



SANTA CRUZ
COUNTY OFFICE OF
EDUCATION
DR. FARIS SABBAH • 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 • Mr. Edward Estrada • Mr. Greg Larson • Ms. Sue Roth
Mr. Abel Sanchez • Mr. Bruce Van Allen • Ms. Rachel Williams

Student Trustee: Natalie Hofkins and Ruben Marcus

Santa Cruz County Board of Education
Regular Board Meeting
Thursday, February 20, 2025
5:30 pm
Boardroom and/or Zoom

Members of the public may join the meeting either by attending in-person or joining the live video-conference using the following link:

<https://santacruzcoe-org.zoom.us/j/89175226468>

Alternatively, join by phone using the following phone number at the time of the meeting:

Phone Number: +1 (669) 444-9171
Meeting ID: 891 7522 6468

PUBLIC COMMENT:

Any person wishing to make a public comment will have the opportunity to do so either in-person or 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 yvalentin@santacruzcoe.org no later than 4:00 PM on February 20th. Each individual may only make one comment per topic.

Cualquier persona que desee hacer un comentario público tendrá la oportunidad de hacerlo en vivo o 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 yvalentin@santacruzcoe.org a más tardar a las 4:00 PM del 20 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, Edward Estrada (Vice President), Greg Larson, Sue Roth, Bruce Van Allen, Rachel Williams
Natalie Hofkins (Student Trustee), Ruben Marcus (Student Trustee)
Faris Sabbah (Secretary)

1.1 Board Member Remote Attendance Approval

Per AB 2449, Trustees may participate in the Board meeting remotely under the following conditions:

- Just Cause, or Emergency Circumstances
- Board Approval

Motion &

Voice Vote: Abel Sanchez (President)

2. PLEDGE OF ALLEGIANCE

Superintendent Sabbah will lead the Pledge of Allegiance.

3. APPROVAL OF AGENDA

Agenda deletions and/or sequence changes 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 outside 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 for 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 the consent agenda are recommended actions that are considered to be routine 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 16, 2025

5.0.2 Minutes of the Special Board Meeting held on January 25, 2025

5.0.3 Budget Revisions

5.0.4 Donations

5.0.5 Comprehensive School Safety Plan for the 2024-2025 school year

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, if any, is included herein. Copies of correspondence received within 72 hours of the meeting will be made available at the meeting location.

7. STUDENT TRUSTEE REPORTS

Student Trustees will report on matters, events, and activities related to the Board's goals of advocating for students, maintaining community relations, and promoting student achievement.

8. REPORTS, DISCUSSIONS, AND PRESENTATIONS

8.1 Behavioral Health Services & Billing Fee Schedule

This presentation includes an overview of available student behavioral health supports, service delivery models, and proposed fee schedule updates for billing and reimbursement.

Presenter(s): Dr. Faris Sabbah, County Superintendent of Schools
Dr. Michael Paynter, LMFT, Executive Director, Student Support Services
Lauren Fein, LMFT, Director, Behavioral Health

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

Senate Bill 114 (2023) added a requirement for LEAs to present a report on the annual update to the Local Control and Accountability Plan (LCAP) and Budget Overview for Parents (BOP) on or before February 28 each at a regularly scheduled meeting of the governing board or body of the LEA.

Presenter(s): Dr. Faris Sabbah, County Superintendent of Schools
John Rice, Executive Director, Alternative Education

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

Senate Bill 114 (2023) added a requirement for LEAs to present a report on the annual update to the Local Control and Accountability Plan (LCAP) and Budget Overview for Parents (BOP) on or before February 28 each at a regularly scheduled meeting of the governing board or body of the LEA.

Presenter(s): Dr. Faris Sabbah, County Superintendent of Schools
Denise Sony Guerra-Sanson, Executive Director, Student Programs

9. NEW BUSINESS AND ACTION

9.1 Resolution #25-03 Recognizing February as Black History Month

The Santa Cruz County Board of Education recognizes February 2025 as National African American History Month, honoring the contributions of Black Americans to U.S. history, culture, and labor. This year's theme, "African Americans and Labor," highlights their significant impact on the workforce. The Board reaffirms its commitment to equity, inclusion, and providing resources that promote understanding of Black history and the ongoing fight against systemic racism in schools and the community.

Presenter(s): Bruce Van Allen, Chair, Community Outreach & Legislative Committee

Motion &

Roll Call Vote: Abel Sanchez (President)

9.2 CSBA Delegate Assembly Ballot (Subregion 9-A)

The California School Boards Association (CSBA) 2025 Delegate Assembly Elections ballots have been sent. Completed ballots are due by March 17, 2025.

Elected delegates will serve a two-year term beginning April 1, 2025, representing their regions in the CSBA Delegate Assembly. The next Delegate Assembly meeting is scheduled for May 17–18, 2025. This election plays a crucial role in ensuring effective governance and representation within CSBA.

The candidates for Subregion 9-A:

Mark Becker (San Lorenzo Valley USD)

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

Motion &

Voice Vote: Abel Sanchez (President)

9.3 CSBA Delegate Assembly Ballot (County Delegate Region 9)

The California School Boards Association (CSBA) 2025 Delegate Assembly Elections ballots have been sent. Completed ballots are due by March 17, 2025. Each board may vote for multiple candidates but is limited to one vote per candidate. If a tie occurs, a runoff election will be held by April 30, 2025. Elected delegates will serve a two-year term beginning April 1, 2025, representing their regions in the CSBA Delegate Assembly.

The candidates for County Delegate Region 9:

Suzanna Roth (Santa Cruz COE)

Annette Yee Steck (Monterey COE)

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

Motion &

Voice Vote: Abel Sanchez (President)

9.4 Resolution #25-04 Recognizing March as Disability Awareness Month

The Santa Cruz County Board of Education will consider a resolution recognizing March as Disability Awareness Month. This resolution highlights the Board's commitment to fostering an inclusive educational environment where students with disabilities have equal opportunities to learn, grow, and contribute alongside their peers.

Presenter(s): Bruce Van Allen, Chair, Community Outreach & Legislative Committee

Motion &

Roll Call Vote: Abel Sanchez (President)

9.5 Resolution #25-05 Recognizing March as Women's History Month

In recognition of March as Women's History Month, this resolution honors the contributions of women throughout history and today. This annual observance highlights women's achievements across all fields of life. The Santa Cruz County Office of Education remains committed to promoting gender equity by encouraging girls to pursue STEAM careers, providing professional development for educators, and supporting leadership opportunities for women.

Presenter(s): Bruce Van Allen, Chair, Community Outreach & Legislative Committee

Motion &

Roll Call Vote: Abel Sanchez (President)

9.6 First Reading - Board Bylaw 9240

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

BB 9240 Board Training

Presenter(s): Bruce Van Allen, Chair, Policy Committee

Motion &

Voice Vote: Abel Sanchez (President)

10. SUPERINTENDENT'S REPORT

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

11. TRUSTEE REPORTS (3 minutes each)

Trustees will report on matters, events, and activities related to the Board's goals of advocating for students, maintaining community relations, and promoting student achievement.

12. AD HOC/STANDING COMMITTEE REPORTS/ACTIONS

13. SCHEDULE OF MEETINGS AND UPCOMING EVENTS

All meetings scheduled and approved by the Board are listed below. Specific meetings may be removed or added if so determined, pending board approval.

[The Universal Pre Kindergarten \(UPK\) Pre-K & TK Community Forum](#)

February 27, 2025

4:30 p.m. - 7:30 p.m.

Seascape Golf Course, 610 Clubhouse Dr. Aptos, CA 95003

[Educator Recruitment Fair](#)

March 1, 2025

9:00 a.m. - 11:00 a.m.

Santa Cruz County Office of Education, 400 Encinal Street, Santa Cruz CA 95060

[STEAM Expo](#)

March 8, 2025

10:00 a.m. - 3:00 p.m.

Santa Cruz County Fairgrounds, 2601 E Lake Ave, Watsonville, CA 95076

Santa Cruz County Board of Education

Regular Meeting

March 20, 2025

5:30 p.m.

Santa Cruz County Office of Education, 400 Encinal Street, Santa Cruz, CA 95060

[LGBTQ Symposium for K-12 Educators](#)

March 21, 2025

8:30 a.m. - 2:00 p.m.

Cabrillo College, 6500 Soquel Dr, Aptos, CA 95003

[Fashion Teens](#)

April 18, 2025

6:30 p.m.

Rio Theatre, 1205 Soquel Ave, Santa Cruz, CA 95062

[Youth for Environmental Action Summit](#)

April 21, 2025

Time TBD

Camp Koinonia Conference Grounds, 1605 Eureka Canyon Rd, Corralitos, CA 95076

14. ADJOURNMENT

Board President Sanchez will adjourn the meeting.

PLEASE NOTE:

Public Participation:

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

Backup Documentation:

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

Translation Requests:

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

ADA Compliance:

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



SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 5.0.1

Board Meeting Date: February 20, 2025

Action

Information

TO: Santa Cruz County Board of Education

FROM: Administration

SUBJECT: Minutes of the Regular Board Meeting held on January 16, 2025

BACKGROUND

The following pages contain the minutes of the board meeting held on January 16, 2025.

FUNDING IMPLICATIONS

None.

RECOMMENDATION

Approve the meeting minutes.



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Mr. Ed Acosta • Mr. Edward Estrada • Mr. Greg Larson • Ms. Sue Roth
Mr. Abel Sanchez • Mr. Bruce Van Allen • Ms. Rachel Williams

Student Trustee: Natalie Hofkins and Ruben Marcus

Santa Cruz County Board of Education
Regular Board Meeting
Thursday, January 16, 2025
5:30 pm
Boardroom and/or Zoom

Meeting Minutes

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

Trustees Present:

Abel Sanchez (President), Edward Estrada, Bruce Van Allen, Rachel Williams, Natalie Hofkins (Student Trustee), Ruben Marcus (Student Trustee)

Trustees Absent:

Sue Roth, Ed Acosta

Staff Present:

Faris Sabbah (Secretary), Marcia Russell, Andres Ortiz, Melissa Lopez, Michelle Kennedy, Jennifer Izant Gonzales, Erin Gong, Rebecca Olker (Zoom), Scott Mean-Hill, Rith Mean-Hill

1.1 Board Member Remote Attendance Approval

Per AB 2449, Trustees may participate in the Board meeting remotely under the following conditions: Just Cause, or Emergency Circumstances.

No requests for remote attendance.

2. PLEDGE OF ALLEGIANCE

Superintendent Sabbah led the Pledge of Allegiance.

3. APPROVAL OF AGENDA

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

Ayes: Estrada, Larson, Sanchez, Van Allen, Williams

Nays: None

Abstain: None

Absent: Acosta, Roth

Student Trustee Hofkins and Student Trustee Marcus voted yes to the motion.

Board Approved:

4. PUBLIC COMMENT

Janet Wohlgemuth (Community Member) asked the board to consider leaving the California School Boards Association and join the Association of California County Board of Education.

Marilyn Garrett (Community Member) addressed the board about concerns over wi-fi and its health hazards.

5. CONSENT AGENDA

5.0.1 Minutes of the Regular Board Meeting held on December 19, 2024.

A motion was made to approve the consent agenda with amendments to the minutes (Van Allen/Williams, 5-0-0-2)

Ayes:	Estrada, Larson, Sanchez, Van Allen, Williams
Nays:	None
Abstain:	None
Absent:	Acosta, Roth

Student Trustee Hofkins and Student Trustee Marcus voted yes to the motion.

6. CORRESPONDENCE

The Board received no additional correspondence.

7. STUDENT TRUSTEE REPORTS

Student Trustee Hofkins

Highlighted the mid-year graduations and she attended the Oasis North graduation and felt it was a great event.

Student Trustee Marcus

He visited New Brighton Middle School and talked about the transition to high school and was impressed by how interconnected the schools are in the county.

8.0 REPORTS, DISCUSSIONS, AND PRESENTATIONS

8.1 2023-2024 Fiscal Year Annual Audit Report

The Board was provided with the 2023-2024 final, audited, prior year financial statements, which the Santa Cruz County Office of Education is required to file with the California Department of Education and the State Controller's Office.

Melissa Lopez, Director, Fiscal Services, introduced Samantha Moore, Senior Associate from Eide Bailly, LLP, who presented the report.

Trustees and Student Trustees asked clarifying questions.

8.2 Pacific Collegiate School Annual Diversity Update and Report

As the chartering agency, the County Board of Education requires that Pacific Collegiate Charter Schools make an annual report on the evaluation of its educational program in accordance with the charter petition and fulfillment of the charter's purpose and goals.

Maria Reitano, Pacific Collegiate School Head of School, and Aliyya Hatcher, Pacific Collegiate School Diversity, Equity, Inclusion, and Access Director, presented the report.

Trustees and Student Trustees appreciated the report and asked clarifying questions.

9. NEW BUSINESS AND ACTION

9.1 Resolution #25-01 regarding Short-Term Cash Loans to Santa Cruz County School Districts

Resolution #25-01 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 was asked to approve a resolution to allow 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 #25-01 regarding Short-Term Cash Loans to Santa Cruz County School Districts (Van Allen/Williams, 5-0-0-2).

Ayes:	Estrada, Larson, Sanchez, Van Allen, Williams
Nays:	None
Abstain:	None
Absent:	Acosta, Roth

Student Trustee Hofkins and Student Trustee Marcus voted yes to the motion.

9.2 Approval of the 2025-2026 Budget Calendar

The Board was asked to approve the 2025-2026 Budget Development Process and Single Budget Adoption Timelines as submitted and recommended by the administration.

A motion was made to approve the 2025-2026 Budget Calendar (Larson/Van Allen, 5-0-0-2).

Ayes:	Estrada, Larson, Sanchez, Van Allen, Williams
Nays:	None
Abstain:	None
Absent:	Acosta, Roth

Student Trustee Hofkins and Student Trustee Marcus voted yes to the motion.

9.3 First Reading - Board Bylaw 9320

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

BB 9320 Meetings and Notices

A motion was made to adopt the change to Board Bylaw 9320 on the first reading and waive a second reading (Van Allen/Estrada, 5-0-0-2).

Ayes: Estrada, Larson, Sanchez, Van Allen, Williams
Nays: None
Abstain: None
Absent: Acosta, Roth

Student Trustee Hofkins and Student Trustee Marcus voted yes to the motion.

9.4 Resolution #25-02 In Support Of Senate Bill 48

This resolution emphasizes the importance of ensuring safe, inclusive school environments by prohibiting federal immigration authorities from accessing campuses without a judicial warrant and limiting the sharing of sensitive information related to immigration enforcement.

SB 48 aligns with the Board's commitment to equitable education and supports the well-being of students and families, particularly those in immigrant communities.

A motion was made to approve Resolution #25-02 In Support Of Senate Bill 48 (Willaims/Larson, 5-0-0-2).

Ayes: Estrada, Larson, Sanchez, Van Allen, Williams
Nays: None
Abstain: None
Absent: Acosta, Roth

Student Trustee Hofkins and Student Trustee Marcus voted yes to the motion.

10. SUPERINTENDENT'S REPORT

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

11. TRUSTEE REPORTS (3 minutes each)

Trustee Larson

He thanked the COE Staff and Board for his on-boarding and swearing-in ceremony. He also attended a luncheon with X-Academy leadership, the Santa Cruz County School Boards Association (SCZCSBA) meeting, and three graduations.

Trustee Estrada

He informed the board that he was elected Vice-President of SCZCSBA. He attended graduations, the CSBA webinar and will attend the Capital Advisors meeting.

Trustee Van Allen

He attended graduations, will present a public speaking training for students, and worked on educator workforce housing for Santa Cruz County.

Trustee Williams

She attended the CSBA webinar, the graduation, and the COE Blood Drive.

President Sanchez

He will be attending graduations in the coming week and did a site visit at El Nido.

