, 82 Stat. 89; Pub. L. 93–383, title VIII, § 808(b)(4), Aug. 22, 1974, 88 Stat. 729; Pub. L. 100–430, § 9, Sept. 13, 1988, 102 Stat. 1635; Pub. L. 103–322, title XXXII, § 320103(e), Sept. 13, 1994, 108 Stat. 2110; Pub. L. 104–294, title VI, § 604(b)(15), (27), Oct. 11, 1996, 110 Stat. 3507, 3508.)

Notice of Default

Date: February 8, 2022

Certified Mail Number: 7020 1810 0001 1654 9386

From: Kristin Hurley

To: Michelle Rodriguez, PVUSD Superintendent
Jennifer Holm, PVUSD Trustee
Maria Orozco, PVUSD Trustee
Jennifer Schacher, PVUSD Trustee
Kimberly De Serpa, PVUSD Trustee
Oscar Soto, PVUSD Trustee
Daniel Dodge, PVUSD Trustee
Georgia Acosta, PVUSD Trustee
Dan Welsner, PVUSD IT Director

Faris Sabbah, COE Superintendent
Sue Roth, COE Trustee
Bruce Van Allen, COE Trustee
Sandra Nichols, COE Trustee
Rose Filicetti, COE Trustee
Alyssa Alto, COE Trustee
Ed Acosta, COE Trustee
Abel Sanchez, COE Trustee

I hereby certify that no response/reply or any other form of documentation has been received in response/reply to the Notice of Demand issued and served on February 1, 2022, within the specified amount of time.

By your failure to respond, I consider you bound to the terms and requests in the original Notice that require you not to employ "COVID measures". And accordingly, failure to respond/reply has placed you in default.

Kindly inform me of your intent to refrain from the above activities within 7 days to ensure lawful and legal compliance and avoid further legal action.

Regards, Kristin Hurley Kristin Hurley

Witness [Signature]

Witness By: Carol Bj

CC: Sheriff Jim Hart, District Attorney Jeffrey S. Rosell

* see attached at acknowledgment

CALIFORNIA ACKNOWLEDGMENT

CIVIL CODE § 1189

A notary public or other officer completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.

State of California

County of Santa Cruz }

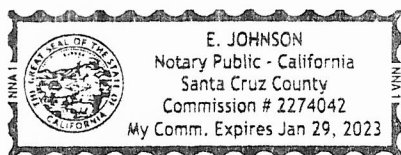
On February 1, 2022 before me, E. Johnson, Notary Public
Date Here Insert Name and Title of the Officer

personally appeared Kristin Hurley
Name(s) of Signer(s)

who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.



Place Notary Seal and/or Stamp Above

Signature [Signature]
Signature of Notary Public

OPTIONAL

Completing this information can deter alteration of the document or fraudulent reattachment of this form to an unintended document.

Description of Attached Document

Title or Type of Document: Notice of Default

Document Date: February 8, 2022 Number of Pages: 1 pg

Signer(s) Other Than Named Above: none (not inc. this certificate)

Capacity(ies) Claimed by Signer(s)

Signer's Name: _____
☐ Corporate Officer – Title(s): _____
☐ Partner – ☐ Limited ☐ General
☐ Individual ☐ Attorney in Fact
☐ Trustee ☐ Guardian or Conservator
☐ Other: _____
Signer is Representing: _____

Signer's Name: _____
☐ Corporate Officer – Title(s): _____
☐ Partner – ☐ Limited ☐ General
☐ Individual ☐ Attorney in Fact
☐ Trustee ☐ Guardian or Conservator
☐ Other: _____
Signer is Representing: _____



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

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 7.1

Board Meeting Date: February 17, 2022

☐

Action

☒

Information

TO: Dr. Faris Sabbah, County Superintendent of Schools

FROM: Elizabeth Burnhamgrau, President, SCCEA, Chapter 036

SUBJECT: Labor Negotiations - "Sunshine" the Santa Cruz County Education Association (SCCEA), Chapter 036, Proposed Changes to Four Articles within the 2022-2023 Certificated Employee Unit Agreement to the Santa Cruz County Superintendent of Schools

BACKGROUND

The designated representative of the Santa Cruz County Education Association (SCCEA), Chapter 036, representing certificated staff, will propose changes to the following articles within the 2022-2023 Certificated Employee Unit Agreement to the Santa Cruz County Superintendent of Schools: Article 6 regarding Compensation, Article 10 regarding Leaves, Article 17 regarding Safety, and request to form a Unit and HR based committee to update and streamline the Evaluation Documents, and forms in collaboration with the Admin Teams.

RECOMMENDATION

Receive presentation.

SCCEA Santa Cruz Education Association

Chapter 0236

Faris Sabbah, Superintendent
Abel Sanchez, Board President
400 Encinal Street
Santa Cruz, CA 95060

February 17, 2022

Dear Superintendent Sabbah and President Sanchez:

The SCCEA, Chapter 0236, Chooses at this time to exercise its rights as expressed by law to “Sunshine” the following articles for the 2022-2023 Certificated Employee Unit Agreement:

1. **Article 6 Compensation** We would like to propose a salary increase to the Certificated Salary Schedule,
2. **Article 10 Leaves** We would like to address changes needed in the contract that reflect updates in Covid 19 leave, as well as adding the possibility of additional sick days for covid coverage to Article 10 for Cert members.
3. **Article 17 Safety** We would like to propose changes to our contract language that update Osha regulations and that addresses the need to remedy any unsafe condition or to offer alternatives to employees.
4. We would also like to request to form a Unit and HR based committee to update and streamline the Evaluation Documents, and forms in collaboration with the Admin Teams.

Sincerely,

Elizabeth Burnhamgrau, President
SCCEA Negotiations Team: Josh Engelhardt, Vito Chiaramonte, Mike Powers, Ellie Shaw

Cc: Pat Alvarez
SCCEA State Rep.



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

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 7.2

Board Meeting Date: February 17, 2022

☐

Action

☒

Information

TO: Dr. Faris Sabbah, County Superintendent of Schools

FROM: Rory Bruce, President, CSEA Chapter 484

SUBJECT: Labor Negotiations - "Sunshine" the California School Employees Association (CSEA), Chapter #484, Proposed Changes to Four Articles within the 2022-2023 Classified Employee Bargaining Unit Agreement to the Santa Cruz County Superintendent of Schools

BACKGROUND

The designated representative of the California School Employees Association, Chapter #484, representing classified staff, will propose changes to the following articles within the 2022-2023 Classified Employee Unit Agreement to the Santa Cruz County Superintendent of Schools: Article 11 regarding Pay and Allowances, Article 12 regarding Health & Welfare Benefits, Article 16 regarding Retirement, and Article 18 regarding Safety.

RECOMMENDATION

Receive presentation.

CSEA California School Employees Association

Chapter 484

Faris Sabbah, Superintendent
Abel Sanchez, President
400 Encinal St.
Santa Cruz, CA 95060

January 19, 2022

Dear Superintendent Sabbah and President. Abel Sanchez:

The Classified School Employees Association, Chapter 484, chooses at this time to exercise its rights as expressed by law to “Sunshine” the following Articles for the 2022-2023 Classified Employee Unit Agreement.

