# SANTA CRUZ
## COUNTY OFFICE OF
# EDUCATION

DR. FARIS SABBAH · SUPERINTENDENT OF SCHOOLS

# ALTERNATIVE EDUCATION FAMILY AND STUDENT HANDBOOK

**2025-2026 School Year**

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## Welcome to Alternative Education with the
## Santa Cruz County Office of Education!

### Our Mission

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

### School-wide Goals (SWGs)

In Alternative Education we strive to become more:

- **Curious**: Engaged, knowledge-seeking, life-long learners

- **Conscientious:** Kind to ourselves, compassionate with others, responsible to our communities, and active stewards of the environment

- **Confident**: Self-empowered, self-actualized, community and globally active individuals

### Our Philosophy

We believe that the educational success of our students is dependent upon quality academic and effective programs, which are supported by a healthy organization, our students' families, and effective community partnerships. Our programs are student-centered and adapt to meet individual needs. We value personal and professional development. Staff works collaboratively to facilitate learning and change.

We believe that:

- All students can learn.
- All students can grow socially and emotionally to become productive citizens.
- Each student should be given the opportunity to fully develop his/her potential.
- There is a need to facilitate learning by drawing on individual strengths and learning styles.
- Structured educational environments and programs help our students to learn.
- Each student has a right to a physically and emotionally safe environment that is conducive to learning.
- There is a need to embrace diversity.
- Collaborative relationships are essential in delivering quality services and effective programs to our students.
- We are accountable through evaluation of students and programs.

# Alternative Education Academic Calendar

**SANTA CRUZ** COUNTY OFFICE OF EDUCATION

Dr. Faris M. Sabbah, Superintendent
400 Encinal Street
Santa Cruz, CA 95060
**2025-2026 Santa Cruz County Office of Education, CAC, and**
**Alternative Education Program Calendar**

## 2025

**July** — M T W TH F
|   | 1 | 2 | 3 | 4 |
| 7 | 8 | 9 | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | 31 | |

**Aug.**
|   |   |   |   | 1 |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | 29 |

**Sept.**
| 1 | 2 | 3 | 4 | 5 |
| 8 | 9 | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 29 | 30 | | | |

**Oct.**
|   |   | 1 | 2 | 3 |
| 6 | 7 | 8 | 9 | 10 |
| 13 | 14 | 15 | 16 | 17 |
| 20 | 21 | 22 | 23 | 24 |
| 27 | 28 | 29 | 30 | 31 |

**Nov.**
| 3 | 4 | 5 | 6 | 7 |
| 10 | 11 | 12 | 13 | 14 |
| 17 | 18 | 19 | 20 | 21 |
| 24 | 25 | 26 | 27 | 28 |

**Dec.**
| 1 | 2 | 3 | 4 | 5 |
| 8 | 9 | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 29 | 30 | 31 | | |

**Total School Days: 180**
**Total Teacher Days: 185**
**Board Approved: 3.20.25**

## NOTABLE DATES

| | |
|---|---|
| July 4 | Independence Day |
| Aug. 4 | Staff Development Day |
| Aug. 5 | Orientation Day |
| Aug. 6 | Teacher Work Day |
| Aug. 7 | First Student Day |
| Sept. 1 | Labor Day |
| Oct. 17 | Staff Development Day |
| Nov. 11 | Veterans Day |
| Nov. 26, 28 | Board Holiday |
| Nov. 27 | Thanksgiving Day |
| Dec. 25 | Christmas Day |
| Dec. 26 | Board Holiday |
| Jan. 1 | New Year's Day |
| Jan. 2 | Board Holiday |
| Jan. 5 | Staff Development Day |
| Jan. 6 | 1st day of Semester |
| Jan. 19 | ML King, Jr. Day |
| Feb. 9 | Lincoln's Birthday |
| Feb. 16 | Presidents' Day |
| May 25 | Memorial Day |
| May 29 | Lasty Student Day |
| June 19 | Juneteenth |

### LEGEND

- ○ Legal Holiday
- ☐ Board Holiday
- ☐ Orientation Day/Teacher work Day
- ⌐ ⌐ Winter/Spring Breaks
- ▪ Start/End of the Semester
- △ Alt. Ed Staff Dev. (No School)

## 2026

**Jan.** — M T W TH F
|   |   |   | 1 | 2 |
| 5 | 6 | 7 | 8 | 9 |
| 12 | 13 | 14 | 15 | 16 |
| 19 | 20 | 21 | 22 | 23 |
| 26 | 27 | 28 | 29 | 30 |

**Feb.**
| 2 | 3 | 4 | 5 | 6 |
| 9 | 10 | 11 | 12 | 13 |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |

**Mar.**
| 2 | 3 | 4 | 5 | 6 |
| 9 | 10 | 11 | 12 | 13 |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 | 31 | | | |

**Apr.**
|   |   | 1 | 2 | 3 |
| 6 | 7 | 8 | 9 | 10 |
| 13 | 14 | 15 | 16 | 17 |
| 20 | 21 | 22 | 23 | 24 |
| 27 | 28 | 29 | 30 | |

**May**
|   |   |   |   | 1 |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | 29 |

**June**
| 1 | 2 | 3 | 4 | 5 |
| 8 | 9 | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 29 | 30 | | | |

## Important Calendar Dates

Thursday 8/7/2025 - First Day of School
Monday 9/01/2024 -  Labor Day holiday
Friday 10/17/2024 - No School - Staff Development Day
Tuesday  11/11/2025 -  Veterans Day holiday
Monday 11/24/2025 to Friday 11/26/2025 - November Winter Break
Monday 12/22/2025 to Friday 1/2/2026 - December Winter Break
Monday 1/05 /2026 - No School - Staff Development Day
Monday 1/19/2026 - Martin Luther King, Jr. Day holiday
Monday 2/9 /2026 -  Lincoln's Birthday holiday
Monday 2/9/2026 to Monday 2/16/2026 -February Spring Break
Monday 2/16/2026 -  President's Day holiday
Monday 4/6/2026- 4/10/2026 - Spring Break
Monday 5/25/2026 - Memorial Day holiday
Friday 5/29/2026 - Last Day of School

## Admission And Enrollment

Alternative Education Programs serve students who can benefit from a small school setting.

Students may be referred to the Santa Cruz County Office of Education Alternative Education department by a local school district official, a School Attendance Review Board (SARB), the juvenile court, or by a probation officer.