15. AD HOC/STANDING COMMITTEE REPORTS/ACTIONS

Trustee Van Allen was appointed to the policy committee and would like that reflected in the December minutes.

16. SCHEDULE OF MEETINGS AND UPCOMING EVENTS

All meetings scheduled and approved by the Board are listed below. Specific meetings may be removed or added if so determined, pending board approval.

Santa Cruz County Board of Education
Special Meeting
January 25, 2024
9:00 a.m.

17. ADJOURNMENT

Board President Sanchez adjourned the meeting at 8:21 p.m.



SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 5.0.2

Board Meeting Date: February 20, 2025

Action

Information

TO: Santa Cruz County Board of Education

FROM: Administration

SUBJECT: Minutes of the Special Board Meeting held on January 25, 2025

BACKGROUND

The following pages contain the minutes of the board meeting held on January 25, 2025.

FUNDING IMPLICATIONS

None.

RECOMMENDATION

Approve the meeting minutes.



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Mr. Ed Acosta • Mr. Edward Estrada • Mr. Greg Larson • Ms. Sue Roth
Mr. Abel Sanchez • Mr. Bruce Van Allen • Ms. Rachel Williams

Student Trustee: Natalie Hofkins and Ruben Marcus

Santa Cruz County Board of Education
Special Board Meeting
Saturday, January 25, 2025
9:00 am - 3:30 p.m.
Boardroom, Santa Cruz County Office of Education
400 Encinal Street, Santa Cruz CA 95060

MEETING MINUTES

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

Trustees Present:

Abel Sanchez (President), Edward Estrada (Vice President), Greg Larson, Sue Roth, Bruce Van Allen, Rachel Williams

Trustees Absent:

Ed Acosta, Natalie Hofkins (Student Trustee), Ruben Marcus (Student Trustee)

Staff Present:

Dr. Faris Sabbah (Secretary), Verenise Valentin

1.1 Board Member Remote Attendance Approval

Per AB 2449, Trustees may participate in the Board meeting remotely under the following conditions: just cause, or emergency circumstances.

2. PLEDGE OF ALLEGIANCE

Superintendent Sabbah led the Pledge of Allegiance.

3. APPROVAL OF AGENDA

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

Ayes:	Estrada, Larson, Roth, Sanchez, Van Allen, Williams
Nays:	None
Abstain:	None
Absent:	Acosta

4. PUBLIC COMMENT

None.

5. GOVERNANCE PRACTICE WORKSHOP

5.1 “Good Beginnings” Workshop

The Board participated in a “Good Beginnings” workshop conducted by Michael Walsh, Director at the California School Boards Association (CSBA). The workshop focused on building the governance team’s capacity by exploring various aspects of their roles and responsibilities, navigating difficult conversations, defining the team’s core values, and enhancing the Board’s influence.

6. SCHEDULE OF MEETINGS AND UPCOMING EVENTS

All meetings scheduled and approved by the Board are listed below. Specific meetings may be removed or added if so determined, pending board approval.

Santa Cruz County Board of Education
Regular Meeting
February 20, 2025
5:30 p.m.

7. ADJOURNMENT

President Sanchez adjourned the meeting at 3:36 p.m.



SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 5.0.3

Board Meeting Date: February 20, 2025

Action

Information

TO: Santa Cruz County Board of Education

FROM: Business department

SUBJECT: Routine Budget Revisions

BACKGROUND

The following pages contain routine budget revisions.

FUNDING IMPLICATIONS

Included herein.

RECOMMENDATION

Approve the budget revisions.



MEMO

DATE: February 15, 2025

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

Notable changes to the budget processed during the month of January 2025 are as follows:

Unrestricted:

Budget revisions processed during the month of January show no changes to revenue and minimal adjustments to expenditures, resulting in an overall increase to the Unrestricted fund balance in the amount of \$21,184.

Restricted:

Budget revisions processed reflect an increase in restricted revenues in the amount of \$198,269. Significant changes are as follows:

- \$175,769 Tech+ – Golden State Pathways Project Grant (Year 1 of 4)
- \$10,000 SSS – 21st Century CA School Leadership Academy (21CSLA) Winter Symposium Partnership
- \$10,000 SSS Community Action Board (CAB) Youth Homeless Response Team (YHRT) Partnership
- \$13,500 Safety – Santa Cruz County Probation Partnership
- \$18,000 Ed Services – Synopsis Silicon Valley Partnership for STEAM Expo 2025

Budget revisions processed reflect an increase in expenditures relating to the new grant awards and partnerships listed above. For grants crossing fiscal years, expenditures reflect anticipated expenses for the remainder of the 2024-25 fiscal year, resulting in an overall increase to the Restricted fund balance in the amount of \$121,106.

Pacheco Bill Compliance:

Although there were no professional service agreements/contracts in excess of \$25,000 that required a budget revision be processed during January 2025, a budget revision was processed for Fund 12 – Child Development, allocating up to \$34,000 for subcontracts and services related to the Universal Pre-Kindergarten (UPK) Mixed Delivery Planning Grant. Contracts and services for this grant include support and assistance with the developing and implementing comprehensive countywide communications and outreach to build/increase awareness of the Universal Pre-Kindergarten (UPK) learning opportunities available for three- to four-year-old children.

Business department staff continue to communicate and work closely with department staff and managers to review revenues, expenditures, and budgets as we prepare 2024-25 2nd Interim financial reports.

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

LR:ml

REVENUES	2024-25 Adopted Budget			2024-25 Revised Budget as of December 31, 2024			January 2025 Budget Revisions Processed			2024-25 Revised Budget as of January 31, 2025		
	UNRESTRICTED	RESTRICTED	TOTAL FUND	UNRESTRICTED	RESTRICTED	TOTAL FUND	UNRESTRICTED	RESTRICTED	TOTAL FUND	UNRESTRICTED	RESTRICTED	TOTAL FUND
LCFF Sources	\$ 28,104,634	\$ 8,875,494	\$ 36,980,128	\$ 28,104,634	\$ 8,680,292	\$ 36,784,926	\$ -	\$ -	\$ -	\$ 28,104,634	\$ 8,680,292	\$ 36,784,926
Federal Revenue	\$ 3,500,000	\$ 1,686,475	\$ 5,186,475	\$ 3,500,000	\$ 3,472,678	\$ 6,972,678	\$ -	\$ -	\$ -	\$ 3,500,000	\$ 3,472,678	\$ 6,972,678
Other State Revenue	\$ 313,094	\$ 13,568,920	\$ 13,882,014	\$ 313,094	\$ 17,877,812	\$ 18,190,906	\$ -	\$ 175,769	\$ 175,769	\$ 313,094	\$ 18,053,582	\$ 18,366,676
Other Local Revenue	\$ 3,025,566	\$ 9,587,088	\$ 12,612,654	\$ 4,288,481	\$ 10,886,104	\$ 15,174,585	\$ -	\$ 22,500	\$ 22,500	\$ 4,288,481	\$ 10,908,604	\$ 15,197,085
TOTAL, REVENUES	\$ 34,943,294	\$ 33,717,977	\$ 68,661,271	\$ 36,206,209	\$ 40,916,887	\$ 77,123,096	\$ -	\$ 198,269	\$ 198,269	\$ 36,206,209	\$ 41,115,156	\$ 77,321,365
EXPENDITURES												
Certificated Salaries	\$ 6,166,806	\$ 8,706,724	\$ 14,873,530	\$ 6,166,179	\$ 8,177,583	\$ 14,343,761	\$ -	\$ -	\$ -	\$ 6,166,179	\$ 8,177,583	\$ 14,343,761
Classified Salaries	\$ 9,727,237	\$ 8,074,850	\$ 17,802,087	\$ 9,456,979	\$ 8,369,301	\$ 17,826,280	\$ -	\$ -	\$ -	\$ 9,456,979	\$ 8,369,301	\$ 17,826,280
Employee Benefits	\$ 9,306,199	\$ 11,184,829	\$ 20,491,028	\$ 8,963,820	\$ 10,907,134	\$ 19,870,955	\$ -	\$ -	\$ -	\$ 8,963,820	\$ 10,907,134	\$ 19,870,955
Books and Supplies	\$ 1,694,433	\$ 784,005	\$ 2,478,438	\$ 1,659,797	\$ 1,950,751	\$ 3,610,548	\$ 8,182	\$ 68,045	\$ 76,227	\$ 1,667,979	\$ 2,018,795	\$ 3,686,774
Services and Other Operating Expenditures	\$ 6,091,652	\$ 5,636,471	\$ 11,728,123	\$ 6,778,520	\$ 10,218,298	\$ 16,996,818	\$ (8,231)	\$ (12,017)	\$ (20,248)	\$ 6,770,290	\$ 10,206,281	\$ 16,976,571
Capital Outlay	\$ 220,000	\$ 40,276	\$ 260,276	\$ 320,011	\$ 156,114	\$ 476,125	\$ -	\$ -	\$ -	\$ 320,011	\$ 156,114	\$ 476,125
Other Outgo (excluding Transfers of Indirect Costs)	\$ 3,500,000	\$ -	\$ 3,500,000	\$ 3,500,000	\$ -	\$ 3,500,000	\$ -	\$ -	\$ -	\$ 3,500,000	\$ -	\$ 3,500,000
Other Outgo - Transfers of Indirect Costs	\$ (2,067,416)	\$ 1,946,449	\$ (120,967)	\$ (2,548,173)	\$ 2,397,154	\$ (151,020)	\$ (1,291)	\$ 1,291	\$ -	\$ (2,549,464)	\$ 2,398,444	\$ (151,020)
TOTAL EXPENDITURES	\$ 34,638,910	\$ 36,373,604	\$ 71,012,514	\$ 34,297,132	\$ 42,176,334	\$ 76,473,467	\$ (1,339)	\$ 57,318	\$ 55,979	\$ 34,295,793	\$ 42,233,652	\$ 76,529,446
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES												
	\$ 304,384	\$ (2,655,628)	\$ (2,351,243)	\$ 1,909,076	\$ (1,259,447)	\$ 649,629	\$ 1,339	\$ 140,951	\$ 142,290	\$ 1,910,415	\$ (1,118,496)	\$ 791,919
OTHER FINANCING SOURCES/USES												
Interfund Transfers												
a) Transfers In	\$ -	\$ -	\$ -	\$ 55,244	\$ -	\$ 55,244	\$ -	\$ -	\$ -	\$ 55,244	\$ -	\$ 55,244
b) Transfers Out	\$ 281,540	\$ 1,000,000	\$ 1,281,540	\$ 386,780	\$ 1,000,000	\$ 1,386,780	\$ -	\$ -	\$ -	\$ 386,780	\$ 1,000,000	\$ 1,386,780
Other Sources/Uses												
a) Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
b) Uses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Contributions	\$ (2,019,107)	\$ 2,019,107	\$ -	\$ (2,443,615)	\$ 2,443,615	\$ 0	\$ 19,845	\$ (19,845)	\$ -	\$ (2,423,770)	\$ 2,423,770	\$ 0
TOTAL OTHER FINANCING SOURCES/USES	\$ (2,300,647)	\$ 1,019,107	\$ (1,281,540)	\$ (2,775,150)	\$ 1,443,615	\$ (1,331,535)	\$ 19,845	\$ (19,845)	\$ -	\$ (2,755,305)	\$ 1,423,770	\$ (1,331,535)
NET INCREASE (DECREASE) IN FUND BALANCE												
	\$ (1,996,263)	\$ (1,636,520)	\$ (3,632,783)	\$ (866,074)	\$ 184,168	\$ (681,906)	\$ 21,184	\$ 121,106	\$ 142,290	\$ (844,890)	\$ 305,274	\$ (539,616)
FUND BALANCE, RESERVES												
Beginning Fund Balance												
a) As of July 1 Unaudited	\$ 28,278,630	\$ 6,838,655	\$ 35,117,285	\$ 28,278,630	\$ 6,838,655	\$ 35,117,285	\$ -	\$ -	\$ -	\$ 28,278,630	\$ 6,838,655	\$ 35,117,285
b) Audit Adjustments	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
c) As of July 1 Audited	\$ 28,278,630	\$ 6,838,655	\$ 35,117,285	\$ 28,278,630	\$ 6,838,655	\$ 35,117,285	\$ -	\$ -	\$ -	\$ 28,278,630	\$ 6,838,655	\$ 35,117,285
d) Other Restatements	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
e) Adjusted Beginning Balance	\$ 28,278,630	\$ 6,838,655	\$ 35,117,285	\$ 27,208,589	\$ 9,358,346	\$ 36,566,935	\$ -	\$ -	\$ -	\$ 27,208,589	\$ 9,358,346	\$ 36,566,935
Ending Balance, June 30	\$ 26,282,367	\$ 5,202,135	\$ 31,484,501	\$ 26,342,515	\$ 9,542,513	\$ 35,885,029	\$ 21,184	\$ 121,106	\$ 142,290	\$ 26,363,699	\$ 9,663,620	\$ 36,027,319



SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 5.0.4

Board Meeting Date: February 20, 2025

Action

Information

TO: Santa Cruz County Board of Education
FROM: Business department
SUBJECT: Donations & Gifts

BACKGROUND

County Board of Education Policy 3290 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 (Cypress Charter)	Community Foundation	\$500

SANTA CRUZ COUNTY OFFICE OF EDUCATION

Santa Cruz, California

BP 3290

Business and Noninstructional Operations

GIFTS, GRANTS AND BEQUESTS

The Santa Cruz County Board of Education may accept any gift, grant, or bequest of money, property, or service to the County Office of Education from any individual, organization, foundation, or public or private agency that desires to support the County Office of Education's educational program. While greatly appreciating suitable donations, the Board shall reject any gift which may directly or indirectly impair its authority to make decisions in the best interest of Santa Cruz County Office of Education students or its ability or commitment to provide equitable educational opportunities.

(cf. 0200 - Goals for the School District)

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

(cf. 0415 - Equity)

(cf. 1260 - Educational Foundation)

(cf. 9270 - Conflict of Interest)

Before accepting any gift, grant, or bequest, the Board shall carefully consider any conditions or restrictions imposed by the donor to ensure their consistency with the County Office of Education's vision, philosophy, and operations. If the Board believes the County Office of Education will be unable to fully satisfy the donor's conditions, the gift shall not be accepted.

(cf. 0000 - Vision)

(cf. 0100 - Philosophy)

In addition, the Board shall ensure that acceptance of the gift, grant, or bequest does not:

1. Involve creation of a program which the Board would be unable to sustain when the donation is exhausted
2. Entail undesirable or excessive costs
3. Promote the use of violence, drugs, tobacco, or alcohol

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5131.62 - Tobacco)

4. Advertise or endorse the use of non-nutritious food or beverages during the school day

(cf. 5030 - Student Wellness)

5. Encourage or enable the violation of any law or County Board policy

6. Imply endorsement of any business or product or unduly commercialize or politicize the school environment

(cf. 1325 - Advertising and Promotion)

Any gift of books or instructional materials may only be accepted if they meet Santa Cruz County Board of Education criteria for selection of instructional materials.

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

(cf. 6161.11 - Supplementary Instructional Materials)

All gifts, grants, and bequests shall become County Office of Education property. Donors are encouraged to donate all gifts to the County Office of Education rather than to a particular school, classroom, or teacher. At the Superintendent or designee's discretion, a gift may be used at a particular school or classroom.

When any gift of money received by the County Office of Education is not immediately used, it shall be placed in the county treasury in accordance with law. (Education Code 41030-41031)

(cf. 3430 - Investing)

Corporate Sponsorship

The Board may enter into an agreement or arrangement with an outside entity for the sponsorship of an educational, athletic, or other program or activity. When appropriate, the agreement may allow the outside entity to advertise or promote its business, product, or service in County Office of Education publications or on County Office of Education property or web sites.