1. ARTICLE 11 - PAY AND ALLOWANCES
 - Update to make agreement current
 - Classified Stipends
 - Classified salary schedule
2. ARTICLE 12 – HEALTH AND WELFARE BENEFITS
 - Update contract language
3. ARTICLE 16 - RETIREMENT
 - Update to make agreement current
4. ARTICLE 18 - Safety
 - Update safety language

Sincerely,

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

cc: Raymond Renzullo - CSEA Representative
SCCOE Board



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

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 7.3

Board Meeting Date: February 17, 2022

☐

Action

☒

Information

TO: Dr. Faris Sabbah, County Superintendent of Schools

FROM: John Armstrong, Lead Labor Negotiator

SUBJECT: Labor Negotiations - "Sunshine" with the Santa Cruz County Education Association (SCCEA)

BACKGROUND

The Santa Cruz County Office of Education will sunshine the 2021-2023 Agreement to the Santa Cruz County Education Association.

RECOMMENDATION

Receive notice.



February 7, 2022

To: Santa Cruz County Office of Education Board of Trustees

From: Troy Cope, Senior Director

Re: Negotiations Sunshine with SCCEA

Dear Trustees of the Santa Cruz County Board of Education,

This is to inform the Board of Education that the Santa Cruz County Office of Education (SCCOE) intends to open negotiations with the Santa Cruz County Education Association (SCCEA/CTA/NEA) regarding the collective bargaining agreement for fiscal year 2022-2023.

The Rodda Act requires parties negotiating a collective bargaining agreement to give public notice of their proposals at a public meeting. By “sunshining” proposals in this fashion, the SCCOE is announcing their intent to negotiate.

The SCCOE Proposal is attached.

The public is invited to comment on the SCCOE proposals at this public hearing.

INITIAL PROPOSAL FROM
SANTA CRUZ COUNTY OFFICE OF EDUCATION
TO
SCCEA

February 2022

ARTICLE 6 - Compensation

The Santa Cruz County Office of Education proposes making changes to the language related to Compensation in order to promote competitive salaries and benefits, and to balance this effort with maintaining fiscal solvency.



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

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 7.4

Board Meeting Date: February 17, 2022

☐

Action

☒

Information

TO: Dr. Faris Sabbah, County Superintendent of Schools

FROM: John Armstrong, Lead Labor Negotiator

SUBJECT: Labor Negotiations - "Sunshine" with the California School Employees Association, Chapter #484 (CSEA)

BACKGROUND

The Santa Cruz County Office of Education will sunshine the 2021-23 Agreement to the California School Education Association.

RECOMMENDATION

Receive notice.



February 7, 2022

To: Santa Cruz County Office of Education Board of Trustees

From: Troy Cope, Senior Director

Re: Negotiations Sunshine with CSEA

Dear Trustees of the Santa Cruz County Board of Education,

This is to inform the Board of Education that the Santa Cruz County Office of Education (SCCOE) intends to open negotiations with the California School Employees Association, Chapter #484 (CSEA) regarding the collective bargaining agreement for fiscal year 2022-2023.

The Rodda Act requires parties negotiating a collective bargaining agreement to give public notice of their proposals at a public meeting. By “sunshining” proposals in this fashion, the SCCOE is announcing their intent to negotiate.

The SCCOE Proposal is attached.

The public is invited to comment on the SCCOE proposals at this public hearing.

INITIAL PROPOSAL FROM
SANTA CRUZ COUNTY OFFICE OF EDUCATION
TO
CSEA Chapter 484

February 2022

ARTICLE 11 - Pay and Allowance

The Santa Cruz County Office of Education proposes making changes to the language related to Compensation in order to promote a competitive salary, and to balance this effort with maintaining fiscal solvency.

ARTICLE 17 - Layoff and Re-employment

The Santa Cruz County Office of Education proposes updating language to reflect AB 438.



SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 7.5

Board Meeting Date: February 17, 2022

☐

Action

☒

Information

TO: Santa Cruz County Board of Education

FROM: Dr. Jennifer Izant Gonzales, Director, Alternative Education

SUBJECT: Local Control Accountability Plan (LCAP) Supplement for the Santa Cruz County Office of Education

BACKGROUND

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA.

FISCAL IMPLICATIONS

Detailed herein.

RECOMMENDATION

Receive presentation.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

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

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

While our Local Control Accountability Plan (LCAP) typically does not include grants and one-time funding we are providing this information of additional funding that supports our LCAP. The Santa Cruz COE did receive the Expanded Learning Opportunities Block Grant as well as the Educator Effectiveness Funds and received feedback for both plans.

Surveys:

During Spring 2021 we administered staff, student, and family surveys which provided an opportunity to discuss the LCAP and 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. In October and November, our staff was surveyed regarding the use of Educator Effectiveness Funds.

Parent/Community Meetings:

Our different parent groups, including our Parent Advisory Committee, DELAC, ELAC, and School Site Council all participate in providing feedback and direction for the LCAP as well as pandemic relief funding and meetings that occurred in April of 2021. Classified staff, certificated staff, and administration (directors/principals) participate in surveys for both the LCAP and pandemic relief funding.

Expanded Learning Opportunities Plan:

https://santacruzcoe.org/wp-content/uploads/2021/10/ELO_SantaCruzCOE_Board_5.20.21-2.pdf

Educator Effectiveness Funds:

https://drive.google.com/file/d/1101kRwBUZOiJFX5gn_unldoeirB5OvsQ/view?usp=sharing

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

We do not receive a concentration grant add-on.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The Santa Cruz COE has received funds from the American Rescue Plan Act used to support recovery from the COVID-19 pandemic, including the Elementary and Secondary School Emergency Relief (ESSER) III funds. It is important to note that the Santa Cruz COE programs have ongoing feedback and consultation with our community. 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.

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.

We consciously align our community feedback opportunities for continuous improvement, including the LCAP, federal funding, and pandemic relief funding. During Spring and Fall of 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, community engagement, and general feedback related to what is needed to support our students as we emerge from the pandemic.

Surveys:

During Spring 2021 we administered staff, student, and family surveys which also provided an opportunity to discuss the implementation of pandemic relief funding. Including input about social and emotional support, additional academic support, academic resources, staff professional learning, and access to technology.

Parent/Community Meetings:

Our different parent groups, including our Parent Advisory Committee, DELAC, ELAC, and School Site Council all participate in providing feedback and direction for the LCAP as well as pandemic relief funding and meetings occurred in April of 2021. Classified staff, Certificated staff, and administration (directors/principals) participate in surveys for both the LCAP and pandemic relief funding.

Our Classified and Certificated unions are 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, monthly 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.

ESSER III Plan:

https://drive.google.com/file/d/1K4PWny03v5spfAArAcV1Xwr_q6jRKYEo/view?usp=sharing

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The Santa Cruz COE has utilized the American Rescue Plan Act and the Elementary and Secondary School Emergency Relief Funds to safely return to school and support the needs of our students. It is imperative to ensure the health and safety of our students and staff and provide a continuity of services as required by the American Rescue Plan Act. Our organization has provided PPE, enhanced cleaning, COVID-19 testing, contact tracing, and vaccination clinics.