It is the parent/legal guardian/caregiver responsibility to contact the Alternative Education department to schedule an appointment to register for school. The parent/ legal guardian/caregiver is expected to share information with enrollment officials regarding any special education programs or 504 plans and services currently being received by the student.

Each student will have an intake to determine appropriate placement. Students may be placed at one of several school sites within Santa Cruz County, based upon factors such as geographic location, particular student needs or interest, and total student enrollment.

## *Alternative Education Schools*

*North County Schools*

### *County Office of Education Independent Study*

**Grades 7-12, Independent Study program**

COE Independent Studies offers a supportive environment for self-directed learners who choose to complete High School credits on their own, under the guidance of a compassionate teacher.  Students meet weekly with their teacher, to work on an individualized learning plan through independent study, which is intended to meet student needs, interests, and learning styles as well as school district curriculum and graduation requirements.Independent Studies is most helpful for students who have major responsibilities outside of school, such as working a full-time job, being a parent, or being a caregiver.  Students who are easily distracted by social interactions in a classroom may find that they focus better on Independent Studies.  Other students chose Independent Studies due to health and mental health challenges.

**Phone: 831-466-5728**                                        **Address: 400 Encinal St, Santa Cruz, CA 95060**

### *The Cottage*

**Grades 9-12, Afternoon Classroom program**

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

**Phone: (831) 420-6193**                                        **Address: 325 Evergreen St. Santa Cruz, CA 95060**

### *Cypress High School*

**Grades 10-12, Classroom based program**

Cypress High School creates a safe and welcoming academic environment for all students. Our community prides itself on becoming self-actualized citizens who utilize creativity, and critical thinking, to develop a comprehensive world view. We strive to highlight and value each talent, viewpoint, and background represented in our students through our small school model that prioritizes students first, and a holistic approach to teaching and learning so that our students graduate ready for college and the world.

**Phone: (831) 477-0302**                                        **Address: 2039 Merrill Street  Santa Cruz, CA 95062**

### *London Nelson School*

**Grades 9-12, Classroom based program**

Located in the London Nelson Community Center in downtown Santa Cruz, London Nelson High School teaches students to be intelligent, thoughtful, and compassionate individuals. Students experience success through sound academic instruction in an environment that is safe, supportive, and stresses community values.

**Phone: (831) 425-4891**                            **Address: 301 Center St. Rm 6, Santa Cruz, CA 95060**

**Oasis Aptos High School**
**Grades 9-12, Independent Study program**
Oasis High School is a school designed for students who benefit from an individualized learning plan through independent study, which is intended to meet student needs, interests, and learning styles. Our mission is to support students in earning a high school diploma and to serve as a bridge to community college. Oasis High School provides selected coursework based on the individual student's academic goals.  Within the encouraging environment of Oasis, students refine their academic goals and develop the skills to achieve them.

**Phone: (831) 466-5650**                       **Address: Cabrillo College Bldg 350/Oasis Office: Room 358**

**Phoenix Academy School**
**Grades 7-8, Classroom based program**
Phoenix Academy/Santa Cruz Community is a school for adolescents who benefit from a small, flexible learning environment in order to be successful in their continuing education. Mutual respect and integrity are an important part of the program, aimed at helping students mature and continue their personal development.

**Phone: (831) 425-7107**                      **Address: 411 Roxas St., Santa Cruz, CA 95062**

**(831) 425-7107**
**Robert Hartman School- Juvenile Hall**
The mission of Hartman School is to promote positive self-esteem, healthy relationships, and individual success. These goals are achieved through an engaging school environment that focuses on practical scholastic applications unique to youth who have experienced significant trauma. The school focuses on building trusting relationships and meeting each student's individual academic needs.

**Phone: (831) 454-3812**                   **Address: 3635 Graham Hill Road, Felton, CA 95018**

**San Lorenzo Valley Community School**
**Grades 9-12, Independent Study and Classroom hybrid program**
San Lorenzo Valley Community School is lovingly known as "Highlands" by alumni, faculty, and current students.
Highlands is a unique, experience-based learning environment.  Our location provides a therapeutic atmosphere on a riverfront park in the Santa Cruz Redwoods. Highlands is a nurturing educational experience for students requiring a safe, structured, supportive environment. Beyond individualized academics, our core focus is acceptance, compassion, and flexibility. Our faculty are not only experienced educators but also highly skilled community advocates who incorporate a trauma-informed approach, individual to each student. We believe strongly in providing opportunities for self-empowerment and building healthy life skills. With

abundant creativity and love, Highlands has often been a life-changing experience.

**Phone: (831) 336-3165**      **Address: Highlands Park, 8500 Highway 9, Ben Lomond, CA 95006**

**Seabright School**
**Grades 9-12, Independent Study and Classroom hybrid program**
We are creative, flexible, ambitious, independent, and responsible learners. We are creating a learning community where students have choices, reach their goals, appreciate diversity, and feel safe through individualized programming, small daily classes, and recreational activities. Seabright is located on the Santa Cruz Community School campus.

**Phone: (831) 425-7107**      **Address: 411 Roxas St., Santa Cruz, CA 95062**

**Star Community School High School**
**Grades 9-12, Classroom based program**
Star Community School offers high school students an alternative learning environment with smaller classes, individualized instruction, resource support, an organic garden, participation in sports, field trips, and more. The school is designed to encourage a diverse group of students to take an active interest in their ongoing education.

**Phone: (831) 459-9471**      **Address: 515 Frederick Street, Santa Cruz, CA 95060**

**Star PLC (Personalized Learning Community)**
**Grades 9-12, Independent Study and Classroom hybrid program**
Star PLC is a hybrid between an Independent Studies and a Day Program; students will do some work outside of school in addition to attending classes on campus. Star PLC provides a small, holistic, and safe environment for students to grow as individuals and work towards their personal and academic goals. Students are encouraged to attend Cabrillo and CTE classes while in high school.

**Phone: (831) 459-9471**      **Address: 515 Frederick Street, Santa Cruz, CA 95060**

*South County Schools*

**Dewitt- Anderson School**
**Grades 9-12, Female Classroom based program**
At DeWitt Anderson School you will find a small group of young women learning together with a dedicated staff who support them in achieving their goals. The school focuses on building their confidence to become

more knowledgeable, empathetic, and conscientious by providing experiences of collaborative projects, a rich curriculum that includes women's studies, ethnic studies and art, and community exploration and service.