(cf. 1113 - District and School Web Sites)

(cf. 1700 - Relations Between Private Industry and the Schools)

(cf. 3312 - Contracts)

(cf. 6145.2 - Athletic Competition)

Every sponsorship agreement shall be in writing. The agreement shall ensure that the County Office of Education's relationship and arrangement with the sponsor are consistent with the County Office of Education's mission, values, and goals. Any advertising or promotional message, image, or other depiction to be used by the sponsor shall meet the standards set for commercial advertising on County Office of Education property and in County Office of Education-sponsored publications in accordance with BP 1325 - Advertising and Promotion.

Each sponsorship agreement shall contain statements including, but not limited to:

1. The purpose of the relationship with the sponsor, details of the benefits to the County Office of Education, and how the benefits will be distributed

2. The duration of the agreement and the roles, expectations, rights, and responsibilities of the County Office of Education and the sponsor, including whether and to what extent the sponsor is allowed to advertise or promote its products and/or services
3. The authority of the Superintendent to retain exclusive right over the use of the COE's name, logo, and other proprietary information and the requirement that the sponsor obtain prior approval of the Board before using such information
4. The prohibition against the collection or distribution of students' personal information except as allowed by law
5. The authority of the Superintendent to terminate the agreement without any penalty or sanction to the County Office of Education if the sponsor's message, business, or product becomes inconsistent with the County Office of Education's vision, mission, or goals or the sponsor engages in any prohibited activity

(cf. 5022 - Student and Family Privacy Rights)

(cf. 5125 - Student Records)

Online Fundraising

Any person or entity who wishes to conduct an online fundraising campaign, including a crowdfunding campaign, for the benefit of the County Office of Education, a school, or a classroom shall submit a written request for prior approval to the Superintendent or designee. Approval of requests shall take into consideration compatibility with the County Office of Education's vision and goals, core beliefs, instructional priorities, and infrastructure; the manner in which donations are collected and distributed; equity of the use of funds; and any other factors deemed relevant or appropriate by the County Office of Education.

Any person or entity approved to conduct an online fundraising campaign shall comply with relevant County Office of Education policies and procedures, including ensuring financial transparency in describing the purpose and use of the funds and protecting student privacy as applicable. Such person or entity shall specify that the County Office of Education, rather than a staff member, classroom, or school, will own the funded resources.

Funds raised by an online fundraising campaign and donated to the County Office of Education shall be subject to the same terms, criteria for acceptance, and accountability measures as any other donation as specified in this policy.

Appreciation

The Board may show appreciation for any donation to the County Office of Education in any manner it deems appropriate. Such appreciation may take the form of letters of recognition or Board resolutions; plaques, commendations, or awards; planting of commemorative trees or gardens; or naming or renaming of buildings, grounds, or facilities. Conferment of any such honor shall be in accordance with applicable Board policy.

(cf. 1150 - Commendations and Awards)
(cf. 7310 - Naming of Facility)

Legal Reference:

EDUCATION CODE

1834 Acquisition of materials and apparatus

35160 Powers and duties

35162 Power to sue, be sued, hold and convey property

41030 School district may invest surplus monies from bequest or gifts

41031 Special fund or account in county treasury

41032 Authority of school board to accept gift or bequest; investments; gift of land requirements

41035 Advisory committee

41036 Function of advisory committee

41037 Rules and regulations

41038 Applicability of other provisions of chapter

Management Resources:

WEB SITES

California Consortium of Education Foundations: <http://www.cceflink.org>

October 2, 2024

Nicolas Elias
Cypress Charter High School
2039 Merrill Street
Santa Cruz, CA 95062

Re: Grant 64977 for Cypress GSA

Congratulations! The Community Foundation's Board of Directors has approved a grant in the amount of \$500 to Cypress High School for Cypress GSA activities and expenses incurred from August 2024 through April 2025. This grant is in response to the club's proposal and is made possible through gifts to the Diversity Partnership Fund at the Community Foundation Santa Cruz County.

Enclosed is a check for the full payment of \$500 identified as Check Number **500658**.

By drawing on these funds you agree:

- Use grant funds only for the purposes of the club's activities during the grant period.
- Substantive changes involving the reallocation of grant funds must be approved in advance by the Foundation;
- Records that show how grant funds were spent will be maintained and available to the Foundation and its auditors upon request;
- Return any funds not expended within the grant period unless written permission to extend the grant period has been obtained from the Foundation.

Grant Period: 08/01/2024 - 04/30/2025

Reporting

This spring, we will reach out to you for a report on how the funds were spent and what it meant for your club. We also expect to offer another invitation to apply for a grant in 2025, pending availability of funds.

Publicity

We ask that you do the following when announcing your grant and when promoting it throughout the grant period:

- Acknowledge support and list our name in any and all publicity about your program, as coming from: The Diversity Partnership Fund at Community Foundation Santa Cruz County.
- Where appropriate on your website, newsletters, or other publications, acknowledge support from the Community Foundation to your organization by listing our name and/or logo (with a link to www.cfsc.org).

If you have any questions or concerns about this grant award, please contact me at kheuer@cfsc.org or (831) 662-2030.

We look forward to continuing our partnership to support LGBTQ+ youth and allies. Thank you.

With gratitude,



Kevin Heuer (he/him)
Director of Engagement & Impact
COMMUNITY FOUNDATION SANTA CRUZ COUNTY
7807 Soquel Drive | Aptos, CA 95003
831.662.2000 | grants@cfsc.org
www.cfsc.org | [facebook](#) | [twitter](#) | [linkedin](#) | [youtube](#) | [instagram](#)



SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 5.0.5

Board Meeting Date: February 20, 2025

Action

Information

TO: Santa Cruz County Board of Education

FROM: Alternative Education

SUBJECT: Comprehensive School Safety Plan for the 2024-2025 school year

BACKGROUND

California Education Code Sections 32280-32288, requires all K-12 schools to develop a Comprehensive School Safety Plan tailored to their specific needs and resources. The plan is designed to prevent and respond to incidents of crime and violence on campus through a systematic planning process.

This plan, developed with input from the SCCOE School Site Council and local law enforcement, analyzes current safety conditions and outlines programs and strategies for ensuring a safe, supportive learning environment. Appendices include mandated policies and procedures related to the safety strategies described in the plan.

IMPLICATIONS

The plan is reviewed and updated annually by March 1, with its status reported in the School Accountability Report Card each July.

RECOMMENDATION

Approve the plan.



COMPREHENSIVE SCHOOL SAFETY PLAN

Part I – Public Components

2024-2025

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
- Opioid Prevention and Life-saving Procedures
- Response Procedures for Dangerous, Violent, or Unlawful Activity

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).

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

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 17 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 our school mission 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
Esther Rodriguez	Parent whose child attends the School
Blanca Corrales, Community Organizer	Classified Employee
Sgt. Dan Flippo	Law Enforcement Agency Representative
Cristal Renteria, Director	Other

Key Dates of Plan Development and Approval	Date(s)
Meeting with representative of law enforcement agency to develop the Plan	11/4/24
Meeting at the school site to allow members of the public the opportunity to review and express opinions about the Plan	09/26/24, 1/29/25
School Site Council approval of the Plan	1/29/25
School District Board approval of the Plan	
Submission to Santa Cruz County Office of Education for audit review	2/20/25

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:

Table A6.4

School Environment, School Connectedness, Academic Motivation, and Promotion of Parental Involvement Scales

	NT %	Table
Total school supports	60	
Caring adults in school [‡]	72	A6.5
High expectations-adults in school [‡]	76	A6.6
Meaningful participation at school [‡]	33	A6.7
School connectedness ^{†#} <i>(In-School Only)</i>	65	A6.8
School connectedness ^{†ψ} <i>(Remote Only)</i>		A6.8
Academic motivation [†]	63	A6.9
Promotion of parental involvement in school [†]	64	A6.13

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

[‡]*Scales are based on average of respondents reporting “Pretty much true” or “Very much true.”*

[†]*Scales are based on average of respondents reporting “Agree” or “Strongly agree.”*

[#]*The scale was based on five survey questions for in-school respondents.*

^ψ*The scale was based on four questions for remote respondents.*

Table numbers refer to tables with item-level results for the survey questions that comprise each scale.

8. School Violence, Victimization, and Safety

Table A8.1

Perceived Safety at School (In-School Only)

	NT %
Very safe	37
Safe	38
Neither safe nor unsafe	22
Unsafe	3
Very unsafe	1

Question HS A.114/MS A.107: How safe do you feel when you are at school?

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

Table A8.3
School Violence Victimization Scale Questions

	NT %
School violence victimization (<i>In-School Only</i>)	
<i>Average reporting "1 or more times"</i>	14
<i>During the past 12 months, how many times on school property have you...</i>	
been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around? (<i>In-School Only</i>)	
0 times	91
1 time	4
2 to 3 times	3
4 or more times	2
been afraid of being beaten up? (<i>In-School Only</i>)	
0 times	92
1 time	4
2 to 3 times	2
4 or more times	2
<i>During the past 12 months, how many times have you...</i>	
had mean rumors or lies spread about you?	
0 times	77
1 time	8
2 to 3 times	7
4 or more times	8
had sexual jokes, comments, or gestures made to you?	
0 times	84
1 time	3
2 to 3 times	5
4 or more times	8

Question HS A.115, 116, 118, 119, 130, 131/MS A.108, 109, 111, 112, 123, 124: 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? [In-school only]... been afraid of being beaten up? [In-school only]... had mean rumors or lies spread about you? [In-school only]... had sexual jokes, comments, or gestures made to you? [In-School only]... During the past 12 months, how many times did students from your school... spread mean rumors or lies spread about you? [Remote only]... make sexual jokes, comments, or gestures toward you? [Remote only]

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

Table A8.5**Threats and Injuries with Weapons at School, Past 12 Months (In-School Only)**

	NT %
During the past 12 months, how many times on school property have you...	
been threatened with harm or injury?	
0 times	92
1 time	5
2 to 3 times	2
4 or more times	1
been threatened or injured with a weapon (gun, knife, club, etc.)?	
0 times	97
1 time	2
2 to 3 times	0
4 or more times	1

Question HS A.126, 128/MS A.119, 121: During the past 12 months, how many times on school property have you... 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 A8.6**Weapons Possession on School Property, Past 12 Months (In-School Only)**

	NT %
During the past 12 months, how many times on school property have you...	
seen someone carrying a gun, knife, or other weapon?	
0 times	89
1 time	4
2 to 3 times	4
4 or more times	3

Question HS A.127/MS A.120: During the past 12 months, how many times on school property have you... seen someone carrying a gun, knife, or other weapon?

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

9. Alcohol and Other Drug Use

Table A9.1

Summary Measures of Level of AOD Use and Perceptions

	NT %	Table
Lifetime illicit AOD use to get “high” [^]	55	A9.2
Lifetime alcohol or drug use	55	A9.2
Lifetime marijuana use	42	A9.2
Lifetime very drunk or high (7 or more times)	25	A9.7
Current alcohol or drug use [‡]	33	A9.5
Current marijuana use [‡]	26	A9.5
Current heavy drug use [‡]	23	A9.5
Current heavy alcohol use (binge drinking) [‡]	17	A9.5
Current alcohol or drug use on school property ^{‡Φ}	14	A9.8
Harmfulness of occasional marijuana use ^B	21	A9.11
Difficulty of obtaining marijuana ^C	8	A9.12

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

[^]Excludes prescription pain medication.

[‡]Past 30 days.

^ΦIn-School only.

^BGreat harm.

^CVery difficult.

11. Other Health Risks

Table A11.1

Gang Involvement (In-School Only)

	NT %
No	95
Yes	5

Question HS A.149/MS A.142: 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

Data above comes from the The California Healthy Kids Survey, last administered during the 2022-2023 school year. Additional data comes from our annual Family, Student, and Staff LCAP Survey. The California Healthy Kids Survey is administered every two years. Data from 2024 - 2025 will be utilized in next year's analysis.

School Engagement and Supports

According to the California Healthy Kids Survey (CHKS) last administered in 2023, 65% of students responded that they "Agree" or "Strongly Agree" that they felt connected to their school community. According to our local survey, from Spring 2024, 78.2% of students agreed that staff cared about them and 4.3% of students surveyed disagreed. 91% of families on the same survey reported that staff cares about their students. 76.1% of students report feeling comfortable approaching staff with concerns with 16.3% neutral according to our 23-24 survey.

School Violence, Victimization, and Safety

According to the California Healthy Kids Survey (CHKS) last administered in 2023, 75% of students responded that they felt either "Safe" or "Very safe" when asked, "How safe do you feel at school?" 4% responded with "Unsafe" or "Very unsafe." This is a small increase from the past survey. In 2023, 7% of SCCOE students surveyed via CHKS, reported being involved in at least one fight during the year, and 8% reported a fear of being beaten up. 11% of students reported seeing someone carrying a weapon at school at least once during the year, and 3% reported being threatened or injured with a weapon. These are improvements over years prior. 5% of community school students reported that they considered themselves a member of a gang, but 15% of court school students reported the same. According to our families, 95.5% of families indicate their student feels safe at school. Annually, our local data indicates that students feel safe at school and have staff who care and are dedicated to student success. According to our internal survey administered Fall 2023, 84.2%, of our students report feeling safe at school, with 13.7% neutral and 95.5% of parents feel our schools are safe. 78.2% of students feel that the school staff cares about them with 17.5% neutral and 91% of families believe the school staff cares about their student.

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 2023 California Healthy Kids Survey (CHKS), 33% of students reported current alcohol or drug use compared to 44% and 51% respectively over the past two years. Similarly, the measure for current heavy drug use went from 40% to 33% to 23%. 55% of students surveyed reported having used alcohol at least once in their lifetime, and 42% reported having tried marijuana. 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. Quantitative and qualitative data suggests that Fentanyl has become a rising problem in Santa Cruz County that has resulted in student overdose or death. Alternative Education offers school options with counseling for students who wish to stop using alcohol and drugs. From our local survey administered in Fall 2023, 65% of students believe they lead a healthy lifestyle with 26% were neutral. 78% of families believe their student leads a healthy lifestyle. 84% of students report having access to counseling.

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 create safe, supportive, community-based environments where all students can grow academically, socially, and emotionally to become agents of their own futures.

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 works 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 needs. 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, previous academic failures, 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, Restorative Practices, and student leadership groups and clubs, such as GSAs. Our programs include a college preparatory high school, independent studies centers, personalized learning communities, 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.

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.

London Nelson Community School

LNHS, located in the London Nelson Community Center, serves 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. Louden 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 a late start program designed for students who benefit from a small classroom setting with individual attention. 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.

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.

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.

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.

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.

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 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 wherever 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 student's 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. The SCCOE and Alternative Education will be participating in county wide revisions of our Threat Assessment Protocols during 2025.

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. One site currently runs a Gay/Straight Alliance (GSA). We are working to create an inter-site GSA as well.

Sports League

The Alternative Education Department participates in the Monterey Bay Alternative Athletic League. Several schools participate in competitive team sports including volleyball, basketball, soccer, flag football, and softball. In addition to organized sports, students have the opportunity to participate in health and wellness classes, including Yoga.

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: William James Artist Association, Santa Cruz Arts Council, Mountains2SEA, Food What!?, CTEP construction, 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).

Administrators and designees have participated in Incident Command Training this year, and all employees have participated in our Standard Command Response System (SCRS) Trainings this year.

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: 10/20/2024, 12/05/2024, 3/12/2025, 5/07/2025
SCRS - (Reverse) Evacuation, Hall Check, Lockdown	Training: 8/08/24, 10/02/24
Earthquake Emergency Procedures	Training: 10/20/2023, 12/05/2024

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.

Continued Improvements of School Climate

SCCOE Alternative Education Programs Plan To:

- Continue to involve visiting professional artists from The William James Association, California Poets in the Schools, Santa Cruz Arts Foundation, Food What!?, and MNTS@SEA 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

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.

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).

Describe Protocols for Reporting Incidents and Referring Students for Mental Health Care

Mental Health Programs

Assigned to the SCCOE Alternative Education Program are a school psychologist and 11 school counselors and 5 Community Organizers. 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.