We are in the implementation process for our plan including:

- *Sustaining and hiring of social-emotional support staff to create a mobile and responsive network of wellness.

- *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.

- *Providing academic interventions and needed learning materials to address the impacts of lost instructional time through summer school 2023 and summer 2024.

- *Providing academic support through technology improvements.

We have experienced much success and have also experienced challenges with hiring for this initial year. The fiscal impact of the pandemic relief funding will be presented in an update to the Santa Cruz COE Board as an update to the Budget Overview for Parents and the embedded plan links include the fiscal impact.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

The Santa Cruz COE has coordinated the planning and implementation of funds received through the 2021 Budget Act with the implementation of its LCAP to meet the requirements and to work to improve outcomes for students as outlined in our Safe Return to In-Person Instruction and Continuity of Services Plan.

Our LCAP goals represent our continuous improvement efforts and we align our supplemental funding to support our goals.

Goal 1: Students will have access and support to an individually-tailored rigorous and engaging educational experience that is inclusive, culturally relevant, standards-aligned, and promotes individual growth during school and after graduation.

Goal 2: The Santa Cruz COE will create and sustain safe, engaging, and inclusive learning environments that support the social and emotional needs and growth of our students.

Goal 3: The Santa Cruz COE will partner with our students, families, and the community to create collaborative relationships, engaging learning opportunities, and shared responsibility for the empowerment of our students.

Goal 4: Coordination of the countywide plan for expelled youth and continue to support the educational needs of expelled youth.

Goal 5: Coordination of services for Foster Youth students in our Court and Community Schools and districts throughout our county.

In accordance with the Safe Return to In-Person Instruction and Continuity of Services Plan we use our funds to maintain safe and healthy learning environments (PPE, supplies for sanitation, clean facilities). Our ESSER III plan supports all of our LCAP Goals including academic and social-emotional support for all students. Some actions signed with our LCAP goals include the funding of summer school, curriculum, technology, and additional counselors.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

2021-22 Local Control Accountability Plan (LCAP)

Actions & Services Mid-Year Report

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

Goal 1

Students will have access and support to an individually-tailored rigorous and engaging educational experience that is inclusive, culturally relevant, standards-aligned, and promotes individual growth during school and after graduation.

Rationale

The academic achievement of our students is integral to our educational organization and the way we approach learning is shaped by each unique student. We are actively engaged in continuous improvement in the areas of curriculum and instruction and this goal, along with our other goals and actions are shaped with the voices of our stakeholders. Each goal is rooted in equity, inclusive practices, and honors each of our learners. Each year we maintain safe school facilities, appropriately placed teachers, and offer a relevant and engaging continuum of educational opportunities to meet the needs of our students. The metrics and actions chosen for this goal provide us with the data needed to measure whether or not we are promoting and sustaining an individually-tailored rigorous and engaging educational experience that are inclusive, culturally relevant, standards-aligned, and promotes individual growth during school and after graduation.

Expected Annual Measurable Objectives for Goal 1

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
1	Ensure student access and support to education by percentage of teachers appropriately placed and credentialed as measured annually through the SARC. (Priority 1).	All Teachers are appropriately placed and credentialed measured annually through SARC. Last adopted SARC from Spring 2021.	All teachers appropriately placed.	Maintain 100% appropriate placement of teachers and verify credentials annually.
1	Ensure student access and support to education by percentage of students having standards-aligned instructional materials as measured through yearly SARC. (Priority 1).	All students have access to standards-aligned instructional materials as measured through SARC. Last adopted SARC from Spring 2021.	All students have access to standards-aligned instructional materials.	Maintain 100% of students have access to standards-aligned instructional materials as measured through SARC.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
1	Ensure student access to education by maintaining school facilities as measured through SARC (Priority 1).	All school facilities are maintained and in good repair as measured through the SARC. Last adopted SARC from Spring 2021.	Facilities are being maintained.	Maintain 100% of facilities are in good repair as measured by SARC.
2	Self reflection questions 1 and 2 of the implementation of SBE Adopted Academic and Performance Standards including how programs and services will enable multilingual students to access the academic content standards and ELD Standards (Priority 2).	<p>Question #1 ELA score=4 ELD=3 Math=4 NGSS=3 HSS=3</p> <p>Question #2 ELA score=4 ELD=3 Math=4 NGSS=3 HSS=3</p>	No changes to report.	<p>Question #1 ELA score=4 ELD=4 Math=4 NGSS=4 HSS=4</p> <p>Question #2 ELA score=4 ELD=4 Math=4 NGSS=4 HSS=4</p>
7	Local survey Student access to an individually-tailored educational experience is provided through a broad course of study (Priority 7).	Provide a broad course of study to all students as measured by local survey annually, no local baseline survey data available.	Survey data pending.	Student survey data indicates 80% of students agree they have access to a broad course of study.
8	College and Career Indicator (Priority 4 and 8).	According to the 2020 CA Dashboard for the Santa Cruz County Community School, 26% of students were prepared. There were no colors reported on the 2020 Dashboard due to the pandemic but according to the 2019 Dashboard, English Learners and Students with Disabilities were categorized in the red and Hispanic students in the Orange.	No new data to report.	40% of Santa Cruz Community School Students will be prepared based on the College and Career Indicator. No student group will be in Orange or Red on the CA Dashboard.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	English Learner reclassification rate (Priority 4).	2020-2021 baseline was zero due to the pandemic.	No new data to report.	15 students reclassified.
4	Star Renaissance student achievement data (Priority 4).	<p>Pandemic results from Star Renaissance testing conducted during 2020-2021.</p> <p>Student Median Growth Percentile:</p> <p>Reading All: 45% EL: 31% Special Education: 36% Low Income: 41%</p> <p>Math All: 39% EL: 33% Special Education: 38% Low Income: 38%</p>	No new data to report.	<p>Reading All students growth percentile at 50% Reduce disparity between high needs students and all students with median growth percentile scores within 5% of all students.</p> <p>Math All students growth percentile at 50% Reduce disparity between high needs students and all students with median growth percentile scores within 5% of all students.</p>
4	ELPAC Data (Priority 4).	The 2018-2019 ELPAC data for Santa Cruz County Community showed 18.95% scored level 4 and is the most current data at time of writing LCAP.	6.41% of students scored a level 4 from the 20-21 data.	Increase overall score of 4 to 30% and use the data as part of the reclassification process.