**Phone: (831) 786-3890**                    **Address: 2716 Freedom Blvd.  Corralitos, CA 95076**


**El Nido School**
**Grades 9-12, Classroom based program**
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.

**Phone: (831) 750-5605**              **Address: 119 W Beach St. Watsonville, CA 95076**


**Escuela Quetzal**
**Grades 9-12, Classroom based program**
Escuela Quetzal is a school counseling program 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, communication, and self-reflection in order for students to see the positive impact each can have on his/her community. Each day students attend core academic classes and receive group and individual counseling. Family and community involvement are also important components of the program to develop a known purpose that each individual can fulfill. Along with academics, students are offered courses in art, vocational education, sports, an organic garden, and computer training.

**Phone: (831) 786-0558**              **Address: 119 W Beach St. Watsonville, CA 95076**


**Freedom Community**
**Grades 9-12, Classroom based program**
Freedom Community School is a small structured single-classroom site that provides a safe, comfortable learning environment. Teachers meet each individual learner at their current academic and social levels in order
to create attainable goals, which create a positive learning experience.

**Phone: (831) 786-8971**              **Address: 1430 Freedom Blvd. Watsonville, CA 95076**


**La Manzana Personalized Learning School**
**Grades 9-12, Classroom based program and Independent Study**
At La Manzana, we provide a personalized, flexible learning environment that the teacher, student, and family plan together. We provide online, classroom-based, and individualized learning opportunities with the option to concurrently enroll at Cabrillo College.

**Phone: (831) 786-9031**              **Address: 18 Westlake Ave, Watsonville, CA 95076**


**Oasis Watsonville High School**
**Grades 9-12, Independent Study program**
Oasis High School is a school designed for students who benefit from an individualized learning plan through independent study, which is intended to meet student needs, interests, and learning styles as well as school

district curriculum and graduation requirements. Our mission is to support students in earning a high school diploma and to serve as a bridge to community college. Oasis High School provides selected college preparatory, credit recovery, and remediated coursework. Within the encouraging environment of Oasis, students refine their academic goals and develop the skills to achieve them.

**Phone: (831) 466-5680**                    **Address:119 W Beach St. Watsonville CA 95076**

**Sequoia Academy High School**
**Grades 9-12, Classroom based program**
Sequoia Academy is a unique school designed to assist students who need extra emotional, academic, and social support. The emphasis is on creating a safe environment where each student feels safe, respected, and comfortable enough to partner with the teacher to create a meaningful, achievable, custom path to graduation.

**Phone: (831) 466-5680**                 **Address: 229 Green Valley Road, Freedom, CA 95019**

**Sequoia High School**
**Grades 9-12, Classroom based program**
Sequoia High School is committed to meeting all students as individuals within a safe and supportive community that prepares each learner for college and career success. Our school culture is rooted in kindness, acceptance, equity, and self-empowerment. The six-class period block schedule structure provides students with a variety of opportunities to engage with a wide range of subject areas, including career technical education courses. At Sequoia, we are future-oriented. Every student develops a post-graduation plan for success. Through a continuum of programming and a choice of career pathways, we create learning experiences that are relevant, rigorous, and engaging.

**Phone: (831) 466-5680**                 **Address: 229 Green Valley Road, Freedom, CA 95019**

**Sequoia Independent Study**
**Grades 9-12, Independent Study**
Sequoia Independent Studies offers a supportive environment for self-directed learners who choose to complete High School credits on their own, under the guidance of a compassionate teacher.  Students meet weekly with their teacher and complete a minimum of 20 hours of homework each week.  Independent Studies is most helpful for students who have major responsibilities outside of school, such as working a full-time job, being a parent, or being a caregiver.  Students who are easily distracted by social interactions in a classroom may find that they focus better on Independent Studies.  Other students chose Independent Studies due to health and mental health challenges. Besides meeting weekly with their teacher, Sequoia Independent Studies students can receive support from the Sequoia counseling team and the Sequoia work and college specialist.

**Phone: (831) 466-5680**                 **Address: 229 Green Valley Road, Freedom, CA 95019**

**Sequoia Junior High School**
**Grades 7-8, Classroom based program**

Students are individually and holistically supported in developing their academic and social-emotional skills. Prosocial activities are an essential component of the structured program. This program has a strong emphasis on social-emotional learning in a safe, healthy, and positive learning environment. A school-based counselor is assigned to the program to provide counseling services to students.

**Phone: (831) 466-5680**                                    **Address: 229 Green Valley Road, Freedom, CA 95019**

**Sequoia PLC (Personalized Learning Community)**
**Grades 9-12, Independent Study and Classroom hybrid program**
Sequoia PLC is a hybrid between an Independent Studies and a Day Program; students will do some work outside of school in addition to attending classes on campus. Sequoia PLC provides a small, holistic, and safe environment for students to grow as individuals and work towards their personal and academic goals. Every student develops a post-graduation plan for success. Through a continuum of programming and a choice of career pathways, we create learning experiences that are relevant, rigorous, and engaging.

**Phone: (831) 466-5680**                                    **Address: 229 Green Valley Road, Freedom, CA 95019**

## *Attendance*

Regular attendance is essential to continuing enrollment in Alternative Education. Classroom based students are required to attend school daily, to arrive on time, and to remain in class until dismissed by the teacher-in-charge. Students on Independent Study Master Contracts must comply with all attendance procedures set forth in the school site handbook. Absences will be determined to be excused or unexcused pursuant to Education Code 48205:

A pupil shall be excused from school when the absence is:
- Due to the pupil's illness.
- Due to quarantine under the direction of a county or city health officer.
- For the purpose of having medical, dental, optometrical, or chiropractic services rendered.
- For the purpose of attending the funeral services of a member of the pupil's immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
- For the purpose of jury duty in the manner provided for by law.
- Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent.
- For justifiable personal reasons, including but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of the pupil's religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the

legislative or judicial process offered by a nonprofit organization, when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.

- For the purpose of serving as a member of a precinct board for an election pursuant to section 12302 of the Elections Code.
- For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.
- For the purpose of attending the pupil's naturalization ceremony to become a United States citizen.
- Authorized at the discretion of a school administrator, as described in subdivision (c) of Section 48260 of the Education Code.

For an excused absence, one of the following two conditions must be met:
- Parent/legal guardian/caregiver must excuse the absence by telephone and/or
- Written verification must be received the day the student returns to school.

A parent/legal guardian/caregiver can excuse absences by contacting the school or teacher. If your student is tardy, please contact the student's school site directly. Absences for illnesses beyond three consecutive days may require a doctor's note. Absences may only be cleared for the previous two weeks school was in session.