Standard Command Response for Schools Protocol

Purpose of ISCRS:

- Standardizes and shares a common group of clear, initial responses applicable to a broad variety of K-12 school environments.
- Provides four (4) limited and unambiguous protocols in a standardized framework which each school, school district, and surrounding community can easily incorporate into their respective school and/or jurisdictional Emergency Operations Plans (EOP).
- Offers distinct operational procedure(s) that may be enacted in series or succession.
- Accounts for the “in Loco Parentis” responsibilities of school staff, i.e., the legal and ethical responsibility to “stand in the place of the parents” for a child.
- Acknowledges the mobile nature of modern education and student populations.
- Allows for sustainability by providing free training and materials.
- Draws from familiar procedures (examples: Run/Hide/Fight, Avoid/Deny/Defend, CRASE etc), existing training/experience, and prevalent lessons learned from past school-related emergencies.
- Strengthens partnerships among school communities and first responders to build and enhance a culture of safety and preparedness.
- NOTE: ISCRS has been designed for schools and doesn't impact or alter police/fire response.

Santa Cruz Standard Command Response for Schools Protocol:

The approach to training schools on the Santa Cruz Standard Command Responses for Schools focuses on training for administrators, teachers and students for the IMMEDIATE response to a threat and/or hazard. The command responses can be enacted in series or succession. The command responses focus on the following:

EVACUATION

- Removing students and staff from dangerous situations inside a building.
- Staff are expected to be aware of their surroundings and make decisions based on active awareness of circumstances
- Movement must be safe, controlled and intentional.

REVERSE EVACUATION

- Removing students and staff from dangerous situations outside a building.
- This command response can be used for the following: Dangers on the playground or outside, Law enforcement activity or other emergencies.
- Instituted at the discretion of the principal/designee for any situation that poses a threat to the life safety of students, staff or visitors.

HALLCHECK

- Detecting and protecting from potential threats or other emergencies while continuing instruction

- o Procedure for responding to lower level threat/emergencies inside a school o Focus on a high level of active awareness
- o Examples of when this command response would be used:
- o Disruptive person,
- o unknown person on campus,
- o out of control student,
- o medical issue or
- o Any other unknown situation in and/or around a school building.

LOCKDOWN - MOVE/SECURE/DEFEND

- o Procedures for staff and students to respond to an imminent threat or active violence inside a school.
- o Options based approach that allows each individual to process information and make a decision.

Move-Secure-Defend – Quick Reference

The Move-Secure-Defend model describes protective actions taken by teachers and staff (school stakeholders) to keep students safe while executing a Lockdown protocol. The Move-Secure-Defend model is an options-based approach. Teachers and staff are entrusted to act in the safest manner for themselves and their students. They are authorized to adapt based on situational awareness (active awareness). Situational Awareness is the use of your senses – stop, look, listen, smell, and feel, in order to gather information and then act as warranted (informed decisions).

Move- Move away from danger to a place of safety using intentional movements.

- Have a specific safe location as the goal of your movement.
- Move with intention and purpose from transition point to transition point (e.g., classroom to doorway, doorway to hall intersection, etc.).
- Stop at each transition point and reassess – proceed if reasonable, adapt if necessary. Safety, not speed, is the goal.

Secure- Secure spaces quickly and completely with an emphasis on preventing entry. Note: securing your space generally is the safest option.

- School staff will secure classrooms by locking the door and may include barricading the entrance.
- Once secured, occupants of the room may be moved to designated safe areas in the room away from views from interior hallways and windows.
- Occupants of a classroom should look for cover (preferred) or concealment. Cover is behind something that can stop bullets. In addition to concealing you, it provides protection from being shot. Concealment is being behind something that prevents a bad guy from seeing you but won't stop bullets. You can't be seen, but you are still vulnerable.
- Close interior window coverings, if practicable and safe.
- If in a common space move to available securable space and secure it.
- If securable space is not readily available, move with students out of the building to the predesignated off-site location.
- If outside the building, at the initiation of a lockdown, move to the predetermined offsite location.
- Do not open secured doors until it is opened by responders or the designated all clear signal has been given.

Defend- Defend aggressively as your life may depend on it. Defense should be the last available option, but once started incapacitation of the shooter is the goal. Use pre-planned or improvised weapons to assist in the defense of yourself or others, e.g., a bat, golf club, fire extinguisher, etc.

Instructional Continuity Plan

“an instructional continuity plan to establish communication with pupils and their families and provide instruction to pupils when in-person instruction is disrupted due to an emergency... The plan shall include all the following:

(i) Procedures for pupil engagement, as soon as practicable, and no later than five calendar days following the emergency. Procedures shall be designed to establish two-way communication with pupils and their families and identify and provide support for pupils’ social-emotional, mental health, and academic needs.

Background:

CA Senate Bill 153 requires California school districts to include an instructional continuity plan within their comprehensive school safety plans starting July 1, 2025. This plan includes communication with students and families, instructional delivery, student support, and implementation of the plan.

Communication and Student Support:

As soon as possible and within five days the Santa Cruz County Office of Education Alternative Education programs will communicate with families and students through various modes of communication. We will have district/countywide communication come from our superintendent or designee, who will email/send through our communication application. This countywide communication will cover updates regarding the emergency and available student and family support offered throughout the county. Specifically, these communications will include any necessary details regarding shelter, food banks, and mental health resources.

On a site level, our school teams will reach out directly to students and families to establish two way communication to ensure all families are connected to school and aware of the communication and resources being offered countywide. Through this communication, school teams will establish a feasible mode of academic engagement during this time.

(ii) A plan to provide access to in-person instruction or remote instruction pursuant to Sections 51747 and 51749.5, as soon as practicable, but no later than 10 instructional days following the emergency. The plan may include support to pupils and families to enroll in or be temporarily reassigned to another school district, county office of education, or charter school.”

In-person or Remote Instruction:

As soon as possible and within 10 instructional days, students and families will have access to either in-person or remote instruction. We have prepared independent studies/remote instruction packets both online or paper-based that can be tailored for individual students. Families will have the opportunity to participate in in-person instruction at their current school if possible or at a different school site if necessary due to the emergency. Our Resource Teachers will also check in with their students and provide support for students with IEPs. Every effort will be made to continue special education services during emergencies. During this time both district/countywide and site-based communication outlined above will continue.

Adaptations for Students with Disabilities

Our school is committed to ensuring the safety and well-being of all students, including those with disabilities. This section outlines specific adaptations and procedures to address the unique needs of students with disabilities during emergency situations.

Individualized Plans: Adaptations will be individualized based on each student's specific needs, as outlined in their Individualized Education Program (IEP) or 504 Plan.

Collaboration: Close collaboration will occur between school staff, students, families, and special education personnel to develop and implement effective adaptations.

Communication: Clear and consistent communication plans will be established and implemented to ensure all staff are aware of individual student needs and emergency procedures.

Regular Review and Updates: This section will be reviewed and updated annually to reflect changes in student needs and best practices.

Specific Adaptations

Mobility Impairments:

Designated evacuation routes and assistance personnel for students using wheelchairs, walkers, or other mobility aids.
Evacuation chairs or other equipment for students who cannot use stairs.
Assistive devices (e.g., ramps, elevators) will be maintained and readily accessible.

Sensory Impairments:

Visual cues (e.g., flashing lights, visual alarms) for students with hearing impairments.
Tactile warnings and alternative communication methods (e.g., vibrating devices) for students with visual impairments.
Quiet areas designated for students who experience sensory overload during drills or emergencies.

Cognitive Impairments:

Simplified instructions and visual aids for students with cognitive disabilities.
Peer buddy systems or assigned staff support during emergencies.
Rehearsal of emergency procedures to help students understand expectations and build familiarity.

Medical Conditions:

Emergency action plans for students with medical conditions (e.g., asthma, diabetes, seizures), including access to medications, emergency contact information, and designated personnel will include:
Procedures for administering medications during emergencies.
Communication plans with medical professionals and families.
Communication and Assistive Technology:**
Augmentative and alternative communication (AAC) devices will be utilized as needed.
Assistive listening devices will be available for students with hearing impairments.
Communication boards or other visual supports will be used to assist students with communication challenges.

Staff Training and Drills

All staff will receive training on the specific adaptations for students with disabilities outlined in this plan.
Emergency drills will be conducted regularly, incorporating the specific adaptations for students with disabilities.
Feedback from students, families, and staff will be gathered after each drill to identify areas for improvement.

Communication and Collaboration

Regular communication will occur between school staff, students, families, and special education personnel regarding emergency procedures and adaptations.
Family input will be sought in the development and implementation of individualized emergency plans.

Documentation

This plan will be reviewed and updated annually.

Records of staff training, drills, and any modifications to the plan will be maintained.

Opioid Prevention and Life-Saving Response Procedures

Our school is committed to the health and safety of all students and staff. This section outlines procedures for responding to potential opioid overdoses and other life-threatening emergencies.

Opioid Overdose Recognition and Response

Signs and Symptoms

Staff will be trained annually to recognize the signs and symptoms of an opioid overdose, including:

- Unconsciousness or unresponsiveness
- Slow, shallow breathing (or no breathing)
- Blue or gray coloring of the lips and/or fingertips
- Pinpoint pupils
- Gurgling sounds

Opioid Overdose Prevention Education

Age-appropriate education on the dangers of opioids and the importance of seeking help for substance use disorders will be provided to students. Information on available resources for substance abuse prevention and treatment will be disseminated to students and families. Naloxone and written instructions for use will be available in all classrooms.

Stigma Reduction

Promote a culture of understanding and support for individuals struggling with substance use disorders.

Encourage open communication and help-seeking behavior.

Immediate Action

Call 911 immediately.

If available and trained personnel are present, administer naloxone (Narcan) as per manufacturer instructions and local protocols. Begin rescue breathing (if necessary) and monitor the individual until emergency medical services arrive.

Naloxone Availability

Information on the availability and location of naloxone on campus will be clearly communicated to all staff.

Trained personnel will have access to naloxone kits.

Life-Saving Response Procedures

CPR/AED Training

All staff will be trained in CPR and the use of an AED (Automated External Defibrillator).

First Aid

First aid kits will be readily accessible and properly stocked.

Record Keeping and Reporting

Records of staff training, naloxone distribution, and emergency response drills will be maintained at the COE.

Collaboration and Resources

Collaborate with local public health agencies, law enforcement, and community organizations to access resources and support for opioid overdose prevention and response. Utilize resources from the California Department of Public Health (CDPH) and other relevant agencies.

Response Procedures for Dangerous, Violent, or Unlawful Activity

The SCCOE is committed to providing a safe and secure learning environment for all students and staff. This section outlines procedures for responding to incidents of dangerous, violent, or unlawful activity on campus.

Threat Assessment and Reporting

Identification and Reporting

All staff members are responsible for identifying and reporting any potential threats of violence or unlawful activity. This includes:

- Verbal threats
- Written threats (including online threats)
- Suspicious behavior
- Possession of weapons or other dangerous objects

Threat Assessment Team

A designated threat assessment team will be responsible for evaluating threats and determining appropriate responses. The team will follow established protocols for threat assessment, including gathering information, conducting interviews, and developing safety plans.

Emergency Response Procedures

Immediate Action

- Call 911 immediately in the event of an active threat or imminent danger.
- Follow SCRS procedures:
- Secure classrooms or designated safe areas.
- Maintain silence and remain calm.
- Follow instructions from school officials or law enforcement.

Communication

Utilize the school's emergency notification system (e.g., phone calls, emails, text messages) for staff and families.

Crisis Intervention and Support

Counseling Services

Provide access to counseling services for students and staff who may be experiencing emotional distress or trauma following a crisis. Develop and implement crisis intervention plans to support the emotional and social-emotional needs of students and staff.

Family Support

Communicate with families regarding the incident and provide information on available support resources.

Prevention and Intervention

Bullying Prevention

Implement effective bullying prevention programs to address and prevent bullying behavior. Create a positive school climate that promotes respect, inclusivity, and empathy.

Conflict Resolution and Restorative Practices

Teach students effective conflict resolution skills to help them resolve disagreements peacefully. Provide staff with training on conflict resolution and de-escalation techniques.

Mental Health Awareness

Promote mental health awareness among students and staff.

Provide resources and support for students experiencing mental health challenges.

Record Keeping and Reporting

All incidents of dangerous, violent, or unlawful activity will be documented and reported according to school district policy and legal requirements. Records of threat assessments, emergency responses, and staff training will be maintained.

Appendix

Board Policy 5141.4 Child Abuse Prevention and Reporting

Board Policy 3516 Emergencies and Disaster Preparedness

Board Policy 5144.1 Suspension and Expulsion/Due Process

Board Policy 4158 Employee Security/Teacher Notification

Board Policy 5145.3 Nondiscrimination/Harassment

Board Policy 5132 Dress and Grooming

Board Policy 5144 Discipline

Board Policy 5131.2 Bullying Prevention

Board Policy 5137 Positive School Climate

Board Policy 1312.3 Uniform Complaint Procedure

CHILD ABUSE PREVENTION AND REPORTING

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

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

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

Child Abuse Reporting

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

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

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

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

Adopted: 10/16/2014

Policy
adopted:
Business and Noninstructional Operations

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

EMERGENCIES AND DISASTER PREPAREDNESS PLAN

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

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

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

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

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

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

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

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

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

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

(cf. 1330 - Use of School Facilities)

BP 3516(b)

EMERGENCIES AND DISASTER PREPAREDNESS PLAN (continued)

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

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

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

Legal Reference:

EDUCATION CODE

32001 Fire alarms and drills

32040 Duty to equip school with first aid kit

32280-32289 School safety plans

32290 Safety devices

39834 Operating overloaded bus

46390-46392 Emergency average daily attendance in case of disaster

49505 Natural disaster; meals for homeless students; reimbursement

CIVIL CODE

1714.5 Release from liability for disaster service workers and shelters

GOVERNMENT CODE

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

8607 Standardized emergency management system

CALIFORNIA CONSTITUTION

Article 20, Section 3 Oath or affirmation

CODE OF REGULATIONS, TITLE 5

550 Fire drills

560 Civil defense and disaster preparedness plans

CODE OF REGULATIONS, TITLE 19

2400-2450 Standardized emergency management system

UNITED STATES CODE, TITLE 42

12101-12213 Americans with Disabilities Act

Management Resources: (see next page)

EMERGENCIES AND DISASTER PREPAREDNESS PLAN (continued)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Crisis Response Box, 2000

CALIFORNIA GOVERNOR'S OFFICE OF EMERGENCY SERVICES PUBLICATIONS

Active Shooter Awareness Guidance, February 2018

State of California Emergency Plan, 2017

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

FEDERAL EMERGENCY MANAGEMENT AGENCY PUBLICATIONS

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

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

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

WEB SITES

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

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

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

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

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

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

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

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

U.S. Department of Education, Emergency Planning:

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

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

SANTA CRUZ COUNTY OFFICE OF EDUCATION

Santa Cruz, California
BP 5144.1

Students

SUSPENSION AND EXPULSION/DUE PROCESS

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

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 5131.2 - Bullying)

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

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

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

(cf. 5112.5 - Open Closed Campus)

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

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

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

Approved December 17, 2020

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

Approved December 17, 2020

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

Approved December 17, 2020

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

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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/crde-2012-data-summary.pdf>

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

<http://www2.ed.gov/about/offices/list/ose/osh>

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>

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

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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:

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Activities & Facilities, Legal Guidance, March 2014

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

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

Bullying at School, 2003

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

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

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

Dear Colleague Letter: Guidance on Schools' Obligations to Protect Students from Student-on-Student

Harassment on the Basis of Sex, Race, Color and National Origin, and Disability, October 26, 2010

Dear Colleague Letter: Harassment and Bullying, October 2010

WEB SITES

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

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

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

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

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

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

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

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

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

**Santa Cruz
County
Board of
Education**

Board Policy
BP 5137
Students

Positive School Climate

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

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

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

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

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

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

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

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- (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,

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

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 6164.2 - Guidance/Counseling Services)

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

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Legal Reference:

EDUCATION CODE

233-233.8 Hate violence prevention

32280-32289 School safety plans

32295.5 Teen court programs

35181 Governing board policy on responsibilities of students

35291-35291.5 Rules

44807 Teachers' duty concerning conduct of students

48900-48925 Suspension and expulsion

Management Resources:

CSBA PUBLICATIONS

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

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

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

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

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

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

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

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

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

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**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 BOARD OF EDUCATION

AGENDA ITEM 6.0

Board Meeting Date: February 20, 2025

Action

Information

TO: Santa Cruz County Board of Education

FROM: Administration Department

SUBJECT: Correspondence

BACKGROUND

Correspondence included herein.