Actions and Services

Goal/ Action	Action Title/ Description	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
1.1	Instructional staff at Sequoia Schools Ensure adequate staffing at the Sequoia Schools campus which has been designated to support students with high needs have access and support to an individually-tailored rigorous and engaging	Yes	LCFF	820,774.15	LCFF	0	\$820,774.15	Meeting projections with some variance based on staffing changes.
			Other State	0	Other State	0		
			Local	0	Local	0		
			Federal	0	Federal	0		

Goal/ Action	Action Title/ Description	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	educational experience that is inclusive, culturally relevant, standards-aligned and promotes individual growth during school and after graduation.							
1.2	Instructional Assistants in classes to support students with high needs. Ensure adequate support staffing at the Sequoia Schools campus which has been designated to support students with high needs to have access and support to an individually-tailored rigorous and engaging educational experience that is inclusive, culturally relevant, standards-aligned, and promotes individual growth during school and after graduation.	Yes	LCFF	595,816.21	LCFF	0	\$595,816.21	Meeting projections with some variance based on staffing changes.
			Other State	0	Other State	0		
			Local	0	Local	0		
			Federal	0	Federal	0		
1.3	Technology Coordinator Technology and data specialist ensuring students have access and support to their education through internet connected devices.	No	LCFF	97,341.53	LCFF	0	\$97,341.53	Meeting projections
			Other State	0	Other State	0		
			Local	0	Local	0		
			Federal	0	Federal	0		
1.4	Teacher on Special Assignment (TOSA) Curriculum and Instruction TOSA focusing on coordinating individually-tailored academic supports for our multilingual students and students with high needs. Designing and coordinating	Yes	LCFF	112,549.42	LCFF	0	\$112,549.42	Meeting projections
			Other State	0	Other State	0		
			Local	0	Local	0		
			Federal	0	Federal	0		

Goal/ Action	Action Title/ Description	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	professional development for staff that focuses on English Learners, Foster Youth, and socioeconomically disadvantaged students. These actions support our goal of promoting and sustaining an individually-tailored rigorous and engaging educational experience that are inclusive, culturally relevant, standards-aligned, and promotes individual growth during school and after graduation.					
1.5	Maintenance and Operations Ensuring access to an educational experience that is safe and conducive to learning to support our goal of promoting and sustaining an individually-tailored rigorous and engaging educational experience that are inclusive, culturally relevant, standards-aligned, and promotes individual growth during school and after graduation.	No		LCFF 213,968.11	\$213,968.11	Meeting projections
1.6	Special Education Coordination Ensuring access for all students, including students with exceptional needs through case management, training, and coordination of services. This team works in conjunction with our classroom teachers and Student Services Director to	No	LCFF 51,070.20 Other State 0 Local 0 Federal 0	LCFF 0 Other State 0 Local 0 Federal 0	\$51,070.20	Meeting projections

Goal/ Action	Action Title/ Description	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	ensure optimal services for our students. The student Service Director attends local SELPA meetings and coordinates services with districts.							
1.7	College and Career Project Coordinator To meet our goal of supporting students with their individually tailored educational experience that supports their passions during and after graduation, we need a coordinator who specifically works to support our students with high needs with college access, job support, and transition support. Our most recent College and Career Indicator reveal the disparities between student groups attaining college and career readiness.	Yes	LCFF	102,082.70	LCFF	0	\$102,082.70	Meeting projections
			Other State	0	Other State	0		
			Local	0	Local	0		
			Federal	0	Federal	0		
1.8	Curriculum Expanding our curriculum options with more resources for our multilingual program (ELD) and providing more inclusive and relevant curriculum is an action that supports sustaining an individually-tailored rigorous and engaging educational experience that are inclusive, culturally relevant, standards-aligned, and promotes individual growth during school and after graduation.	No	LCFF	0	LCFF	60,000	\$60,000.00	Utilizing federal funds for many curriculum purchases.
			Other State	0	Other State	0		
			Local	0	Local	0		
			Federal	0	Federal	0		

Goal/ Action	Action Title/ Description	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.9	Professional Development specifically focused on high needs learners Ensuring access and support for students with high needs is crucial to our goal. Professional Learning opportunities to support our multilingual students related to the ELD standards, EL Roadmap, and curriculum and instruction. Professional development in partnership with our Foster Youth coordinating team, and professional learning in support of our socioeconomically disadvantaged students.	Yes	LCFF 0 Other State 0 Local 0 Federal 0	LCFF 0.0 Other State 0 Local 0 Federal 0	\$0.00	Meeting projections
1.10	Professional Development for all students Ensuring an individually tailored academic experience that is promoting and sustaining educational experiences that are inclusive, culturally relevant, standards-aligned, and promotes individual growth during school and after graduation requires ongoing professional development. Robust professional development and collaboration focused on rigorous, inclusive, curriculum and instructional practices that are interdisciplinary and standards-aligned. <ul style="list-style-type: none"> Ongoing curriculum and instruction professional 	No	LCFF 0 Other State 0 Local 0 Federal 0	LCFF 0 Other State 0 Local 0 Federal 0	\$0.00	Meeting projections

Goal/ Action	Action Title/ Description	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	development focused on the standards <ul style="list-style-type: none"> • Introducing and sharing more inclusive and relevant curriculum related to Ethnic Studies • Professional learning time to focus on individual and collective equity journey • LGBTQ+ History and student support • Data analysis • Special Education services • Arts integration • Collaboration • Career Technical Education Partnerships and work-based learning 							
1.11	Instructional staff and administrators for Court and Community Schools (not including Sequoia teachers) Maintaining staffing costs for certificated staff and administrators for our programs with all staff appropriately placed and credentialed to ensure we are meeting our goal of promoting and sustaining an individually-tailored rigorous and engaging	No	LCFF	3,327,343.01	LCFF	0	\$3,327,343.01	Meeting projections
			Other State	0	Other State	0		
			Local	0	Local	0		
			Federal	0	Federal	0		

Goal/ Action	Action Title/ Description	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	educational experience that are inclusive, culturally relevant, standards-aligned, and promotes individual growth during school and after graduation.					

Goal 2

The Santa Cruz COE will create and sustain safe, engaging, and inclusive learning environments that support the social and emotional needs and growth of our students.

Rationale

Enhancing our social and emotional supports of students was voiced as a priority of our stakeholders. Having access to counselors was mentioned throughout stakeholder feedback as a positive aspect of our programs and our students, staff, and families believe it is an integral part of our programs that needs to continue to strengthen. Meeting students where they are at, utilizing trauma-informed practices, being a restorative-based organization, and honoring the unique and diverse students who participate in our programs is fundamental to our programs. The metrics and actions we have chosen for this goal provide us with the data needed to measure whether or not we are sustaining safe, engaging, and inclusive learning environments that support the social and emotional needs and growth of our students.

Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
5	Graduation Rate from the CA School Dashboard (Priority 5).	According to the 2020 CA Dashboard for the Santa Cruz County Community School, 84.3% of student graduated.	The graduation rate for the 20-2021 school year has exceeded 85%.	Graduation rate of 85% or above.
6	CA Healthy Kids Data for school climate data (Priority 6).	Will be set in 2021-2022. We did administer the surveys during Spring 2021 but did not receive the results at the time of writing the LCAP so the current baseline is 0%.	We do not have CA Healthy Kids data at this time.	80% positive responses for school climate data.
6	Local student survey data regarding school climate (Priority 6).	87.6% of students feel safe at school with 10.6% not having an opinion about the question, Spring 2021.	Survey to be sent this Spring.	Increase to 90% or above.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
6	Local student survey data regarding access to counseling (Priority 6).	78.6% of students agreed they have access to counseling with 18.3% not having an opinion about the question, Spring 2021.	Survey to be sent this Spring.	Increase to 85% or above.
5	Student attendance data (Priority 5).	Due to the pandemic attendance rates are challenging to compare and analyze. According to our CALPADS data from the 19-20 school year, 73.85% of our Court and Community School students attended school 95% of the time.	Pending new data.	Increase to 85% of our students attending school 95% of the time.