## School Attendance Review Board (SARB)

### Mission

California law requires children between the ages of 6 and 18 years to attend school.

In 1974, the School Attendance Review Boards (SARB) was created to help truant students and their parents or guardians solve school attendance and/or behavior problems with the help of available school and community resources. The purpose of SARB is to work collaboratively on developing strategies (prevention, intervention, and enforcement) that will help students improve school attendance and behavior while diverting cases away from the juvenile justice system.

### Goals

"The goal of SRABs is to keep students in school and provide them with a meaningful educational experience.Communities work together to monitor and promote good attendance and address hurdles that keep children from getting to school.

### About

School Attendance Review Board (SARB) was established by the California legislature in 1975 for the purpose of:

- Making a better effort to meet the needs of students with attendance or behavior problems.
- Promoting the use of alternatives to the juvenile court system.

To achieve these goals, the legislation provides for a multi-agency SARB which includes the following agencies:

- Children and Family Services
- Probation
- Law Enforcement
- Youth Services
- Community-Based Organizations
- Child and Welfare and Attendance Personnel
- School Administrators
- Health Representative

The SARB process starts with the identification of attendance and/or behavior problems, followed by classroom, school site and district level interventions. SARB is specifically charged with funding solutions to unresolved student attendance and disciplined problems by bringing together, on a regular basis, representatives of agencies that make up the board.

SARB further surveys available community resources, determines the appropriateness of their services, and makes recommendations to meet the needs of referred students. SARB seeks to understand why students are experiencing attendance and behavior problems which have not been resolved through school and community efforts.

### Specified Laws Related to Attendance
- Education Code, Section 48200. Students, between the ages of 6 and 18, are required to attend school full time, unless otherwise exempt.

- Education Code, Section 48263. Habitually truant and habitually insubordinate students may be referred to SARB.
- Education Code, Section 48292, and Penal Code, Section 272. Failure to attend school as required may result in the filing of a complaint against the parents with the District Attorney's Office.

## Curriculum and Instruction

### Courses and Curriculum

Teachers in Alternative Education provide a standards-based, WASC accredited course of instruction designed to satisfy California High School graduation requirements. In addition, curriculum in Alternative Education supports and promotes individual student achievement and College and Career Readiness. Teachers in Alternative Education may use an integrated, thematic approach to instruction. Courses include a variety of delivery over all subject areas, such as project-based, hands-on and multi-media or computer labs. Lessons, assignments, and projects are centered around themes that bring continuity to the learning experience. Curriculum utilized by teachers, counselors, coaches, health professionals, and others is inclusive of all students including students and families from different races, ethnicity, nationality, immigration status, religion, gender identity and sexual orientation.

Teachers may cover all subject areas for completion of the grade level and/or needs of the student. Sometimes this is accomplished in group lessons directed by the teacher and other times by assigning individual work to a student. Students may also be given opportunities to earn credit through activities they participate in outside of school, such as physical education, work experience, or community volunteer work.

Students have opportunities to individualize their instruction. Individual education plans for each student are modified based on the interests and areas of need for each student. Teachers, school counselors, parents, and students are encouraged to conference with one another to determine what content areas they will emphasize based upon student need; however, final determination of courses assigned in specific content areas rests with the academic counselor and teacher, with decisions based on evidence of student progress and assessments.

Report Cards
Grades are awarded at the end of each reporting period.

Reporting Periods
- Quarter 1 ends Friday, October 18th, 2024
- Quarter 2 ends Friday, December 20th, 2024
- Quarter 3 ends Friday, March 13th, 2025
- Quarter 4 ends Friday,  May 30th , 2025

NOTE: Report cards will be mailed after the end of the quarter/reporting period.

Grade-Level Equivalency

200 credit total graduation requirements

- 9th grade: 0-50 credits
- 10th grade: 51-100 credits
- 11th grade: 101-150 credits
- 12th grade: 151-200 credits

## 1. Requirements for High School Diploma  minimum of 200 credits in required coursework

| History/Social Science | English | Mathematics | Science | PE/ Health | Fine Arts | Electives |
|---|---|---|---|---|---|---|
| **30 Credits** | **30 Credits** | **20 Credits** | **20 Credits** | **20 / 5 Credits** | **10 Credits** | **50 Credits** |
| Must include: | | Must include: | Must include: | Meet State Health | Visual and | Beyond listed |
| 10 credits World History | | 10 credits Integrated | 10 credits Life Science | Requirements | Performing Arts | subject |
| 10 credits US History | | Math 1 or Algebra I | 10 credits Phys. Science | | | requirements |
| 5 credits Government | | | | | | |
| 5 credits Economics | | | | | | |

**Applied Arts**

**Career Exploration**

**10 Credits**
CTE courses
Hands on skills
training

**5 Credits**
Career Studies
Work
Experience

## 2. Minimum requirements for admission to UC/CSU (A-G)

| (A) History/Social Science | (B) English | (C) Mathematics | (D) Science | (E) Language other than English | (F) Visual and Performing Arts | (G) Electives |
|---|---|---|---|---|---|---|
| 20 credits | 40 credits | 30 credits | 20 credits | 20 credits | 10 credits | 10 credits |
| Must include: | | Must include: | Must include: | Must include: | Must include: | Must include: |
| 10 credits U.S. History | | Integrated Math | 2 of 3 subjects: | Two years of the | Visual and | Approved |
| 10 credits World History | | 1, 2, 3 or equivalent | Biology, Chemistry, | same language | Performing Arts | Electives |
| OR | | | Physics | | | |
| 5 credits US History | | | | | | |
| 5 credits American Government | | | | | | |
| 10 credits World History | | | | | | |

## 3. Recommended For Admission to UC/CSU (A-G)

40 credits
Integrated Math 1.2.3
Or
Alg 1, Geometry, Alg 2

and coursework beyond -
Pre-Calc, Calculus,
Statistics

30 credits
Two of these three
subjects: Biology,
Chemistry or Physics.

Computer Science,
Engineering and
applied science
courses can be used in
area D as an additional
science.