IMPLICATIONS

None.

RECOMMENDATION

Receive the correspondence.



Verenise Valentin <vvalentin@santacruzcoe.org>

New submission from Trustees Contact Form

Kristina Glavis <webform@santacruzcoe.org>
Reply-To: KristinaKincaid.Glavis@asm.ca.gov
To: bvanallen@santacruzcoe.org

Wed, Feb 12, 2025 at 4:50 PM

Sender name

Kristina Glavis

Sender email

KristinaKincaid.Glavis@asm.ca.gov

Recipient

Bruce Van Allen (Trustee, Area 2)

Message

Hello!

Assemblymember Gail Pellerin is pleased to invite you to the Women of the Year event on Friday, March 21, 2025, from 12 PM to 2 PM. Please save the date—more details will follow soon.

Join us for a luncheon as we celebrate the incredible women driving positive change in Assembly District 28 and beyond.

We would be honored to have you with us for this inspiring event.

In the meantime, if your office has a nomination for Women of the Year, please submit it here:

https://docs.google.com/forms/d/e/1FAIpQLSfabpT-s4hO-K2gAAFpWWstpphL281P4e_hadJ3s5awnwxwkg/viewform

Nominations due by February 24, 2025.

Best,
Kristina

Kristina Kincaid Glavis
Santa Cruz County Field Representative, Assemblymember Gail Pellerin, District 28
KristinaKincaid.Glavis@asm.ca.gov
Santa Cruz County District Office
[701 Ocean Street](#)
Room 318 B
Santa Cruz, CA 95060
831-425-1503
831-425-2570 Fax



SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 8.1

Board Meeting Date: February 20, 2025

Action

Information

TO: Santa Cruz County Board of Education

FROM: Dr. Faris Sabbah, County Superintendent of Schools
Dr. Michael Paynter, LMFT, Executive Director, Student Support Services
Lauren Fein, LMFT, Director, Behavioral Health

SUBJECT: Behavioral Health Services & Billing Fee Schedule

BACKGROUND

This presentation includes an overview of available student behavioral health supports, service delivery models, and proposed fee schedule updates for billing and reimbursement.

IMPLICATIONS

None.

RECOMMENDATION

Receive the presentation.



SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 8.2

Board Meeting Date: February 20, 2025

Action

Information

TO: Santa Cruz County Board of Education

FROM: Dr. Faris Sabbah, County Superintendent of Schools
 John Rice, Executive Director, Alternative Education

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

BACKGROUND

The report shall include both of the following:

- All available midyear outcome data related to metrics identified in the current year’s local control and accountability plan.
- All available midyear expenditure and implementation data on all actions identified in the current year’s local control and accountability plan.

IMPLICATIONS

Senate Bill 114 (2023) added a requirement for LEAs to present a report on the annual update to the Local Control and Accountability Plan (LCAP) and Budget Overview for Parents (BOP) on or before February 28 each at a regularly scheduled meeting of the governing board or body of the LEA.

RECOMMENDATION

Receive the presentation.

Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year’s local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year’s 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 Senior Director	jizant@santacruzcoe.org (831) 466-5739

Goal 1

Goal Description

Cultivate a love of learning in all students through a personalized, rigorous, and engaging educational experience that is inclusive, culturally responsive, and standards-aligned to promote individual growth during and after high school.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	Ensure student access and support to education by hiring and retaining teachers as measured locally (Priority 1).	As of the end of the 23-24 school year we had 44 teachers with cleared credentials and 3 who are interns or have a permit.			5 or fewer teachers with a permit.	Five or fewer teachers on permits.
1.2	Ensure student access and support to education by students having standards-aligned instructional materials and course of study as measured locally (Priority 1 and 8).	100% of students have access to standards-aligned instructional materials.			100% of students have access to standards-aligned instructional materials.	100% of students have access to standards-aligned instructional materials.
1.3	Ensure student access to education by maintaining 100% school facilities as measured through SARC (Priority 1).	100% of school facilities are maintained and in good repair as measured through the SARC.			100% of school facilities are maintained and in good repair as measured through the SARC.	100% of school facilities are maintained and in good repair as measured through the SARC.
1.4	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).	2023 Local Indicators Question #1 ELA score=4 ELD=3 Math=4 NGSS=3 HSS=3 Question #2 ELA score=4 ELD=3 Math=4 NGSS=3 HSS=3			2024 Local Indicators Question #1 ELA score=4 ELD=4 Math=4 NGSS=4 HSS=4 Question #2 ELA score=4 ELD=3 Math=4 NGSS=3 HSS=3	Question #1 Maintain 3 or 4 in all sections. Question #2 Maintain 3 or 4 in all sections.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.5	Local Indicator data and survey data (Priority 7).	Local Indicator data shows all students have access to a broad course of study.			Local Indicator data shows all students have access to a broad course of study.	All students have access to a broad course of study.
1.6	English Learner reclassification rate (Priority 4).	0-8 students reclassified annually.			Data unavailable mid-year	5-10 students reclassified annually
1.7	Star Renaissance student growth percentile (Priority 4).	2023-2024 Star Renaissance Student Median Growth Percentile: Reading All: 51.63 EL: 47.92 Special Education: 63.97 Low Income: 50.54 White: 48.51 Math All: 50.72 EL: 48.65 Special Education: 50.52 Low Income: 47.57 White: 46.31			Data unavailable mid-year	Student median growth percentile for Reading and Math for all students will fall within 5 percentage points of 50%. Maintain that no student group falls below 5% of the "All" group.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Total Funds Budgeted	Mid-Year Expenditures
1.1	Instructional Assistants in classes to support students with high needs Increase academic support for students with high needs to improve their personalized, rigorous, and engaging educational experience.	Yes	Ongoing Implementation	Instructional Assistants are placed across our sites and this action is on track.	\$926,065.11	\$509,197.37

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Total Funds Budgeted	Mid-Year Expenditures
1.2	Maintenance and Operations Ensuring access to an educational experience that is personalized, rigorous, and engaging in safe and maintained facilities.	No	Ongoing Implementation	Continuing to maintain school sites and this action is on track.	\$655,086.90	\$478,058.18
1.3	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 ensure optimal services for our students. The Student Service Director attends local SELPA meetings and coordinates services with districts.	No	Ongoing Implementation	Continuing case management and collaboration with districts and this action is on track.	\$80,222.93	\$38,653.80
1.4	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	Ongoing Implementation	We were able to purchase curriculum using applicable grants which is why our mid-year expenditures are low while this action is happening.	\$148,000.00	\$37,568.51
1.5	Curriculum and instruction support and direct services to	Yes	Planned	We are leveraging our internal staff to continue	\$110,000.00	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Total Funds Budgeted	Mid-Year Expenditures
	<p>support English Language Development Direct instruction and multilingual coordination and support focusing on personalized instruction to meet the language acquisition needs of our students. The position will work to ensure language acquisition programs are implemented and evaluated to promote student success.</p>			to support our multilingual students. We were unable to hire an ELD instructor which is why this action is planned and not implemented.		
1.6	<p>Instructional staff and administrators for Court and Community Schools 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 educational experience that are inclusive, culturally relevant, standards-aligned, and promotes individual growth during school and after graduation.</p>	No	Ongoing Implementation	We continue to maintain our staffing at our sites and this action is on-track and there will likely be a material difference in the total fund budgeted versus expenditures.	\$8,260,176.66	\$3,864,999.51

Goal 2

Goal Description

Support all students in developing healthy social, emotional, and physical well-being by providing safe, supportive learning environments and engaging activities geared towards self-awareness, positive relationships, and healthy habits.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Graduation Rate from the CA School Dashboard (Priority 5).	According to the 2023 Dashboard, our SC Community Dashboard shows a four year grad rate of 67% and 86.6% for our one year cohort.			According to the 2024 Dashboard, our SC Community Dashboard shows a four year grad rate of 72.7% and the one year grad rate has not been released.	One year grade rate will remain at or above 85% and four year grad rate above 70%.
2.2	Chronic Absenteeism data for the Santa Cruz County Special Education program (Priority 5).	According to the 2023 Dashboard, the chronic absenteeism rate is 72%.			According to the 2024 Dashboard, the chronic absenteeism rate was 52.8%.	Decrease Chronic Absenteeism rate to 50%
2.3	Local student survey data regarding school climate (Priority 6).	84.2%, of our students report feeling safe at school, with 13.7% neutral according to our 23-24 local survey.			According to our current 24-25 survey, 87% of students report feeling safe at school, with 9.4% not having an opinion.	Increase to 85% or above for students feeling safe at school.
2.4	Local student survey data regarding access to counseling (Priority 6).	84% of students report having access to counseling with 12.8% neutral according to our 23-24 local survey.			According to our current 24-25 survey, 83.3% of our students report having access to counseling with 13.2% not having an opinion.	Increase to 85% or above for students having access to counseling.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Total Funds Budgeted	Mid-Year Expenditures
2.1	Counselors Counselors who principally support the mental health needs and growth of students with high needs. The counselors provide individual and	Yes	Ongoing Implementation	We have increased our health and wellness team and students have access to counseling across our	\$530,430.84	\$361,058.48

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Total Funds Budgeted	Mid-Year Expenditures
	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.			sites, this action is on track.		
2.2	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	Ongoing Implementation	Supplemental food and clothing are being provided and we are spending less than anticipated at this point while this action is on track.	\$115,798.37	\$31,687.91
2.3	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	Ongoing Implementation	Professional development for mental health is happening for all of our staff and in collaboration with our Student Services Department.	0	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Total Funds Budgeted	Mid-Year Expenditures
2.4	<p>Communication regarding attendance at the Santa Cruz County Special Education program</p> <p>Increase communication with families regarding student absences and the importance of attending school. Notify the student's district of residence when the student has been absent for ten days and hold an Amendment IEP meeting to discuss barriers and obstacles to attending school. Inform families of their right to district transportation to school if they are not utilizing it.</p>	No	Ongoing Implementation	The Santa Cruz County Special Education program is increasing communication efforts regarding chronic absenteeism, this action is on track.	0	\$0

Goal 3

Goal Description

Through collaborative partnerships with families, students, community organizations, including our local community college, and our local workforce, we will promote confident learners who are prepared for success in college, career, and beyond.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Graduation Rate from the CA School Dashboard (Priority 5).	According to the 2023 Dashboard, our SC Community Dashboard shows a four year grad rate of 67% and 86.6% for our one year cohort.			According to the 2024 Dashboard, our SC Community Dashboard shows a four year grad rate of 72.7% and the one year grad rate has not been released.	One year grade rate will remain at or above 85% and four year grade rate above 70%.
3.2	Local survey data measuring if families are able to connect with school staff when needed (Priority 3).	96.4% of families report they can reach staff if they need to, Fall 2023.			94.9% of families report they can reach staff if they need to according to our 24-25 survey.	90% or more of families report they can reach staff if they need to.
3.3	Local survey data measuring if students have access and support for dual enrollment and job/career (Priority 5).	0% because baseline to be set 2024-2025			84.5% of students report having access to enrolling in community college courses according to our 24-25 survey.	75% or more report having access to support for college and career success.
3.4	Local survey measuring impact/access of community enrichment activities (Priority 5).	0% because baseline to be set 2024-2025			Data will be available at the end of the school year.	75% or more report having a positive experience from their community enrichment activities.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Total Funds Budgeted	Mid-Year Expenditures
3.1	Community, parent, and family engagement team Site leaders who coordinate family and community engagement specifically focusing on students with high needs and families. These leaders conduct outreach to	Yes	Ongoing Implementation	the engagement team is in place and this action is on track.	\$854,068.53	\$419,033.25

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Total Funds Budgeted	Mid-Year Expenditures
	<p>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.</p>					
3.2	<p>College and Career Support Team dedicated to supporting students through the dual enrollment process as well as connecting students to jobs. This team focuses on students with high needs throughout our programs.</p>	Yes	Ongoing Implementation	The college and career team is in place and this action is on track.	\$398,853.18	\$187,471.62
3.3	<p>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.</p> <ul style="list-style-type: none"> • Youth for Environmental Action • Countywide Black Student Union 	No	Ongoing Implementation	The countywide student leadership opportunities are in place and on track.	0	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Total Funds Budgeted	Mid-Year Expenditures
	<ul style="list-style-type: none"> Youth Arts Council Civic Summit LGBTQ+ student groups 					
3.4	<p>Contracts with community organizations Contracts with community organizations to support school engagement, youth empowerment, and wellness activities supporting students with high needs.</p>	Yes	Ongoing Implementation	We are contracting with our community partners and this action is on track.	\$165,276.43	\$48,000

Goal 4

Goal Description

The Santa Cruz County Office of Education will coordinate the countywide plan for expelled youth and services countywide for foster youth.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	Countywide Plan for Expelled Youth (Priority 9).	Fully implement the countywide plan for expelled youth.			Implementing countywide plan.	Fully implement the countywide plan for expelled youth.
4.2	MOU with districts (Priority 10).	Fully implement MOU with districts to support Foster Youth coordination.			Implementing MOU.	Fully implement MOU with districts to support Foster Youth coordination.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Total Funds Budgeted	Mid-Year Expenditures
4.1	Countywide Student Services Directors Meetings 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.	No	Ongoing Implementation	Countywide Student Service Directors meeting continue to be implemented and this action is on track.	0	\$0
4.2	Intakes for youth who are expelled The Alternative Education administrators ensure coordination, intakes, and quick transitions for expelled youth that will be served through our programs. These intake	No	Ongoing Implementation	For students who will attend Alt Ed programs, the intake process is efficient and done with care. This action is on track.	0	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Total Funds Budgeted	Mid-Year Expenditures
	meetings are part of the countywide plan for expelled youth and are critical to meeting the needs of expelled students and ensuring appropriate placement.					
4.3	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 excellent collaboration.	No	Ongoing Implementation	We have increased our contribution to fund our Foster Youth team.	\$6,736.00	\$9,895.45
4.4	Professional Development and support Professional development and tailored support for our Court and Community School students and staff to support our foster youth and students in transition. Professional development opportunities include personalized support for best practices.	No	Ongoing Implementation	Working directly with our Student Service team, our Alt Ed staff engages in professional development that is tailored to meet the needs of our students.	0	\$0

Goal 5

Goal Description
The Santa Cruz County Court School will increase college and career readiness by increasing staff to support dual enrollment efforts and career exploration.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
5.1	Number of students in our court school successfully completing at least one college course.	0 socioeconomically disadvantaged students as baseline will be set in 2024-2025.			This data is in development and we anticipate increasing the number of students in our court program take college courses.	5 or more socioeconomically disadvantaged students Santa Cruz County Court students will take college courses each year.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Total Funds Budgeted	Mid-Year Expenditures
5.1	College and Career Support College and Career Counselor who is specifically working with our students in our Santa Cruz County Court program, all of whom are considered socioeconomically disadvantaged, to increase access and support for dual enrollment and career exploration.	No	Ongoing Implementation	We have increased our college and career support for students in our court school program and this action is on-track.	139,997.00	\$50,641.96

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	36,980,128	38,452,726
LCFF Supplemental/Concentration Grants	2,990,492	4,392,342



SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 8.3

Board Meeting Date: February 20, 2025 **Action** **Information**

TO: Santa Cruz County Board of Education

FROM: Dr. Faris Sabbah, County Superintendent of Schools
Denise Sony Guerra-Sanson, Executive Director, Student Programs

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

BACKGROUND

The report shall include both of the following:

- All available midyear outcome data related to metrics identified in the current year's local control and accountability plan.
- All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

IMPLICATIONS

Senate Bill 114 (2023) added a requirement for LEAs to present a report on the annual update to the Local Control and Accountability Plan (LCAP) and Budget Overview for Parents (BOP) on or before February 28 each at a regularly scheduled meeting of the governing board or body of the LEA.