Actions and Services

Goal/Action	Action Title/Description	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.1	Counselors Counselors who principally support the mental health needs and growth of students with high needs. The counselors provide individual and group counseling as well as coordinate and manage services of the students which helps us meet our goal of supporting the social and emotional needs and growth of our students.	Yes	LCFF 409,969.74 Other State 0 Local 0 Federal 0	LCFF 0 Other State 0 Local 0 Federal 0	\$409,969.74	Meeting projections
2.2	Counseling contract Encompass Youth Services counseling contract to provide counseling interns at our sites. The counselors provide individual and group counseling as well as coordinate and manage	No	LCFF 0 Other State 0 Local 0 Federal 0	LCFF 92,622.00 Other State 0 Local 0 Federal 0	\$92,622.00	Meeting projections

Goal/ Action	Action Title/ Description	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	services of the students which helps us meet our goal of supporting the social and emotional needs and growth of our students.					
2.3	Supplemental food and clothing Supplemental food and clothing principally directed to support our socioeconomically disadvantaged students which sustains a safe, engaging, and inclusive learning environments for students.	Yes	LCFF 0 Other State 0 Local 0 Federal 0	LCFF 30,000 Other State 0 Local 0 Federal 0	\$30,000.00	Under projections at this time.
2.4	Professional development-Mental Health Professional development focused on supporting the mental health needs of students in our programs to sustain safe, engaging, and inclusive learning environments that support the social and emotional needs and growth of our students. <ul style="list-style-type: none"> • Trauma-informed practices • Restorative practices • Counseling access • Access to community supports • Case management • Instructional practices • Curriculum resources • Community building 	No	LCFF 0 Other State 0 Local 0 Federal 0	LCFF 0 Other State 0 Local 0 Federal 0	\$0.00	Meeting projections

Goal/ Action	Action Title/ Description	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report

Goal 3

The Santa Cruz COE will partner with our students, families, and the community to create collaborative relationships, engaging learning opportunities, and shared responsibility for the empowerment of our students.

Rationale

All of our stakeholders expressed wanting to continue and strengthen our relationships with families and the community. Our students especially noted that they want more opportunities for field trips and to learn in the community. We are committed to strengthen our community partnerships and our relationship with families. The metrics and actions we have chosen related to this goal will provide us with the data needed to measure whether or not we are partnering with our students, families, and the community to create collaborative relationships, engaging learning opportunities, and shared responsibility for the empowerment of our students.

Expected Annual Measurable Objectives for Goal 3

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
3	Parent Engagement annual surveys and outreach as measured through surveys and local indicators (Priority 3).	95% of families feel the school staff is dedicated to their student's academic success, Spring 2021.	Survey to be sent this Spring.	Maintain 95% of families feel the school staff is dedicated to their student's academic success.
6	Parent Engagement annual surveys and outreach as measured through surveys and local indicators (Priority 3 and 6).	95% of families report feeling comfortable approaching staff with concerns, Spring 2021.	Survey to be sent this Spring.	Maintain 95% of families report feeling comfortable approaching staff with concerns.
3	Parent Engagement annual surveys and outreach as measured through surveys and local indicators (Priority 3).	96% of families report they can reach staff if they need to, Spring 2021.	Survey to be sent this Spring.	Maintain 96% of families report they can reach staff if they need to.
3	Parent Engagement annual surveys and outreach as measured through surveys and local indicators (Priority 3).	75.1% of families indicate they have opportunities to participate in their student's education with 18.5% responding with no opinion and 6.4% disagreeing, Spring 2021.	Survey to be sent this Spring.	Increase to 80%.

Actions and Services

Goal/ Action	Action Title/ Description	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
3.1	Community, parent, and family engagement coordinators and specialists Site leaders who coordinate family and community engagement specifically focusing on students with high needs and families. These leaders conduct outreach to families often marginalized ensuring their voices are heard, conduct intakes with families, coordinate meetings, and support students. This action supports our goal to partner with our students, families, and the community to create collaborative relationships, engaging learning opportunities, and shared responsibility for the empowerment of our students.	Yes	LCFF	512,017.78	LCFF	0	\$512,017.78	Meeting projections
			Other State	0	Other State	0		
			Local	0	Local	0		
			Federal	0	Federal	0		
3.2	Community organizers Coordinate services with outside agencies, including youth engagement services, artists, Career Technical Education, mental health, work-based learning, and conduct family intakes. This action supports our goal to partner with the community to create collaborative relationships, engaging learning opportunities, and shared responsibility for the empowerment of our students.	No	LCFF	258,830.64	LCFF	0	\$258,830.64	Meeting projections
			Other State	0	Other State	0		
			Local	0	Local	0		
			Federal	0	Federal	0		

Goal/ Action	Action Title/ Description	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
3.3	Student Leadership and Empowerment This action supports our goal to partner with our students, families, and the community to create collaborative relationships, engaging learning opportunities, and shared responsibility for the empowerment of our students. Coordinate with our Santa Cruz COE Student Leadership and Engagement team to promote student participation in countywide groups that empower and connect our youth. <ul style="list-style-type: none"> Youth for Environmental Action Countywide Black Student Union Youth Arts Council Civic Summit LGBTQ+ student groups 	No	LCFF	0	LCFF	0	\$0.00	The Santa Cruz COE has provided and continues to implement student leadership and empowerment initiatives that not only impact students but also our educators.
			Other State	0	Other State	0		
			Local	0	Local	0		
			Federal	0	Federal	0		
3.4	Bilingual stipends Translation services and communication with our stakeholders and multilingual students and community as performed by staff with bilingual stipends promotes and sustains partnerships with our students, families, and the community.	Yes	LCFF	22,587.52	LCFF	0	\$22,587.52	Meeting projections
			Other State	0	Other State	0		
			Local	0	Local	0		
			Federal	0	Federal	0		
3.5	Contracts with community organizations	Yes	LCFF	0	LCFF	1	\$51,161.00	Meeting projections
			Other State	0	Other State	0		

Goal/ Action	Action Title/ Description	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	Contracts with community organizations to support school engagement, youth empowerment, and wellness activities supporting students with high needs.		Local	0	Local	0		
			Federal	0	Federal	51,160.00		
3.6	Bus Passes Purchase Metro Bus Passes to remove barriers to students attending school which ensures access to educational experiences and supports the engagement of students.	Yes	LCFF	0	LCFF	1	\$10,001.00	Meeting projections
			Other State	0	Other State	0		
			Local	0	Local	0		
			Federal	0	Federal	10,000		

Goal 4

The Santa Cruz County Office of Education will coordinate the countywide plan for expelled youth and continue to support the educational needs of expelled youth.

Rationale

This goal represents not only a required action of COEs but the commitment of our educational community to decrease expulsions, learn about and implement best practices, mitigate the need for expulsions and analyze data to address disparities in expulsions. The metrics and actions included in this goal will provide us with the data needed to measure whether or not we are fulfilling our commitment to follow-through with the countywide plan for expelled youth and support the educational needs of expelled youth throughout our county.