30 credits
30 credits or more
of the same
Language other

than English

Extra-curricular activities are
strongly recommended for
students considering A-G
eligibility

*Up to 10 credits of
ELD 3 count towards
A-G English*

*A grade of C or better is required
for a course to count towards a A-
G college entrance requirement*

*For A-G Eligibility,
students must complete
11 of the 15 A-G
courses prior to Senior
year*

*SAT or ACT tests may be required.
SAT Subject tests are
recommended for some UC majors
and some private universities.*

*Graduation Requirements for Early Graduation*

Planning that includes the student, family, and administration is required for graduation in less than eight semesters. This planning shall take place early in the semester of graduation and shall include a counseling conference involving the parent, student, and principal or his/her delegate.

*Graduation Requirements for Cypress*

Students attending Cypress High School are expected to graduate with 230 Credits. For the specific credits required, please view the Cypress High School school site handbook.

## Assessment

Initial assessment is completed to determine individual pupil needs. This may include:
- Review of existing special education records
- Evaluation of transcripts
- Informal teacher interview
- Program orientation
- Computer aided student assessment in math and language arts

Ongoing assessment of pupil progress occurs to plan for immediate/future needs and to measure effectiveness of instruction. This may include:
- Computer aided student assessment in math and language arts
- Projects (individual and/or group)
- Tests in subject areas
- Student study team meetings
- Aptitude assessment
- Interest assessment
- Individual assessment information gathered through special education assessment procedures
- Program writing assessments
- Report cards

Alternative Education students are assessed upon enrollment using the STAR Renaissance Reading and Math assessment program. Students should be tested twice per academic year, at the beginning of enrollment (in August if enrolled at the start of the year, or whenever the student enrolls in Alternative Education), and at the end of the school year (in May).

State-mandated tests include:
- English Language Proficiency Assessments for California (ELPAC)
- California Assessment of Student Progress and Performance (CAASPP) Refer to Appendix D

- Physical Fitness Testing (PFT)
- California Science Test (CAST)

*Statewide Testing Notification*

California students take several mandated statewide tests. These tests provide parents/guardians, teachers, and educators with information about how well students are learning and becoming college and career ready. The test results may be used for local, state, and federal accountability purposes.

The California Assessment of Student Performance and Progress (CAASPP) tests consist of the following:

Smarter Balanced Assessment Consortium Assessments
The Smarter Balanced computer adaptive assessments are aligned with the Common Core State Standards (CCSS). English language arts/literacy (ELA) and mathematics tests are administered in grades three through eight and grade eleven to measure whether students are on track to college and career readiness. In grade eleven, results from the ELA and mathematics assessments can be used as an indicator of college readiness.

California Science Tests (CAST)
The computer-based CAST measures students' achievement of the California Next Generation Science Standards (CA NGSS) through the application of their knowledge and skills of the Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts. The CAST is administered to all students in grades five and eight and once in high school (i.e., grade ten, eleven, or twelve).

California Alternate Assessments (CAAs)
Only eligible students—students whose individualized education program (IEP) identifies the use of alternate assessments—may participate in the administration of the CAAs. Test examiners administer the computer-based CAAs for ELA, mathematics, and science one-on-one to students. Students in grades three through eight and grade eleven will take the CAA for ELA and mathematics. Test items developed for ELA and mathematics are aligned with the CCSS and are based on the Core Content Connectors.

Students in grades five and eight and once in high school (i.e., grade ten, eleven, or twelve) will take the CAA for Science. The CAA for Science embedded performance tasks are based on alternate achievement standards derived from the CA NGSS. Students taking the CAA for Science will take three embedded performance tasks in spring 2019.

Pursuant to California Education Code Section 60615, parents/guardians may annually submit to the school a written request to excuse their child from any or all of the CAASPP assessments.

English Language Proficiency Assessments for California (ELPAC)
The ELPAC is aligned with the 2012 California English Language Development Standards. It consists of two separate English Language Proficiency (ELP) assessments: one for the initial identification of students as English learners and the other for the annual summative assessment to identify students' English language proficiency level and to measure their progress in learning English.

Physical Fitness Test
The physical fitness test for students in California schools is the FitnessGram®. The main goal of the test is to help students in starting lifelong habits of regular physical activity. Students in grades five, seven, and nine take the fitness test.

## Comprehensive Sexual Health Education And HIV/AIDS Prevention Education

The California Healthy Youth Act, which took effect January 2016, requires school districts to provide students with integrated, comprehensive, accurate and unbiased comprehensive sexual health and HIV/AIDS prevention education at least once in middle school and once in high school (grades seven to twelve inclusive). Education lessons are provided as part of the regular Health curriculum.
The California Healthy Youth Act has five primary purposes:

■ To provide pupils with the knowledge and skills necessary to protect their sexual and reproductive health from HIV and other sexually transmitted infections and from unintended pregnancy;
■ To provide pupils with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family;
■ To promote understanding of sexuality as a normal part of human development;
■ To ensure pupils receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and provide educators with clear tools and guidance to accomplish that end;
■ To provide pupils with the knowledge and skills necessary to have healthy, positive, and safe relationships and behaviors

For information on the California Healthy Youth Act, California Education Code (EC) sections 51930– 51939.

## Know Your Educational Rights

*Message from From The California Attorney General*

Your Child has the Right to a Free Public Education

All children in the United States have a Constitutional right to equal access to free public education, regardless of immigration status and regardless of the immigration status of the students' parents or guardians.

In California:
■ All children have the right to a free public education.
■ All children ages 6 to 18 years must be enrolled in school.
■ All students and staff have the right to attend safe, secure, and peaceful schools.
■ All students have a right to be in a public school learning environment free from discrimination, harassment, bullying, violence, and intimidation.
■ All students have equal opportunity to participate in any program or activity offered by the school, and cannot be discriminated against based on their race, ethnicity, nationality, gender identity and sexual orientation, religion, or immigration status, among other characteristics.

Information Required for School Enrollment
■ When enrolling a child, schools must accept a variety of documents from the student's parent or guardian to demonstrate proof of the child's age or residency.
■ You never have to provide information about citizenship/immigration status to have your child enrolled in school. Also, you never have to provide a Social Security number to have your child enrolled in school.

Confidentiality of Personal Information
■ Federal and state laws protect student education records and personal information.
■ These laws generally require that schools get written consent from parents or guardians before releasing student information, unless the release of information is for educational purposes, is already public, or is in response to a court order or subpoena.
■ Some schools collect and provide publicly basic student "directory information." If they do, then each year, your child's school district must provide parents/guardians with written notice of the school's directory information policy, and let you know of your option to refuse release of your child's information in the directory.

Family Safety Plans if You Are Detained or Deported
■ You have the option to provide your child's school with emergency contact information, including the information of secondary contacts, to identify a trusted adult guardian who can care for your child in the event you are detained or deported.