RECOMMENDATION

Receive the presentation.



Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Career Advancement Charter, Santa Cruz County Office of Education	Denise Guerra-Sanson Executive Director	dsanson@santacruzcoe.org (831) 466-5680

Goal 1

Goal Description

Students will graduate with a high school diploma (HSD) or high school equivalency (HSE), demonstrating enhanced proficiency in Math and English, improved job skills, and expanded post-secondary opportunities, including community college, technical career training, workforce entry or career advancement.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	CA School Dashboard Graduation Rate	54.8%			in progress, end of year metric	70%
1.2	Post-secondary Transition Rate (Placement/Graduated Students)	36.7%			in progress, end of year metric	70%
1.3	CASAS EFL (Educational Functioning Level) gains	50%			in progress, end of year metric	80%
1.4	Percent of students earning 45 or more credits per year (Students/ADA)	16.1%			in progress, end of year metric	30%
1.5	Percent of students earning a HSD or HSE annually (Diplomas/ADA)	63%			in progress, end of year metric. 40 students graduated in January	80%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Total Funds Budgeted	Mid-Year Expenditures
1.1	<p>Comprehensive Assessment Strategies and Implementation</p> <p>Implement a comprehensive assessment strategy that includes formative and summative assessments to monitor and support student progress in Math and English proficiency, job skills literacy, and readiness for post-secondary opportunities. Testing platforms include CASAS, ALEKS, ESL,</p>	No	Ongoing Implementation	CASAS is administered to all new students at registration. Data is used to support student growth. Paper tests are currently being used for our students in Corrections.	\$60.353	\$38,160

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Total Funds Budgeted	Mid-Year Expenditures
1.2	Bilingual Instructional Support Provide bilingual instructional support for CAC students to expand educational interventions and support, including one to one tutoring, assist with resource inventory, manage student learning center	Yes	Ongoing Implementation	Bilingual instructional support is provided at all of our sites. We have increased our instructional support staff this school year.	\$95,743.00	\$13,681
1.3	Provide ESL Classes Provide English as a Second Language classes to continue Implementation of ESL Level 1 and add ESL Level 2	Yes	Ongoing Implementation	We currently offer 2 levels of ESL at our CAC South location.	\$28,070.00	\$16,843
1.4	Bilingual Executive Director; Programs Administrator 1.0 FTE Employ a Bilingual administrator to oversee all programming, school improvement efforts, and curriculum development for adult learners	No	Ongoing Implementation	Bilingual administration works directly with program staff to lead improvement efforts with a particular emphasis on innovation and sustainability.	\$66,160.00	\$38,534

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Total Funds Budgeted	Mid-Year Expenditures
1.5	<p>Hire additional Bilingual 1.0 FTE Teacher for CAC programs</p> <p>Retain current staffing and increase teacher by 1.0 FTE program-wide. Start the 24/25 school year with 7.0 FTE</p>	No	Fully Implemented	We have increased our teaching staff by 1.0 bilingual FTE. We will likely be hiring at least 1 additional teacher for the upcoming program year.	\$106,778.00	\$50,498
1.6	<p>Bilingual Community Organizer</p> <p>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.</p>	Yes	Ongoing Implementation	The Bilingual Community Organizer performs a variety of program tasks with a focus on student support.	\$45,491	\$76,942
1.7	<p>Senior Instructional Support</p> <p>Support students, staff, and program with direct service and</p>	No	Partially Implemented	This position has had a brief vacancy this year. We anticipate this position being fully staffed in the upcoming weeks.	\$17,197.00	\$5,635

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Total Funds Budgeted	Mid-Year Expenditures
	referrals. Lead data collection, entry, and analysis					
1.8	Purchase Instructional Materials Purchase instructional materials in English and Spanish for use in a variety of instructional settings including Corrections, Independent Study formats, ESL courses, and online formats	No	Partially Implemented	Instructional Materials continue to be purchased. We have added an online bilingual curriculum for students (CyberHigh) and continue to explore relevant materials.	\$50,000.00	\$37,641
1.9	High School Equivalency Administration (HiSet) Expand opportunities for students, particularly in the locked and Adult Probation facilities, to access the HiSet proficiency exam	No	Ongoing Implementation	We offer the HiSet primarily for our students in corrections. Students are supported in preparing for the exams.	\$14,705.00	\$12,165
1.10	Professional Staff Learning Provide ongoing learning opportunities for CAC staff based on student need and staff interest	No	Ongoing Implementation	Staff have participated in a variety of professional learning experiences this semester. We have not contracted with a vendor and have instead worked with the Adult Education consortium as well as our own COE staff to design	\$20,000.00	\$8,899

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Total Funds Budgeted	Mid-Year Expenditures
				and provide professional learning opportunities. Additionally, as this is an accreditation year, we have used a great deal of our scheduled professional development to work as a collaborative team on this effort.		

Goal 2

Goal Description

The CAC will support students comprehensively as they balance work and family responsibilities, financial constraints, and limited access to resources. While increasing opportunities and developing essential academic, social, emotional, and practical skills, the CAC will ensure students are well-prepared for transitioning to post-secondary opportunities and workforce advancement. Additionally, we will support students who enroll in our program to better support their children in school, prepare to become US citizens, & engage more with their communities emphasizing civic engagement and personal growth.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Programming Participation Course Attendance, including Career Technical Education, ESL, and Enrichment Opportunities (Participation/ADA)	17.4% (CTE only)			28%	60%
2.2	Career and Transition Services/Counseling Received (Services/Total Enrollment)	36.3%			26%	80%
2.3	Post-secondary education placement (Students in post-secondary/Graduates)	TBD in 24/25 school year			in progress, end of year metric	60%
2.4	Number of students co-enrolled at the Community College or Technical Training (students/ADA)	TBD in 24/25 school year			17% currently	60%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Total Funds Budgeted	Mid-Year Expenditures
2.1	Career Technical Education Instruction Teacher salaries to offer CTE courses that are provided to assist students in identifying career interests, increase career exploration opportunities, resume building, and Digital Literacy	No	Ongoing Implementation	CAC students have been able to participate in our CTE course offerings throughout the semester.	\$64,264.00	\$34,492

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Total Funds Budgeted	Mid-Year Expenditures
2.2	Comprehensive Student Support Provide student support including: mental health support, community referrals, connection to community resources	No	Ongoing Implementation	We continue to provide student support with direct counseling and active case management.	\$55,326.00	\$37,701
2.3	Bilingual Transition Specialists work as part of a Consortium Team to provide direct services to students Transition Specialists provide 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	Ongoing Implementation	Transition Specialist team is now fully staffed after a brief vacancy. Staff work directly with students program-wide with a focus on CAC program support and post-secondary planning.	\$37,078.00	\$17,099
2.4	Increase co-enrollment opportunities for Adult Students liase with Cabrillo College, non-credit courses, dual enrollment, explore stackable certificates based on labor demand (SVL)	No	Ongoing Implementation	Transition Specialists are working actively to enroll students in a variety of classes at Cabrillo College.	\$37,190.00	\$21,615
2.5	Provide Childcare Services in our Early Care Classroom Provide afternoon and evening childcare services at the Sequoia Schools campus so that adult students are able to participate in educational, prosocial, and counseling opportunities	No	Ongoing Implementation	Childcare is currently offered 4 evenings each week at our CAC South location.	\$111,002.00	\$63,820

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Total Funds Budgeted	Mid-Year Expenditures
2.6	Provide healthy food options Students will have daily access to healthy food options while on campus.	No	Ongoing Implementation	Healthy food options are available for students throughout the week, with a family style meal served weekly at our CAC South location.	\$15,000.00	\$2,697
2.7	Enrichment Opportunities Explore and identify enrichment programming that may include student employment, arts, music, interest based workshops, immersive/experiential experiences to increase student engagement	No	Partially Implemented	We have started a Photography class this school year. Additionally, we are planning to hire at least one student worker this spring semester.	\$25,000.00	\$9,390

Goal 3

Goal Description

The Career Advancement Charter (CAC) will improve access and expand its capacity to serve adult students by actively engaging with the community and conducting focused outreach. This effort will prioritize building and maintaining strategic partnerships, ensuring long-term program sustainability, and prioritizing student input and perspectives in all initiatives.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Student Enrollment	361			330	400
3.2	Average Daily Attendance	155			225.18 (P1)	185
3.3	Persistence Data - Students continuously enrolled for at least one semester/total enrollment	37.4			33% at the semester	60%
3.4	Student Survey Data - Program Satisfaction	76.9%			in progress, end of year metric	95%
3.5	CAC Survey Data - Engagement	TBD in 24/25			Survey distributed in spring	TBD

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Total Funds Budgeted	Mid-Year Expenditures
3.1	<p>Expand and improve CAC services</p> <p>HSD and HSE services will be provided at Corrections, Probation Service Centers North and South, COE Campus Locations, as well as a continued commitment to be responsive to other interested community partners</p>	No	Ongoing Implementation	CAC services continue to be provided at all listed locations with increased teacher capacity across the program.	\$49,992.00	\$23,645

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Total Funds Budgeted	Mid-Year Expenditures
3.2	Implement Student Onboarding Process Bilingual staff to complete student intakes and orientation to welcome and onboard new students, identify needs, make appropriate community referrals, and assign to the appropriate teacher	No	Ongoing Implementation	The CAC continues to develop and refine a robust onboarding program for students.	\$45,491.00	\$38,470
3.3	Utilize Community Referral System to maximize community connections Utilize Community Pro to make appropriate referrals to post-secondary opportunities and promote inter-agency collaboration	No	Partially Implemented	Referrals are largely made informally via email, phone, or in person. The use of the Community Pro platform is minimal and will be evaluated for effectiveness at the end of this program year.	\$45,274.00	\$19,266
3.4	Partnership and participation in the Greater Opportunities for Adult Learning Adult Education Consortium Collaborate with community partners involved in adult education programs to enhance learning opportunities and resources	No	Ongoing Implementation	The CAC is an important part of this collaborative effort and an active participant. We have been able to partner this year to offer professional learning opportunities for staff.	\$45,274.00	\$19,266
3.5	Provide Student Outreach Promote CAC program across the county to encourage more adult students to complete HSD or HSE	Yes	Ongoing Implementation	The CAC program works closely with district partners, community agencies, and the local community college to	\$12,194.00	\$9,463

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Total Funds Budgeted	Mid-Year Expenditures
				support adult students pursuing their HSD.		
3.6	Community Event Participation Attend open house events, career fairs, maintain presence at community events	No	Ongoing Implementation	The CAC program continues to advertise our services at local events, online, and within our COE community.	\$89,491.00	\$12,164
3.7	Cross Department Collaboration Network with COE departments to promote collaboration to benefit students with resources and opportunities	No	Ongoing Implementation	We continue to work collaboratively with our COE partner programs to maximize resources and opportunities for CAC students.	\$104,688.00	\$66,719

Goal 4

Goal Description

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Total Funds Budgeted	Mid-Year Expenditures
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Goal 5

Goal Description

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Total Funds Budgeted	Mid-Year Expenditures
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Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	2,025,204	2,962,30
LCFF Supplemental/Concentration Grants	109,465	156,560



SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 9.1

Board Meeting Date: February 20, 2025

Action

Information

TO: Santa Cruz County Board of Education

FROM: Bruce Van Allen, Chair, Community Outreach & Legislative Committee

SUBJECT: Resolution #25-03 Recognizing February as Black History Month

BACKGROUND

The Santa Cruz County Board of Education recognizes February 2025 as National African American History Month, honoring the contributions of Black Americans to U.S. history, culture, and labor. This year's theme, "African Americans and Labor," highlights their significant impact on the workforce. The Board reaffirms its commitment to equity, inclusion, and providing resources that promote understanding of Black history and the ongoing fight against systemic racism in schools and the community.

IMPLICATIONS

None.

RECOMMENDATION

Approve Resolution #25-03 Recognizing February as Black History Month.



RESOLUTION #25-03
RECOGNIZING FEBRUARY AS BLACK HISTORY MONTH

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

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

WHEREAS, in spite of these injustices, many of which continue to exist today, Black Americans have 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, Trump, and Biden 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, Black history is still being made today in Santa Cruz County, with the naming of UCSC's John Lewis College, the acclaimed Black Graduation recognizing local Black students, and the election of Justin Cummings as the first Black Santa Cruz County Supervisor; and

WHEREAS, former Santa Cruz County Superintendent of Schools Michael Watkins became the first Black County Superintendent in California history following his election in 2006; and

WHEREAS, the Black History Month 2025 theme, "African Americans and Labor," sets out to highlight and celebrate the potent impact of this work; and

WHEREAS, the Santa Cruz County Office of Education and the Santa Cruz County Board of Education are committed to valuing diversity and believe 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, we will work to disrupt manifestations of anti-Black sentiments in our communities and 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 2025 by encouraging public officials, educators, librarians, and school communities to observe this month with appropriate programs, ceremonies, and activities.

BE IT FURTHER 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 Black History Month by providing instructional resources, relevant research, and exemplary or 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 20th day of February, 2025, 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



SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 9.2

Board Meeting Date: February 20, 2025

Action

Information

TO: Santa Cruz County Board of Education

FROM: Dr. Faris Sabbah, County Superintendent of Schools

SUBJECT: CSBA Delegate Assembly Ballot (Subregion 9-A)

BACKGROUND

The California School Boards Association (CSBA) 2025 Delegate Assembly Elections ballots have been sent. Completed ballots are due by March 17, 2025. Each board may vote for multiple candidates but is limited to one vote per candidate. If a tie occurs, a runoff election will be held by April 30, 2025.

Elected delegates will serve a two-year term beginning April 1, 2025, representing their regions in the CSBA Delegate Assembly. The next Delegate Assembly meeting is scheduled for May 17–18, 2025. This election plays a crucial role in ensuring effective governance and representation within CSBA.

The candidates for Subregion 9-A:
 Mark Becker (San Lorenzo Valley USD)

IMPLICATIONS

Included herein.

RECOMMENDATION

Complete the ballot and mail it by March 17, 2025.



REQUIRES BOARD ACTION

January 31, 2025

MEMORANDUM

To: CSBA Member Boards and Odd-numbered County Board Presidents and Superintendents
From: Dr. Bettye Lusk, CSBA President
Re: 2025 Ballot for CSBA Delegate Assembly — **U.S. Postmark Deadline is Mon. March 17**

Enclosed is the ballot material for election to CSBA's Delegate Assembly from your region or subregion. It consists of: 1) the ballot (on red paper) listing the candidates, the reverse side of which contains the names of ALL current members of the Delegate Assembly from your region or subregion; and 2) the required candidate biographical sketch form and, if submitted, a resume. In addition, provided is a copy of the ballot on white paper to include with your board agenda. **Only the ballot on red paper is to be completed and returned to CSBA. It must be postmarked by the U.S. Post Office on or before Monday, March 17, 2025.**

Your Board may vote for up to the number of seats to be filled in the region or subregion as indicated on the ballot. For example, if there are three seats up for election, the Board may vote for up to three candidates. However, your Board may cast no more than one vote for any one candidate. The ballot also contains a provision for write-in candidates; their name and district or county office must be clearly printed in the space provided.