Expected Annual Measurable Objectives for Goal 4

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
9	Countywide Plan for Expelled Youth (Priority 9).	Fully implement the countywide plan for expelled youth finalized Spring 2021.	Fully implemented	Maintain full implementation of the countywide plan for expelled youth.

Actions and Services

Goal/ Action	Action Title/ Description	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
4.1	Countywide Student Services Directors Meetings	No	LCFF	0	LCFF	0	\$0.00	Meeting projections

Goal/ Action	Action Title/ Description	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	Facilitated by our Student Services Department and held monthly with discussions focusing on best practices to mitigate the need for expulsions. These meetings are essential to our efforts of coordinating services countywide and continuously improving practices related to the mitigation of suspensions and expulsions and supporting the needs of expelled students.		Other State	0	Other State	0		
			Local	0	Local	0		
			Federal	0	Federal	0		
4.2	Intakes for expelled youth The Alternative Education administrators ensure coordination, intakes, and quick transitions for expelled youth. These intake meetings are part of the countywide plan for expelled youth and critical to meeting the needs of expelled students and ensuring appropriate placement.	No	LCFF	0	LCFF	0	\$0.00	Intakes for expelled youth are happening both efficiently and with a collaborative effort to meet the needs of the student.
			Other State	0	Other State	0		
			Local	0	Local	0		
			Federal	0	Federal	0		

Goal 5

The Santa Cruz County Office of Education will coordinate services for Foster Youth students in our Court and Community Schools and districts throughout our county.

Rationale

The Foster Youth Services Coordinating Program ensures that the COE and districts collaborate to provide services to Foster Youth, minimize school placement changes, provide transition services between schools when placement changes happen, create and coordinate countywide transportation plan, and create and maintain a robust team of advocates. The metric and actions developed related to the progress of this goal provide us with the data needed to measure our coordination of services for Foster Youth students in our Court and Community Schools and districts throughout our county.

Expected Annual Measurable Objectives for Goal 5

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
10	MOU with districts (Priority 10).	Fully implement MOU with districts to support Foster Youth coordination and transportation.	Fully implemented.	Maintain full implementation of MOU with districts to support Foster Youth coordination and transportation.

Actions and Services

Goal/ Action	Action Title/ Description	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
5.1	Foster Youth Education Liaisons and Coordinator Foster Youth Education Liaisons and coordinator to provide case management, professional development, coordination of services, and specific supports to students. This action goes above and beyond ensuring coordination of services for Foster Youth students in our Court and Community Schools and districts throughout our county through ongoing professional development and collaboration.	No	LCFF	0	LCFF	0	\$407,679.29	Meeting projections
			Other State	97,381.14	Other State	0		
			Local	0	Local	0		
			Federal	310,298.15	Federal	0		
5.2	Professional Development	No	LCFF	0	LCFF	0	\$0.00	Meeting projections to support countywide

Goal/ Action	Action Title/ Description	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	Professional development provided countywide to both COE Court and Community Schools and all school districts regarding the best practices and supports for foster youth as well as legal updates. This action supports coordination of services for Foster Youth students in our Court and Community Schools and districts throughout our county through ongoing professional development and collaboration.		Other State 0 Local 0 Federal 0	Other State 0 Local 0 Federal 0		support for professional development enhancing the support of our foster youth countywide.



SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 7.6

Board Meeting Date: February 17, 2022

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Action

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Information

TO: Santa Cruz County Board of Education

FROM: Denise Sanson, Executive Director, Student Programs

SUBJECT: Local Control Accountability Plan (LCAP) Supplement for the Santa Cruz County Career Advancement Charter

BACKGROUND

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA.

FISCAL IMPLICATIONS

Detailed herein.

RECOMMENDATION

Receive presentation.



Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Career Advancement Charter, Adult Re-entry High School for the Santa Cruz County Office of Education	Denise Sanson Executive Director	dsanson@santacruzcoe.org 831-466-5680

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

Implemented at the start of the 21-22 school year, the Expanded Learning Opportunities (ELO) Grant allowed us to hire a transition specialist and instructional aide to provide underlying support for our students to close learning gaps and address barriers to learning through the enhancement of integrated learning supports.

Supplemental instruction will be provided by support staff with an emphasis on a student first approach that is culturally responsive and relationship focused. Providing assistance directly to students in small group and individual settings will promote learning, engagement, and retention as well as increase literacy gains for all adult high school diploma students. In addition to access to digital devices and internet connectivity, digital literacy instruction is a critical need for our students. Teachers will work with support staff to identify individual student needs to inform adjustments in instruction and curriculum. Support staff will offer individual and small group integrated instruction to support the students individual and targeted academic needs.

The ELO allowed the CAC to respond to the challenges brought forth by the COVID-19 pandemic for our adult re-entry students in the following areas: connecting to community resources, including 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 will allow for the removal of barriers so that students can continue with their high school diploma completion and beyond. A project specialist will work closely with staff to examine barriers and social-emotional needs of the general student population and amongst specified targeted populations within our program such as incarcerated individuals, immigrants, English Language Learners, and low income students so that we can identify gaps in community resources. These funds allow us to grow and strengthen our program so that we can best provide for the whole student and so they may have an engaging learning experience and transition successfully beyond their high school diploma.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

We do not receive concentration grant add-on funding.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The CAC received \$81,758 in federal Expanded Learning Opportunity (ELO) funds. The ELO funding was discussed and input was gathered from staff and students in May 2021. Students were engaged verbally and via survey to discuss how they would like to see the Career Advancement Charter address the following items: the barriers student's face while attending school, types of classes student's would like to attend, significant supplementary learning opportunities and support opportunities for students, and additional student commentary on their needs and hopes. Meetings to explain, discuss and brainstorm around the Expanded Learning Opportunities Grant were provided to all staff. Teacher and support staff ideas, with reflection on the student data provided from the survey, were implemented into the development of the plan.

The Educator Effectiveness Fund (EEF) was granted to us in October 2021 for \$21,259. Teachers were engaged in their interests around professional development that would allow us to provide action-oriented professional development specific to adult learners. This allows us to further our LCAP goal of engagement by elevating our investment in racial equity in our community and allows us to continue working to provide a higher quality of education overall. We intend to use EEF funds to provide customized professional development that is relevant to our school community, particularly as related to the challenges presented by the COVID-19 pandemic, racial equity, English as a Second Language, career and foundational literacy, and trauma-informed practices. Additionally, we intend to collaborate with our Adult Education Consortium partners to explore and potentially offer meaningful professional learning opportunities for all participants. We intend to use these funds starting in the fall of the 22-23 school year.

The CAC received \$8,158 in CARES funding in September of 2020. These funds were used to purchase technology for distance learning. There was an immediate need to increase the availability of chromebooks and hotspots for students. This was communicated directly from students and teachers as well as in the LCAP stakeholder input sessions in the spring of 2020.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The CAC did not receive ESSER funds. ESSER fund allocation was based on Title 1 funding and the CAC does not receive Title 1 funds.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

The Safe Return to In-Person Instruction and Continuity of Services Plan includes health and safety procedures and academic, social-emotional, and health services which are aligned to the 2020-21 LCAP.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021



2021-22 Local Control Accountability Plan (LCAP) Actions & Services Mid-Year Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Career Advancement Charter, Adult Re-entry High School for the Santa Cruz County Office of Education	Denise Sanson Senior Director	dsanson@santacruzcoe.org (831) 466-5680

Goal 1

Achievement: 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.