- You have the option to complete a Caregiver's Authorization Affidavit or a Petition for Appointment of Temporary Guardian of the Person, which may enable a trusted adult the authority to make educational and medical decisions for your child.

Gender Affirmation Policy
- Alternative Education fully supports the identities of LGBTQIA+ students.
- We recognize the sensitive nature of disclosure and prioritize safety, privacy, and support for those students holding LGBTQIA+ status (lesbian, gay, bisexual, transgender, queer and questioning, non-binary, intersex, asexual, and other identities). While legal name changes require parental consent for students under the age of 18, Alternative Education staff and faculty are expected to honor a student's chosen name and pronouns for all purposes that are not legally binding.
- Staff or faculty member may be brought into a student's confidence regarding their undisclosed status while other people in the student's life remain unaware. In such instances, those staff and faculty will to the best of their ability respect a student's privacy and, unless it is a critical matter of student wellness, will not disclose the student's identity without the student's permission.

Right to File a Complaint
- Your child has the right to report a hate crime or file a complaint to the school district if he or she is discriminated against, harassed, intimidated, or bullied on the basis of his or her actual or perceived nationality, ethnicity, or immigration status.

For more information on resources for responding to immigration enforcement activities at California schools, or to file a complaint, please contact:

Bureau of Children's Justice California Attorney General's Office
P.O. Box 944255 Sacramento, CA 94244-2550
Phone: (800) 952-5225
E-mail: BCJ@doj.ca.gov https://oag.ca.gov/bcj/complaint

The Attorney General's publications can be downloaded at: https://www.oag.ca.gov/bcj

## *Alternative Education Placement Agreement*

The Santa Cruz County Office of Education Alternative Education department and the parents/guardians of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this agreement outlines how the parents/guardians, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build and develop a partnership that will help children achieve California's high standards. This agreement is in effect during the school year 2024-2025. As partners, we agree to make a commitment to work together to carry out the following:

### *School Responsibilities*

Alternative Education schools will:
- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to meet California's student academic achievement standards as follows:
- Staff will participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Teachers will collaborate with one another regularly and participate in shared decision-making with other school staff and families for the benefit of students.
- Strategic use of data to assess student learning and appropriate adjustments to instruction and academic interventions.
- Provide rigorous and relevant curriculum and instruction centered around relationships.
- Communicate high expectations for every student.
- Motivate all students to learn.
- Staff are committed toward PBIS (Positive Behavioral Interventions and Supports) and Restorative Practices and will enforce school rules equitably and involve students in creating positive school site culture.
- Provide assistance to families on what they can do to support their student's learning.
- Respect the school, staff, students, and families.
- Hold family-teacher conferences and discuss this compact as it relates to the individual student's achievement.
- Individual Conferences as arranged by parents/guardians and teacher(s).
- Provide parents/guardians with frequent reports on their student's progress. Specifically, the school will provide reports as follows:
    - Quarterly report cards will be mailed home.
    - Teachers review grades with parents/guardians at conferences.

- Provide parents/guardians reasonable access to staff. Specifically, staff will be available for consultation as follows:
- Parents/guardians may reach out to teachers and administrators as needed by calling, emailing, or coming into the school personally to schedule a meeting.
- Site-specific addresses and important phone numbers are given to families at the time of enrollment, as well as orientation.

**Parent/Legal Guardian/Caregiver Duties And Responsibilities**

A student's experience in Alternative Education will depend largely upon his/her own efforts; however, parent/legal guardian/caregiver cooperation will greatly enhance the likelihood of success. As a partner in your student's education we are asking you for the following:

- Make regular attendance at school your student's primary job.
- Send your student to school every school day except when he/she is ill.
- Contact the school office or teacher as soon as you know that your student will be late or is not coming to school.
- Send a written note to the school with your student on the first day of attendance following an absence.
- Send a doctor's note to school with your student for absences due to illness beyond three consecutive days.
- Require regular sleep hours.
- Be aware and provide for your student's transportation needs.
- Be aware and provide for your student's appropriate appearance and grooming.
- Schedule all appointments, including medical and dental, before or after school hours.
- If an appointment must be scheduled during school hours, please have your student attend school until the time of the appointment or attend school after the appointment concludes.
- Please have your student bring a signed/stamped doctor's note to school following any medical/dental appointment.
- Keep in contact with your student's teacher.
- Attend all meetings at the school site concerning your student.
- Continue to arrange and support services your student may be receiving outside the school setting such as counseling, medical monitoring, administration of medicine, etc.
- Make arrangements with the site administrator if you wish to visit your student's school site.

## *Student Code of Conduct*

### *Help Create an Inclusive, Safe and Supportive Classroom Culture:*

- Value *yourself*. Be honest and ethical. Act with integrity.
- Value *others*. Treat members of the school community and all visitors politely and kindly.
- Value *similarities and difference*
- Learn from all people in the classroom, listen attentively even if you disagree, and discuss content respectfully.
- Honor the ideas and opinions of others
- Offer to help other students, the teacher, and anyone else joining the class
- Be responsible and careful with property and belongings

## *Academic Integrity Policy*

Alternative Education is committed to the academic, social, and ethical development of each member of our learning community. We feel that being academically honest strengthens a student's personal achievement and fosters trust between teacher and student, which is fundamental to the learning process. The functions of the academic integrity policy are to communicate the meaning and importance of intellectual honesty to all students, articulate and support the interest of the community in maintaining the highest standards of conduct in academic affairs, and to identify, sanction, and educate those who fail to live up to the stated expectation of the school community with regard to these standards.

### **What is Academic Integrity?**

The core values underlying and reflected in this academic integrity policy include the following:
- Academic honesty is demonstrated by students when the ideas and writing of others are properly cited, when students submit their own work for tests and assignments without unauthorized assistance, when students do not provide unauthorized assistance to others, and when students report their research or accomplishments accurately.
- Respect for others and the learning process to demonstrate academic honesty
- Trust in others to act with academic honesty as a positive community-building force in school.
- Responsibility is recognized by all to demonstrate their best effort to prepare and complete academic tasks.
- Fairness and equity are demonstrated so that every student can experience an academic environment that is free from injustices caused by any form of intellectual dishonesty.
- Integrity of all members of the school community as demonstrated by a commitment to academic honesty and support of our quest for authentic learning.