The ballot must be signed by the Board President, Board Clerk, or Superintendent as a designee of the board, and returned in the enclosed envelope; if the envelope is misplaced, you may use your district's or county office's stationery. Please write **DELEGATE ELECTION** prominently on the envelope along with the region or subregion number on the bottom left corner of the envelope (this number appears at the top of the ballot). If there is a tie vote, a run-off election will be held, and ballots will need to be postmarked on or before April 30. Results will be published by May 11, 2025.

For County Boards of Education Only:

Per Standing Rule 52, in regions with more than one county, each county board of education has one vote to elect the county board member who represents the county board(s) in the region in the Delegate Assembly. One-county regions will appoint the county Delegate. Your county board may vote for only one candidate to fill the Delegate position representing the county boards within your region. Enclosed is the ballot material for election to CSBA's Delegate Assembly of the county board representative from your region. It consists of 1) the ballot (on GREEN paper) listing the candidates, the reverse side of which contains the name of the current member of the Delegate Assembly representing the county boards in your region; and 2) the required candidate biographical sketch form and, if submitted, a resume. In addition, also provided is a copy of the ballot on white paper to include with your board

agenda. **Only the ballot on GREEN paper is to be completed and returned to CSBA. Like the ballot on red paper for the other Delegate seats in your region, it must be postmarked by the U.S. Post Office on or before Monday, March 17, 2025.**

The ballot on GREEN paper must be signed by the Board President, Board Clerk, or by the County Superintendent, as a designee of the board, and returned in the enclosed envelope. If the envelope is misplaced, you may use your county office's stationery. Please write **DELEGATE ELECTION** prominently on the envelope along with the region number on the bottom left corner of the envelope (this number appears at the top of the ballot). If there is a tie vote, a run-off election will be held, and ballots will need to be postmarked by April 30. The results for the county board seat in each region will also be published by May 11, 2025.

All re-elected and newly elected Delegates will serve two-year terms beginning April 1, 2025 – March 31, 2027. The next meeting of the Delegate Assembly takes place on Saturday, May 17 and Sunday, May 18, 2025. Please do not hesitate to contact the Executive Office at nominations@csba.org should you have any questions.

Encs: Ballot on red paper and watermarked "copy" of ballot on white paper
 Ballot on green paper and watermarked "copy" of ballot on white paper
 List of all current Delegates on reverse side of ballot
 Candidate(s)' required Biographical Sketch Forms and optional resumes
 CSBA-addressed envelope to send back ballots

REQUIRES BOARD ACTION

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office no later than **MONDAY, MARCH 17, 2025**. Only ONE Ballot per Board. Be sure to mark your vote "X" in the box. A *PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

OFFICIAL 2025 DELEGATE ASSEMBLY BALLOT
SUBREGION 9-A
(San Benito and Santa Cruz Counties)

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

Delegates will serve two-year terms beginning April 1, 2025 - March 31, 2027

**denotes incumbent*

Mark Becker (San Lorenzo Valley USD)*

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District Name

Date of Board Action

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

REGION 9 – 8 Delegates (8 elected)

Director: Roger Snyder (Scotts Valley USD)

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

***Please note as of 2025, subregion 9A will have 1 loss of an elected seat**

Subregion 9-A (San Benito, Santa Cruz)

Mark Becker (San Lorenzo Valley USD), term expires 2025

Patricia Nehme (San Benito HSD), term expires 2026

Vacant, term expires 2026

Subregion 9-B (Monterey)

David Kong (Greenfield Union SD), 2025

Veronica (Ronnie) Miramontes (Monterey Peninsula USD), term expires 2026

Subregion 9-C (San Luis Obispo)

Mark Buchman (San Luis Coastal USD), term expires 2026

Vacant, term expires 2025

County Delegate:

Vacant, term expires 2025

Counties

San Benito, Santa Cruz (Subregion A)

Monterey (Subregion B)

San Luis Obispo (Subregion C)

REQUIRES BOARD ACTION

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office no later than **MONDAY, MARCH 17, 2025**. Only ONE Ballot per Board. Be sure to mark your vote “**X**” in the box. *A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

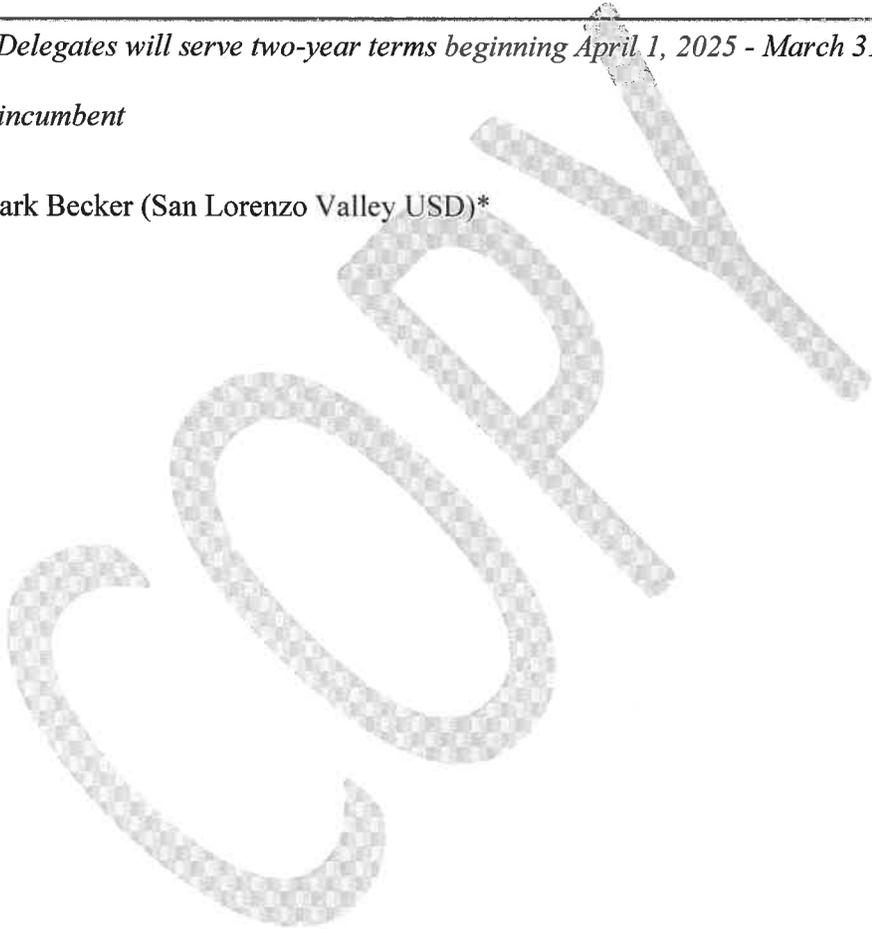
OFFICIAL 2025 DELEGATE ASSEMBLY BALLOT
SUBREGION 9-A
(San Benito and Santa Cruz Counties)

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

Delegates will serve two-year terms beginning April 1, 2025 - March 31, 2027

**denotes incumbent*

Mark Becker (San Lorenzo Valley USD)*



Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District Name

Date of Board Action

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

REGION 9 – 8 Delegates (8 elected)

Director: Roger Snyder (Scotts Valley USD)

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

***Please note as of 2025, subregion 9A will have 1 loss of an elected seat**

Subregion 9-A (San Benito, Santa Cruz)

Mark Becker (San Lorenzo Valley USD), term expires 2025

Patricia Nehme (San Benito HSD), term expires 2026

Vacant, term expires 2026

Subregion 9-B (Monterey)

David Kong (Greenfield Union SD), 2025

Veronica (Ronnie) Miramontes (Monterey Peninsula USD), term expires 2026

Subregion 9-C (San Luis Obispo)

Mark Buchman (San Luis Coastal USD), term expires 2026

Vacant, term expires 2025

County Delegate:

Vacant, term expires 2025

Counties

San Benito, Santa Cruz (Subregion A)

Monterey (Subregion B)

San Luis Obispo (Subregion C)

View results

Respondent

13

Anonymous

14:42

Time to complete

1. I have been... *

Appointed

Nominated

2. Your signature indicates your consent to be placed on the ballot and serve as a Delegate, if elected *

Yes

3. Full name *

Mark Becker

4. Region/subregion *

9A



5. Name of District or COE *

San Lorenzo Valley Unified

6. Years on board *

8

7. Profession

Environmental Consultant

8. Contact number *

831-246-0711

9. Primary email address *

mbecker@slvusd.org

10. Are you an incumbent Delegate? *

Yes

No

11. Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly. *

I value the opportunity to continue with my work on the CSBA Delegate Assembly to help assure that board members have the appropriate training and tools to support their efforts to provide the best education we can for all students.

12. Please describe your activities and involvement on your local board, community, and/or CSBA. *

I have been on the CSBA Delegate Assembly for two years during which time I have worked in the Full and Fair Funding Policy Pillar group to give policy direction to the CSBA Executive Committee. I participated in several CSBA Legislative Action Weeks advocacy events over the last few years. I meet periodically with state and local legislators to advocate for our students. I have been the SLVUSD board representative to the Santa Cruz County CSBA organization for several years and served as Secretary for the last two years. I have been SLVUSD Board President for two years.

13. What do you see as the biggest challenge facing governing boards and how can CSBA help address it? *

I think the biggest challenge is having adequate funding to continue to fully support overall academic programs and infrastructure needs, along with programs to address learning loss, mental health and social and emotional learning programs. CSBA can continue to advocate to protect Prop 98, push for full federal funding of special education, and for a mechanism to reduce ongoing funding volatility.



SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 9.3

Board Meeting Date: February 20, 2025

Action

Information

TO: Santa Cruz County Board of Education

FROM: Dr. Faris Sabbah, County Superintendent of Schools

SUBJECT: CSBA Delegate Assembly Ballot (County Delegate Region 9)

BACKGROUND

The California School Boards Association (CSBA) 2025 Delegate Assembly Elections ballots have been sent. Completed ballots are due by March 17, 2025. Each board may vote for multiple candidates but is limited to one vote per candidate. If a tie occurs, a runoff election will be held by April 30, 2025.

Elected delegates will serve a two-year term beginning April 1, 2025, representing their regions in the CSBA Delegate Assembly. The next Delegate Assembly meeting is scheduled for May 17–18, 2025. This election plays a crucial role in ensuring effective governance and representation within CSBA.

The candidates for County Delegate Region 9:

- Suzanna Roth (Santa Cruz COE)
- Annette Yee Steck (Monterey COE)

IMPLICATIONS

Included herein.

RECOMMENDATION

Complete the ballot and mail it by March 17, 2025.



REQUIRES BOARD ACTION

January 31, 2025

MEMORANDUM

To: CSBA Member Boards and Odd-numbered County Board Presidents and Superintendents
From: Dr. Bettye Lusk, CSBA President
Re: 2025 Ballot for CSBA Delegate Assembly — **U.S. Postmark Deadline is Mon. March 17**

Enclosed is the ballot material for election to CSBA's Delegate Assembly from your region or subregion. It consists of: 1) the ballot (on red paper) listing the candidates, the reverse side of which contains the names of ALL current members of the Delegate Assembly from your region or subregion; and 2) the required candidate biographical sketch form and, if submitted, a resume. In addition, provided is a copy of the ballot on white paper to include with your board agenda. **Only the ballot on red paper is to be completed and returned to CSBA. It must be postmarked by the U.S. Post Office on or before Monday, March 17, 2025.**

Your Board may vote for up to the number of seats to be filled in the region or subregion as indicated on the ballot. For example, if there are three seats up for election, the Board may vote for up to three candidates. However, your Board may cast no more than one vote for any one candidate. The ballot also contains a provision for write-in candidates; their name and district or county office must be clearly printed in the space provided.

The ballot must be signed by the Board President, Board Clerk, or Superintendent as a designee of the board, and returned in the enclosed envelope; if the envelope is misplaced, you may use your district's or county office's stationery. Please write **DELEGATE ELECTION** prominently on the envelope along with the region or subregion number on the bottom left corner of the envelope (this number appears at the top of the ballot). If there is a tie vote, a run-off election will be held, and ballots will need to be postmarked on or before April 30. Results will be published by May 11, 2025.

For County Boards of Education Only:

Per Standing Rule 52, in regions with more than one county, each county board of education has one vote to elect the county board member who represents the county board(s) in the region in the Delegate Assembly. One-county regions will appoint the county Delegate. Your county board may vote for only one candidate to fill the Delegate position representing the county boards within your region. Enclosed is the ballot material for election to CSBA's Delegate Assembly of the county board representative from your region. It consists of 1) the ballot (on GREEN paper) listing the candidates, the reverse side of which contains the name of the current member of the Delegate Assembly representing the county boards in your region; and 2) the required candidate biographical sketch form and, if submitted, a resume. In addition, also provided is a copy of the ballot on white paper to include with your board

agenda. **Only the ballot on GREEN paper is to be completed and returned to CSBA. Like the ballot on red paper for the other Delegate seats in your region, it must be postmarked by the U.S. Post Office on or before Monday, March 17, 2025.**

The ballot on GREEN paper must be signed by the Board President, Board Clerk, or by the County Superintendent, as a designee of the board, and returned in the enclosed envelope. If the envelope is misplaced, you may use your county office's stationery. Please write **DELEGATE ELECTION** prominently on the envelope along with the region number on the bottom left corner of the envelope (this number appears at the top of the ballot). If there is a tie vote, a run-off election will be held, and ballots will need to be postmarked by April 30. The results for the county board seat in each region will also be published by May 11, 2025.

All re-elected and newly elected Delegates will serve two-year terms beginning April 1, 2025 – March 31, 2027. The next meeting of the Delegate Assembly takes place on Saturday, May 17 and Sunday, May 18, 2025. Please do not hesitate to contact the Executive Office at nominations@csba.org should you have any questions.