Areas of focus for this goal include disrupting inequities by:

- Improving scope of services to be responsive, equity-focused, culturally relevant, and student centered
- Implementation of culturally relevant pedagogy
- Increasing student achievement as measured by the Comprehensive Adult Student Assessment System (CASAS)
- Ensuring all certificated teachers are appropriately assigned and fully credentialed
- Increasing instructional and administrative resources
- Acknowledging, addressing, and closing the opportunity gap for multilingual students
- Providing increased and meaningful opportunities for career exploration and preparation
- Increasing access to educational interventions

Rationale

This goal is critical to our commitment to disrupting inequities for adults students re-entering the school setting. As we are a countywide program, our students represent various systems that were not able to support them in their success. Improving student literacy expands student access to job training, workforce and higher education opportunities. Adult learners need specific supports that acknowledge their life experiences as well as the many real life responsibilities, including work, family, and school.

Expected Annual Measurable Objectives for Goal 1

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	Graduation rate	24.7%	TBD at end of school year.	28%
8	Post Secondary Transition Rate	5.3%	TBD at end of school year.	25%
2	CASAS EFL (Educational Functioning Level) gains	55%	Currently in progress.	75%
7	% of students earning 45 credits or more per year	15.59%	TBD at end of school year.	25%

Actions and Services

Goal/ Action	Action Title/ Description	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.1	CASAS Management Continue implementation of CASAS, develop and increase communication regarding the importance of testing, evaluate student growth and incorporate into the program improvement process	No	Other State \$8,862.95		\$8,862.95	Meeting projection
1.2	Bilingual Instructional Support .5 FTE Provide a bilingual instructional aide available for CAC students to expand educational interventions and support, including one to one tutoring	Yes	LCFF \$42,500		\$42,500.00	Meeting projection

Goal/ Action	Action Title/ Description	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.3	ESL Teacher .5 FTE Provide English as a Second Language classes to continue Implementation of ESL Level 1 and add ESL Level 2	Yes	Other State \$25,000		\$25,000.00	Position not filled.
1.4	Bilingual Senior Director; Programs Administrator 1.0 FTE Employ a Bilingual administrator to oversee all programming, school improvement efforts, and curriculum development for adult learners	No	Federal \$20,768.26		\$20,768.26	Meeting projection
1.5	Hire Bilingual 1.0 FTE Teacher for CAC programs Retain current staffing and increase teacher by 1.0 FTE program-wide	No	LCFF \$100,000		\$100,000.00	Meeting projection
1.6	Bilingual Community Organizer Improve scope of service for students at all school sites, including implementation of career exploration learning, college counseling and registration, financial aid, job literacy growth assessments, outreach, registration, enrollment, data analysis, curriculum support, etc.	Yes	Other State \$125,000		\$125,000.00	Meeting projection
1.7	Instructional Materials	Yes		Other State \$3,500	\$3,500.00	Meeting projection

Goal/ Action	Action Title/ Description	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	Purchase instructional materials for use in Corrections and ESL courses					
1.8	Learning Center facilities for adult students Provide a space in North and South county for adult students to access instructional support, technological tools	No		LCFF \$5,000	\$5,000.00	In progress
1.9	Professional Staff Learning Engage staff in dialogue specifically about race and equity to promote an intentional approach to disrupting inequities for adult students	No		LCFF \$7,500	\$7,500.00	Staff learning sessions complete.

Goal 2

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 or advancement in the workforce.

Areas of focus for this goal include disrupting inequities by:

- Increasing access to postsecondary opportunities, including entry or advancement in the workforce
- Increasing student access to employment skills through Career and Technical Education courses
- Providing opportunities for hands-on learning as students progress through CTE skill growth units
- Ensuring that all CTE teachers are appropriately assigned and credentialed

Rationale

There is a critical need for direct support for our adult re-entry students in the following areas: connecting to community resources, including employment and employment readiness, 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 career technical education experiences, job searching, resume writing, interview preparation, post-secondary opportunities including FAFSA completion, community college registration and enrollment, and career counseling will allow for the removal of barriers so that students can continue with their high school diploma completion and beyond. We intend to focus on student transitions in and out of the Career Advancement Charter for our general student population and amongst specified targeted populations within our program such as incarcerated individuals, immigrants, multilingual learners, and under-resourced students so that we can identify gaps in community resources. Providing integrated student support universally, through targeted populations and for the individual, allows us to grow and strengthen our program so that we can best provide for the whole student and so they may have an engaging learning experience and transition successfully beyond their high school diploma.

Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	CTE course attendance	13.6%	Meeting attendance projection.	50%
4	CTE Certificate Attainment	0% TBD in 21-22	Baseline being established this school year.	60%
2	All CTE teachers appropriately assigned and credentialed	100%	All teachers appropriately assigned and credentialed.	100%
8	Successful postsecondary opportunity placement	3%	Establishing baseline, making progress in this area with help of Transition Specialist.	25%
6	Career and Transition Services (CASAS)	27%	CASAS testing in progress.	70%

Actions and Services

Goal/ Action	Action Title/ Description	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.1	CTE Instruction 0.7 FTE Teacher salaries to offer CTE courses that are provided to assist students in identifying career interests, increase career exploration opportunities, resume building	No	Other State \$58,679.15		\$58,679.15	One CTE with .2 FTE teacher on leave.
2.2	Mental Health Counseling Work with Encompass Community Services to provide mental health counseling and support	No	Other State \$10,000		\$10,000.00	Meeting projection.

Goal/ Action	Action Title/ Description	Contributing	Personnel Expenses		Non-Personnel Expenses	Total Funds	Mid-Year Report
2.3	Hire Project Specialist: focus on transition support In response to the challenges brought forth by the COVID-19 pandemic, there is a need for direct support program-wide for our adult re-entry students in the following areas: connecting to community resources, including employment, medical services, mental health services, financial assistance, housing, childcare, and other barriers that our adult re-entry students face	Yes	Federal	\$90,000		\$90,000.00	Meeting projection.
2.4	Increase CTE programming for Adult Students Work directly with the Workforce Development Board and the County Office of Education to expand course offerings to adult students, with a particular emphasis on Medical and Dental Assisting as well as Construction Skills Certification	No	LCFF	\$20,768.26		\$20,768.26	Meeting projection and just started our new BTPA Adult program in February 2022.
2.5	Provide childcare services Provide afternoon and evening childcare services at the Sequoia Schools campus so that students are able to participate in educational, prosocial, and counseling opportunities	No	LCFF	\$34,010.65		\$34,010.65	Meeting projection.
2.6	Provide healthy food options	Yes			LCFF \$7,500	\$7,500.00	Meeting projection.

Goal/ Action	Action Title/ Description	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	Students will access warm meals on a daily basis at the CAC while at the Sequoia Schools campus					

Goal 3

The CAC will increase access and capacity to serve students through community engagement and outreach with a focus on partnerships, sustainability, and centering student voice.