### **What is Academic Dishonesty?**

**Cheating** is defined as a dishonest violation of rules or giving or receiving unauthorized information in academic, extracurricular or other school work, so as to give an unfair advantage. Examples of cheating include, but are not limited to:

- Unpermitted collaboration on assigned work
- Unauthorized use of a cheat sheet, reference materials, or electronic resources
- Passing test or quiz information to other students
- Unauthorized use of previously administered assessment

*Plagiarism* is defined as using the words or ideas of another person as if they were your own words or ideas. Examples of plagiarism include, but are not limited to:
- Submitting a body of work created by another person
- Using another's words or ideas without proper citation
- Using AI without proper citation
- Having another person complete work assigned to you

### *Consequences*

An essential part of education is developing a sense of academic honesty and integrity. Consequences for infractions of our policy may include a Zero on the assignment or exam, parent/guardian notification, and/or meetings with school personnel.

### Dress Code Policy

Students should be dressed appropriately when they arrive at school. For safety reasons, and because school is a neutral place for positive learning, there are general guidelines that must be observed at school and on field trips.

- Clothing should be suitable for a school or work setting.
- Students should be prepared for a range of temperatures and bring clothing that will keep them comfortable.
- Clothing or jewelry with reference to drugs, alcohol, tobacco, violence, sexual or disrespectful language is not permitted.
- Clothing should cover all undergarments.
- Sports logos/teams are not permitted at school.
- Due to strong gang associations, solid red or solid blue clothing and accessories are prohibited
- Numbers with reference to gang affiliation or geographic areas are not permitted (including 831).

The above list is intended as a general guideline. Individual school sites have specific site policies, and determination of appropriate clothing is at the discrepancy of the individual site administrators.

## COVID-19 Safety Protocols

Alternative Education follows protocols set forth by the Centers for Disease Control, the California Department of Public Health, and the Santa Cruz County Public Health Department. All students and staff must abide by all COVID-19 safety protocols to ensure a safe learning environment for all.

## Cellular Telephones Or Use Of Any Other Electronic Signaling Device

Alternative Education schools allow students to possess and use electronic signaling and communication devices while on campus before school and after school. The student is responsible for the well-being of the electronic device they bring to school. Alternative Education is not responsible for any device that is lost, stolen or damaged at the school site. All electronic signaling and communication devices will be in the off mode and out of sight throughout instructional time, school activities and the nutrition period. Except with prior consent for health reasons, students shall not use during school hours personal electronic signaling devices including, but not limited to pagers; cellular/digital telephones for voice usage, digital imaging, or text messaging or other mobile communications devices. E.C. 48901.5   Individual school sites have additional specific site policies as outlined in the school site handbook, and determination of appropriate cell phone use is at the discrepancy of the individual site administrators and/or teacher(s).

## ChromeBook Safety

## Student Internet Acceptable Use

Refer to Appendix

## Student Success Team (SST)

SST meetings are held for students and attended by parents/legal guardians/caregivers, teachers, counselors, site administrator, and other school personnel, for the purpose of creating the best educational behavioral plan for the student. This process of intervention focuses on an individual student's academic and behavioral progress through communication among all parties.

## Transportation

Licensed students may drive to campus in registered and insured cars; however, students are not allowed to return to their car at breaks. Biking/skateboarding are not allowed on the school campus or in nearby park facilities unless the student first physically leaves the campus after dismissal time.

*Campus Visitors*

All Alternative Education schools are closed campuses. Only parents, guardians or other approved family members are allowed to accompany students to school.

*Smoking/Drugs/Alcohol/Weapons*

All Santa Cruz County Office of Education schools and buildings are smoke-, drug- and alcohol-free locations
- Students are not permitted to smoke before, during, or after school while on school property or within designated distances from campus. Students are not to be in possession of smoking products.
- If a student comes to school under the influence, he/she may be sent home and parents will be contacted. Students may be required to participate in school-based counseling to keep the school placement.
- Weapons of any kind are not permitted at school, including any type of knives.

*Please note: student bags/backpacks are subject to search at any time by school staff. Students in violation of these policies may face suspension or other disciplinary action.*

## Appendix

*Chromebook Safety Agreement*

**Santa Cruz County Office of Education**
**Chromebook Loaner Parent/Student Guidelines**

**1.0     Santa Cruz County Office of Education Chromebook Program**
Continuity of learning now requires students to use the Internet for research, publish work online, and interact and collaborate with others through virtual environments. This loaner program aims to support access to devices for students where school and home will be a connected learning environment. Our goal is to provide a learning environment that is authentic, engaging and innovative.This program is reserved for students who have limited to no access to devices at home.

**Parents and students must sign and return the Chromebook Parent/Student Agreement when a Chromebook is issued to students.  Please review these Guidelines and the Chromebook Loaner Agreement form carefully.**

**2.0     Chromebook check-out & check-in**
    2.1     Chromebooks will be checked out to a student through their @santacruzcoe.org account.
    2.2     Chromebooks will be checked back in at the end of the school year.

*Students who leave their program early or are unenrolled with Santa Cruz COE Alternative Education for any*

*reason must return their individual school Chromebook immediately to their teacher or school staff.*

**3.0    Student Responsibility**

The Chromebook is school property and all users will follow this agreement and the Santa Cruz COE Acceptable Use Policy and Responsible Use of Technology Agreement.

3.1    Chromebooks must never be left visible in a car or any unsupervised area.

3.2    Students should always turn Sign Out of their @alted.net and secure their chromebooks after they are done working to protect their work and information.

3.3    Students are responsible for keeping their Chromebook ***fully charged*** and ready for school each day.

3.5    In cases where use of Chromebook has caused batteries to become discharged at times, students should connect their Chromebooks to a power outlet for connecting to their class.

3.6    Inappropriate media may not be used as a screensaver or background photo.

3.7    Students are expected to comply with trademark and copyright laws and all license agreements.

**4.0    Student Care of Chromebook**

Students will be held responsible for maintaining their individual Chromebooks and keeping them in good working order.

4.1    Chromebooks must remain free of any writing, drawing, stickers, or labels that are not the property of the Santa Cruz COE.

4.2    Only use a clean, dry, soft cloth to clean screen, no cleansers or liquids of any type

4.3    Do not place weight on the top of the Chromebook when it is closed as this could break the screen.

4.4    Do not drink with uncovered cups while using the Chromebook. If any liquid gets into the Chromebook, please notify the school immediately.