Encs: Ballot on red paper and watermarked "copy" of ballot on white paper
Ballot on green paper and watermarked "copy" of ballot on white paper
List of all current Delegates on reverse side of ballot
Candidate(s)' required Biographical Sketch Forms and optional resumes
CSBA-addressed envelope to send back ballots

REQUIRES BOARD ACTION

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office no later than **MONDAY, MARCH 17, 2025**. Only ONE Ballot per Board. Be sure to mark your vote "X" in the box. *A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

OFFICIAL 2025 DELEGATE ASSEMBLY BALLOT
COUNTY DELEGATE REGION 9
(San Benito, Santa Cruz, Monterey, and San Luis Obispo Counties)

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

Delegates will serve two-year terms beginning April 1, 2025 - March 31, 2027

**denotes incumbent*

Suzanna (Sue) Roth (Santa Cruz COE)

Annette Yee Steck (Monterey COE)

Provision for Write-in Candidate Name

COE

Signature of Superintendent or Board Clerk

Title

COE Name

Date of Board Action

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

REGION 9 – 8 Delegates (8 elected)

Director: Roger Snyder (Scotts Valley USD)

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

***Please note as of 2025, subregion 9A will have 1 loss of an elected seat**

Subregion 9-A (San Benito, Santa Cruz)

Mark Becker (San Lorenzo Valley USD), term expires 2025

Patricia Nehme (San Benito HSD), term expires 2026

Vacant, term expires 2026

Subregion 9-B (Monterey)

David Kong (Greenfield Union SD), 2025

Veronica (Ronnie) Miramontes (Monterey Peninsula USD), term expires 2026

Subregion 9-C (San Luis Obispo)

Mark Buchman (San Luis Coastal USD), term expires 2026

Vacant, term expires 2025

County Delegate:

Vacant, term expires 2025

Counties

San Benito, Santa Cruz (Subregion A)

Monterey (Subregion B)

San Luis Obispo (Subregion C)

REQUIRES BOARD ACTION

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office no later than **MONDAY, MARCH 17, 2025**. Only ONE Ballot per Board. Be sure to mark your vote "X" in the box. *A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

OFFICIAL 2025 DELEGATE ASSEMBLY BALLOT
COUNTY DELEGATE REGION 9
(San Benito, Santa Cruz, Monterey, and San Luis Obispo Counties)

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

Delegates will serve two-year terms beginning April 1, 2025 - March 31, 2027

**denotes incumbent*

Suzanna (Sue) Roth (Santa Cruz COE)

Annette Yee Steck (Monterey COE)

Provision for Write-in Candidate Name

COE

Signature of Superintendent or Board Clerk

Title

COE Name

Date of Board Action

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

REGION 9 – 8 Delegates (8 elected)

Director: Roger Snyder (Scotts Valley USD)

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

***Please note as of 2025, subregion 9A will have 1 loss of an elected seat**

Subregion 9-A (San Benito, Santa Cruz)

Mark Becker (San Lorenzo Valley USD), term expires 2025

Patricia Nehme (San Benito HSD), term expires 2026

Vacant, term expires 2026

Subregion 9-B (Monterey)

David Kong (Greenfield Union SD), 2025

Veronica (Ronnie) Miramontes (Monterey Peninsula USD), term expires 2026

Subregion 9-C (San Luis Obispo)

Mark Buchman (San Luis Coastal USD), term expires 2026

Vacant, term expires 2025

County Delegate:

Vacant, term expires 2025

Counties

San Benito, Santa Cruz (Subregion A)

Monterey (Subregion B)

San Luis Obispo (Subregion C)

View results

Respondent

100

Anonymous

110:59

Time to complete

1. I have been... *

Appointed

Nominated

2. Your signature indicates your consent to be placed on the ballot and serve as a Delegate, if elected *

Annette Yee Steck

3. Full name *

Annette Yee Steck

4. Region/subregion *

9 - County



5. Name of District or COE *

Monterey County Office of Education

6. Years on board *

2.5 years on the Monterey County Board of Education; 27 years on the Carmel Unified School Board

7. Profession

Financial Advisor to California School Districts

8. Contact number *

831-915-6175

9. Primary email address *

ayeesteck@montereycoe.org

10. Are you an incumbent Delegate? *

Yes

No

11. Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly. *

I would like to help represent our region's interests at the State level, particularly with respect to the special concerns that are unique to County Offices of Education and County Boards of Education. Since CSBA represents County Boards of Education as well as School District Boards, it is important to understand that, while there are many similarities between County Boards and School Boards, there are also many differences. Having served on a PK-12 Board for 27 years and now on a County Board, I believe I have a good understanding of both those similarities and differences. Professionally, I help school districts and county offices of education with their financing of facilities, equipment and cash flow requirements. And, for the past 20 years, I have served as an instructor for CSBA's Masters in Governance program, teaching school board members and county board members in the areas of finance, collective bargaining and governance.

12. Please describe your activities and involvement on your local board, community, and/or CSBA. *

For 2025, I am serving as the Vice President of our Monterey County Board of Education, the Chairperson of the Monterey County Committee on School District Organization, Chairperson of the Policy Committee, and a member of the Facilities Committee. I am also the representative for the Monterey County Office of Education of a local joint powers authority called Community Human Services which provides high quality mental health, substance abuse and homeless services to the community. Additionally, I serve as the Finance Committee Chair for that organization.

13. What do you see as the biggest challenge facing governing boards and how can CSBA help address it? *

There are two major challenges facing the Governing Boards of California school districts and county offices of education: The first is that funding for education is not sufficient to provide our students with the education they will need to compete in the new world economy. Despite its very healthy economy – the 5th largest in the world – and the gains we have made over the past decade, our funding for PK-12 still falls in the lower half of all the states in the union. CSBA represents the largest body of elected officials in California. As board members, together we have power. Now is the time for CSBA – and its delegates – to use its collective power to ensure that education is funded at appropriate levels.

The other major challenge we face is that our world, our country, our state and even our local school boards are all divided. Civil discourse seems to be an increasingly distant memory. People do not listen to each other and therefore it can seem impossible to make progress as governing boards. As the provider of professional development for governing boards, CSBA must help boards learn to stay focused on the education of our students and make that the measuring stick for success. CSBA can help governing boards learn to work together to achieve the common goal of promoting student learning and achievement.

View results

Respondent

33

Anonymous

76:56

Time to complete

1. I have been... *

Appointed

Nominated

2. Your signature indicates your consent to be placed on the ballot and serve as a Delegate, if elected *

Suzanna S Roth (Sue)

3. Full name *

Suzanna S Roth (Sue)

4. Region/subregion *

9 - County



5. Name of District or COE *

Santa Cruz County Office of Education

6. Years on board *

8 years

7. Profession

Retired (University of California, Santa Cruz)

8. Contact number *

831-419-0306

9. Primary email address *

roth@cruzio.com

10. Are you an incumbent Delegate? *

Yes

No

11. Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly. *

My interest in serving as a Delegate in Region 14 is to help establish strong training programs and advocacy functions for the California County Offices of Education. As this is a position in developing the newly established Region 14, I have experience in strategic planning, policy development and oversight, and working with governmental agencies in several arenas. I believe I am a good listener, problem solver, thinker, and team player.

12. Please describe your activities and involvement on your local board, community, and/or CSBA. *

I have previously served 12 years on the Scotts Valley Unified School District and am now into my 8th year on the Santa Cruz County Office of Education. I have served as president and vice president of both Boards several times. I am currently active on the SCCOE Board's Budget Committee and Charter Oversight Committee. I was active in the development the Santa Cruz County School Boards Association (SCZCSBA) and have remained active in it. I am a Past President of Girl Scouts of California's Central Coast Council (GSCCC) and am a continuing GSCCC Board member. I have represented GSCCC several times as a Delegate to their National Convention which occurs every 3 years. I retired recently from the University of California, Santa Cruz, where I was Assistant to the Senior Director Student Affairs for 20 years.

13. What do you see as the biggest challenge facing governing boards and how can CSBA help address it? *

I see relevancy and advocacy as the biggest challenges facing governing boards and believe that being an integral part of CSBA is critical.



SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 9.4

Board Meeting Date: February 20, 2025 Action Information

TO: Santa Cruz County Board of Education

FROM: Bruce Van Allen, Chair, Community Outreach & Legislative Committee

SUBJECT: Resolution #25-04 Recognizing March as Disability Awareness Month

BACKGROUND

The Santa Cruz County Board of Education will consider a resolution recognizing March as Disability Awareness Month. This resolution highlights the Board's commitment to fostering an inclusive educational environment where students with disabilities have equal opportunities to learn, grow, and contribute alongside their peers.

IMPLICATIONS

None.

RECOMMENDATION

Approve Resolution #25-04 Recognizing March as Disability Awareness Month.



Student Trustee: Natalie Hofkins and Ruben Marcus

RESOLUTION #25-04
RECOGNIZING MARCH AS DISABILITY AWARENESS MONTH

WHEREAS, The education of Santa Cruz County’s students is fundamental to the economic, social, and intellectual capacity of our community and our society; and

WHEREAS, Students with disabilities share with all students the desire to achieve personal success through education, meaningful work, and family and community ties; and

WHEREAS, Students with disabilities deserve equal opportunities and access to participate in and contribute to their schools alongside their peers; and

WHEREAS, The Santa Cruz County Board of Education is committed to recognizing that every student, regardless of perceived ability, has valuable strengths, infinite capacity to learn and make decisions, and the capability to make important contributions to their school communities if afforded the opportunities to do so; and

WHEREAS, The Santa Cruz County Board of Education is committed to supporting and promoting inclusion and self-determination for students with disabilities; and

WHEREAS, school-based activities during March will bring awareness and reinforce the values and talents of students with disabilities;

NOW, THEREFORE, BE IT RESOLVED, that the Santa Cruz County Board of Education recognizes the month of March as “Disability Awareness Month” throughout Santa Cruz County, to celebrate the aspirations and accomplishments of students with disabilities and to encourage the full inclusion of each student as part of the educational success of all students.

PASSED AND ADOPTED by the Santa Cruz County Board of Education, County of Santa Cruz, State of California, this 20th day of February 2025, by the following vote:

Resolution #25-04 Recognizing March as Disability Awareness Month
Santa Cruz County Board of Education
February 20, 2025

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



SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 9.5

Board Meeting Date: February 20, 2025

Action

Information

TO: Santa Cruz County Board of Education

FROM: Bruce Van Allen, Chair, Community Outreach & Legislative Committee

SUBJECT: Resolution #25-05 Recognizing March as Women's History Month

BACKGROUND

In recognition of March as Women's History Month, this resolution honors the contributions of women throughout history and today. This annual observance highlights women's achievements across all fields of life. The Santa Cruz County Office of Education remains committed to promoting gender equity by encouraging girls to pursue STEAM careers, providing professional development for educators, and supporting leadership opportunities for women.

IMPLICATIONS

None.

RECOMMENDATION

Approve Resolution #25-05 Recognizing March as Women's History Month.



Student Trustee: Natalie Hofkins and Ruben Marcus

RESOLUTION #25-05
RECOGNIZING MARCH AS WOMEN’S HISTORY MONTH

WHEREAS, the advocacy efforts of the National Women’s History Project led to an annual observance of Women’s History Month, which highlights the contributions of women to events in history and contemporary society and is celebrated during March in the United States; and

WHEREAS, women of every race, class, and ethnic background have made significant and historic contributions to the growth and strength of our society in countless ways; and

WHEREAS, the leadership of women in elected office and the contributions of our own County Board of Education trustees exemplify the community and civic engagement of girls and women in our county; and

WHEREAS, women have been leaders, not only in securing their own rights of suffrage and equal opportunity but also in the abolitionist movement, the emancipation movement, the industrial labor movement, and the civil rights movement, which create a more fair and just society for all; and

WHEREAS, the Native-American woman named Sacajawea, at the age of 16, carrying her infant son, helped the Lewis and Clark Expedition on their Voyage of Discovery in the early 1800s, with her extensive familiarity with the Native-American tribes and the geography in the Rocky Mountains; and

WHEREAS, Elizabeth Cady Stanton and Susan B. Anthony founded the National Woman Suffrage Association in 1869, with activists and reformers working for many years to win the women’s right to vote until the 19th Amendment to the Constitution was ratified in 1920; and

WHEREAS, Ruby Bridges, at just six years old, became the first African American student to integrate an elementary school in the South, paving the way for school desegregation; and

WHEREAS, Rosa Parks was an American activist who was a leader in the Montgomery bus boycott and has been recognized by the United States Congress as “the first lady of civil rights”; and

WHEREAS, Dolores Huerta was an American labor leader and civil rights activist who worked with Cesar Chavez as co-founder of the National Farmworkers Association; and

WHEREAS, Greta Thunberg and Rachel Carson are recognized champions of the dangers of climate change and leaders in the environmental movement; and

WHEREAS, Sandra Day O'Connor was the first woman associate justice of the Supreme Court of the United States, on which she served from 1981 to 2006, paving the way for other women justices, such as Ruth Bader Ginsburg, Sonia Sotomayor, Elena Kagan, Amy Coney Barrett, and Ketanji Brown Jackson; and

WHEREAS, Lilly Ledbetter fought to close the gap between women's and men's wages, and the Lilly Ledbetter Fair Pay Act was signed into law by President Obama in 2009; and

WHEREAS, equal pay is a matter of justice, fairness, and dignity — about living up to our values and who we are as a nation – and, in 2020, the average woman working full-time, year-round, for wages or a salary earned 83 cents for every dollar paid to their average male counterpart; and

WHEREAS, the disparities are even greater for Black, Native American, Latina, and certain subpopulations of Asian women when compared to white men, with disabled women continuing to experience significant disparities and make 80 cents for every dollar compared to men with disabilities; and

WHEREAS, the pay gap reflects outright discrimination as well as barriers that women face in accessing good-paying jobs and meeting caregiving responsibilities — including a lack of affordable child care, paid family and medical leave, and fair and predictable scheduling — which often prevent women from joining and staying in the workforce; and

WHEREAS, despite these contributions, the role of women in history has been consistently overlooked and undervalued, in the literature, teaching, labor, business, and in the study of history; and

WHEREAS, if we are going to continue our record-breaking recovery and build a truly strong and competitive economy for the future, we have to address the barriers that have long held women back from full participation and fair treatment in the workforce; and

WHEREAS, the Santa Cruz County Office of Education has encouraged pathways for girls to pursue Science, Technology, Engineering, Arts, and Mathematics (STEAM) careers and works to address the under-representation of women in non-traditional careers by supporting teachers through professional development, raising awareness and expanding opportunities for girls; and

WHEREAS, additional education is needed to increase the knowledge of all citizens relating to the contributions of women, opportunities for girls and women to develop their leadership skills, and assist female educators in advancing in their careers;

NOW, THEREFORE, BE IT RESOLVED, that the Santa Cruz County Board of Education and the County Superintendent of Schools honor the contributions that women have made throughout history and commit to supporting efforts to improve opportunities for girls and women.

PASSED AND ADOPTED by the Santa Cruz County Board of Education, County of Santa Cruz, State of California, this 20th day of February 2025, 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



SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 9.6

Board Meeting Date: February 20, 2025

Action

Information

TO: Santa Cruz County Board of Education

FROM: Bruce Van Allen, Chair, Policy Committee

SUBJECT: First Reading - Board Bylaw 9240

BACKGROUND

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

IMPLICATIONS

None.

RECOMMENDATION

Approve Board Bylaw 9240 and waive the second reading.

BOARD TRAINING

The County Board of Education believes that its ability to effectively and responsibly govern is essential to promoting student achievement, building positive community relations, and protecting the public interest in county schools. County Board members shall participate in mandatory ethics training, as outlined below, and are encouraged to participate in ongoing opportunities for professional development sufficient to help them understand their responsibilities, stay abreast of new developments in education, and improve governance skills.

Unless a County Board member's term expires prior to January 1, 2026, each County Board member shall complete ethics training in accordance with Government Code 53234-53235.2 by January 1, 2026, and at least once every two years thereafter. (Government Code 53235)

Once completed, the County Board member shall inform the County Board president and Clerk to the County Board. A record of each County Board member's participation in the required ethics training shall be retained.

The County Board president shall work with the County Superintendent of Schools or designee to provide an orientation to newly elected or appointed County Board members consistent with County Board Bylaw 9230 - Orientation.

The County Board president shall work with the County Superintendent or designee to include funds for professional development and associated reasonable travel expenses for the County Board as a whole and for each individual County Board member in the County Office of Education's (COE) proposed annual budget.

Consistent with the availability of funds in the COE's adopted annual budget, the County Board president or designee shall annually develop, and bring to the County Board for adoption at a County Board meeting, a County Board professional development calendar designed to assist the County Board as a whole in understanding the principles of effective governance, including, but not limited to, information on school finance and budgets, student achievement and assessment, community relations, open meeting laws (the Brown Act), conflict of interest laws, and other topics necessary to govern effectively and in compliance with law.

Consistent with the availability of funds in the COE's adopted annual budget, individual County Board members may identify and participate in additional professional development

opportunities, and shall timely inform the County Board president upon doing so. Additionally, County Board members shall follow any established timelines and procedures for how an individual County Board member shall request that the COE pay for such professional development opportunities, whether in advance or by reimbursement.

County Board members are encouraged to consider participating in the professional development opportunities offered by CSBA such as the Institute for New and First-Term Board Members, Masters in Governance Program, Annual Education Conference and Trade Show, Legal Symposium for Experienced Board Members, Board Presidents Workshop, Brown Act Workshop, Policy Update Webinars, and Ethics Trainings.

Individual County Board members are encouraged to share the knowledge or skills acquired from individual professional development opportunities with the full County Board.

Consistent with County Board Bylaw 9320 - Meetings And Notices, County Board members may attend a professional development opportunity as part of a conference or similar public gathering, such as the Annual Education Conference and Trade Show hosted by CSBA, so long as a majority of the County Board members do not discuss among themselves, other than as part of the scheduled program, business of a specified nature that is within the COE's jurisdiction.