Areas of focus for this goal include disrupting inequities by:

- Maintaining services across the county, including Corrections, Probation Services Center, Veteran's Hall Santa Cruz and Watsonville
- Expanding services to students at the Encinal Street, North County location
- Continued development of the intake process to document student need and streamline referrals for services
- Work closely with other County Office of Education departments, specifically Alternative Education, to offer HSD/HSE services to interested students
- Work with community partners for student outreach
- Offer authentic opportunities for student input and decision making

Rationale

The Career Advancement Charter is committed to working as a community partner and functions as an active GOAL consortia member with our Adult Education partners at the Community College, the Workforce Development Board, and local school districts. Our commitment is to meeting student needs, outreach and engagement, expanding program offerings, and a continued commitment to designing programming that works for our adult learners with a focus on relationship building, resource connections, culturally responsive, diverse opportunities for students, and meeting them wherever they are on their educational journey. Utilizing a case management model to provide wraparound services, we will identify and develop new opportunities for students to transition from ABE/HSE to post-secondary opportunities.

Expected Annual Measurable Objectives for Goal 3

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
3	Average student enrollment	132	Meeting current projections	200

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
5	Average daily attendance	115	Meeting current projections	175
5	Persistence Data	37%	Survey data pending	60%
6	Student Survey Data Program Satisfaction: % of students who strongly agree that staff is dedicated to student academic success	84.6%	Survey data pending	94%

Actions and Services

Goal/ Action	Action Title/ Description	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.1	Expand CAC Services HSD and HSE services will be provided at Corrections, Probation Service Center, Veteran's Hall Santa Cruz, Veteran's Hall Watsonville as well as a continued commitment to be responsive to other interested community partners	Yes	LCFF \$70,843.42		\$70,843.42	In progress with some limitations at the Veteran's Hall due to the County closing temporary housing shelters.
3.2	Student Intake Process Bilingual staff to complete student intakes in person, via Zoom, and over the phone to welcome new students, identify needs, make appropriate community referrals, and assign to the appropriate teacher	No	Federal \$15,000		\$15,000.00	Meeting projection
3.3	Community Referral System Utilize Community Pro to make appropriate referrals to postsecondary opportunities	No	Other State \$8,862.95		\$8,862.95	Meeting projection

Goal/ Action	Action Title/ Description	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.4	Partnership in the Adult Education Consortium of Santa Cruz (Greater Opportunities for Adult Learning) Work closely with adult education community partners on the CAEP and WIOA II grants, strategize with new and long-time partners to create new programming and program pathways, connections, referrals, data and general collaboration	No	Federal \$20,768.26		\$20,768.26	Meeting projection
3.5	Student Outreach Promote CAC program across the county to encourage more adult students to complete HSD or HSE	No	LCFF \$12,997.53		\$12,997.53	Meeting projection
3.6	Identify Eligible WIOA training Work with the Workforce Development Board to identify and promote eligible training provider list and federal funding for scholarships	Yes	Other State \$8,862.95		\$8,862.95	Meeting projection
3.7	Career Development Focus Professional development for staff around career development, offer quarterly job fair and postsecondary opportunities	No		LCFF \$10,000	\$10,000.00	In progress



SANTA CRUZ
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SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 7.7

Board Meeting Date: February 17, 2022

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Action

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Information

TO: Santa Cruz County Board of Education

FROM: Dr. Faris Sabbah, County Superintendent of Schools

SUBJECT: 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.

FISCAL IMPLICATIONS

None.

RECOMMENDATION

Receive presentation.



SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 8.1

Board Meeting Date: February 17, 2022

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Action

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Information

TO: Santa Cruz County Board of Education

FROM: Sandra Nichols, Chair, Community Outreach and Legislation Committee

SUBJECT: Approval of Resolution #22-03 Recognizing National African American History Month

BACKGROUND

Black History Month is a time for us to continue our collective journey honoring and deepening our knowledge of the history and contributions of Black Americans and people of African descent that have been marginalized from mainstream curricula and discussions because of our country's legacy of slavery, and institutional and structural racism. The Santa Cruz County Office of Education and the Board of Education is committed to valuing diversity and believes deeply that equity, respect and justice are central to the character of who we are, to the health of our democracy and to the well-being of our world.

The Board will consider approving Resolution #22-03 Recognizing National African American History Month.

FISCAL IMPLICATIONS

None.

RECOMMENDATION

Approve Resolution #22-03



RESOLUTION #22-03
RESOLUTION RECOGNIZING
NATIONAL AFRICAN AMERICAN HISTORY MONTH

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

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

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

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

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

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

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

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

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

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

WHEREAS, at the Santa Cruz County Office of Education, it is our hope that during this month of recognition and celebration of Black Americans and their contributions made to this country, that we will work to disrupt manifestations of anti-blackness sentiments in our communities and in our schools; and

NOW, THEREFORE, BE IT RESOLVED, that the Santa Cruz County Board of Education and the County Superintendent of Schools hereby recognize and support National African American History Month in February by encouraging public officials, educators, librarians, and school communities to observe this month with appropriate programs, ceremonies and activities.

NOW, THEREFORE, BE IT RESOLVED, that the Santa Cruz County Board of Education and the County Superintendent of Schools hereby support school districts in their effort to commemorate National African American History Month by providing instructional resources, relevant research, resources and promising practices throughout the year to make a significant impact on the lives and futures of Black American students.

PASSED AND ADOPTED by the Santa Cruz County Board of Education, County of Santa Cruz, State of California, this 17th day of February, 2022, by the following vote:

AYES:

NAYS:

ABSENT:

ABSTAIN:

Resolution #22-03 Recognizing National African American History Month
Santa Cruz County Board of Education
February 17, 2022

Abel Sanchez, Board President
Santa Cruz County Board of Education

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



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SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 8.2

Board Meeting Date: February 17, 2022

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Action

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Information

TO: Santa Cruz County Board of Education

FROM: Dr. Faris Sabbah, County Superintendent of Schools

SUBJECT: Schedule Special Board Meeting

BACKGROUND

The Board will consider scheduling a special meeting to participate in a Board Self-Evaluation.

FISCAL IMPLICATIONS

None.

RECOMMENDATION

Schedule a special board meeting.



SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 8.3

Board Meeting Date: February 17, 2022

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Action

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Information

TO: Santa Cruz County Board of Education

FROM: Abel Sanchez, President, County Board of Education

SUBJECT: Discussion and Possible Approval of Resolution #22-04 Authorizing Continued Use of Remote Teleconferencing Provisions Pursuant to AB 361 and Government Code section 54953

BACKGROUND

Consistent with Government code section 54953, on January 20, 2022, the County Board of Education adopted Resolution #22-02, 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 #22-03, 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.

FISCAL IMPLICATIONS

None.

RECOMMENDATION

Consider approving Resolution #22-04



RESOLUTION #22-04

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 17th day of February 2022, by the following vote:

AYES:

NAYS:

ABSENT:

ABSTAIN:

Abel Sanchez, Board President
Santa Cruz County Board of Education

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