4.5    Chromebooks that malfunction or are damaged must be reported to the school immediately.

4.6    Chromebooks that are stolen must be reported immediately to the teacher or school staff..

**5.0    Technical Information**

5.1    Students should use wireless network connectivity when off the school campus.

5.2    Students will not change the Chromebook settings, including network settings (exceptions include personal settings such as font size, brightness, etc.)

5.3    Students will not attempt to gain access to other student's accounts, files, and/or data.

**6.0    Parent Responsibility**

6.1    Talk to your children about values and the standards that your children should follow on the use of the Internet just as you do on the use of all media information sources such as television, telephones, movies, and radio.

6.2    Regularly monitor your child's use and activity to ensure only appropriate content is being accessed.

**7.0 Chromebook Damage/Loss/theft**

All Chromebooks will come with minor wear and tear.

7.1 Chromebooks that come in damaged or lost will result in an initial conversation with school staff and the student and/or parents. A replacement Chromebook will be issued for the first offense. Determination on continued access thereafter will be made on a case-by-case basis.

7.2 Chromebooks that malfunction must be reported to the school immediately. The County Office of Education will be responsible for repairing Chromebooks that malfunction.

7.3 In all cases of theft, vandalism, and other criminal acts, a police report, or in the case of a fire, a fire report MUST be filed by the parent. A copy of the police/fire report must be provided to the teacher or school staff.

**8.0 Chromebooks Security**

Chromebooks should be kept in secure areas while at home. Under no circumstances should Chromebooks be left in unsupervised areas. Any Chromebook left in these areas is in danger of being damaged or stolen.

**9.0 Student Discipline**

If a student violates any part of the above policy, he/she will be subject to disciplinary action and consequences will include those referred to in the Acceptable Use Policy and below.

9.1 **Consequences**

*Consequences will be issued based upon violation including, but not limited to:*

- *Loss of device access*
- *Parent conference*
- *Limited content access to device*

*Internet Use Agreement*

**STUDENT USE OF TECHNOLOGY**

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

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

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

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

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

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

*(cf. 6162.6 - Use of Copyrighted Materials)*


**STUDENT USE OF TECHNOLOGY** (continued)

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

*(cf. 5145.12 - Search and Seizure)*

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

*(cf. 5125 - Student Records)*

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

*(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)*
*(cf. 5144 - Discipline)*
*(cf. 5144.1 - Suspension and Expulsion/Due Process)*
*(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*

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

**Internet Safety**

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

**STUDENT USE OF TECHNOLOGY** (continued)

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

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

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

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

*(cf. 5131 - Conduct)*
*(cf. 5131.2 - Bullying)*
*(cf. 5145.3 - Nondiscrimination/Harassment)*
*(cf. 5145.7 - Sexual and Gender-based Harassment)*

*(cf. 5145.9 - Hate-Motivated Behavior)*

2.      Intentionally uploading, downloading, or creating computer viruses and/or maliciously attempting to harm or destroy district equipment or materials or manipulate the data of any other user, including so-called "hacking"

3.      Distributing personal identification information, including the name, address, telephone number, Social Security number, or other personally identifiable information, of another student, staff member, or other person with the intent to threaten, intimidate, harass, or ridicule that person

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

*Legal Reference:  (see next page)*

## STUDENT USE OF TECHNOLOGY  (continued)

*Legal Reference:*
  *EDUCATION CODE*
  *49073.6  Student records; social media*
  *51006  Computer education and resources*
  *51007  Programs to strengthen technological skills*
  *60044  Prohibited instructional materials*
  *PENAL CODE*
  *313  Harmful matter*
  *502  Computer crimes, remedies*
  *632  Eavesdropping on or recording confidential communications*
  *653.2  Electronic communication devices, threats to safety*
  *UNITED STATES CODE, TITLE 15*
  *6501-6506  Children's Online Privacy Protection Act*
  *UNITED STATES CODE, TITLE 20*
  *7101-7122 Student Support and Academic Enrichment Grants*
  *7131  Internet safety*
  *UNITED STATES CODE, TITLE 47*
  *254  Universal service discounts (E-rate)*
  *CODE OF FEDERAL REGULATIONS, TITLE 16*
  *312.1-312.12  Children's Online Privacy Protection Act*
  *CODE OF FEDERAL REGULATIONS, TITLE 47*
  *54.520  Internet safety policy and technology protection measures, E-rate discounts*
  *COURT DECISIONS*
  *New Jersey v. T.L.O., (1985) 469 U.S. 325*

*Management Resources:*
    <u>*CSBA PUBLICATIONS*</u>
    <u>*Cyberbullying: Policy Considerations for Boards*</u>, *Policy Brief, July 2007*
    <u>*FEDERAL TRADE COMMISSION PUBLICATIONS*</u>
    <u>*How to Protect Kids' Privacy Online: A Guide for Teachers*</u>, *December 2000*
    <u>*WEB SITES*</u>
    *CSBA: http://www.csba.org*
    *American Library Association: http://www.ala.org*
    *California Coalition for Children's Internet Safety: http://www.cybersafety.ca.gov*
    *Center for Safe and Responsible Internet Use: http://csriu.org*
    *Federal Communications Commission: http://www.fcc.gov*
    *Federal Trade Commission, Children's Online Privacy Protection:*
    *http://www.ftc.gov/privacy/privacyinitiatives/childrens.html*
    *U.S. Department of Education: http://www.ed.gov*

| | |
|---|---|
| Policy | **SANTA CRUZ COUNTY OFFICE OF EDUCATION** |
| adopted: | Santa Cruz, California |
| **Instruction** | E 6163.4(a) |

**STUDENT USE OF TECHNOLOGY**

<div align="center">

**RESPONSIBLE USE OF TECHNOLOGY**

</div>

Dear Parent/Guardian,

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

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

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

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

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

E 6163.4(b)

**STUDENT USE OF TECHNOLOGY** (continued)

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

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

- The Family Educational Rights and Privacy Act (FERPA)

- Children's Online Privacy Protection Act (COPPA)

- Children's Internet Protection Act (CIPA)

- Protection of Pupil Rights Amendment (PPRA)

- Student Online Personal Information Protection Act (SOPIPA)

-        AB1584

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

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

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

-        Internet Safety

-        Digital Footprint and Reputation

-        Privacy and Security

-        Self-image and Identity

-        Relationships and Communication

<div align="right">E 6163.4(c)</div>

**STUDENT USE OF TECHNOLOGY**  (continued)

-        Information Literacy

-        Cyber-bullying

-        Creative Credit and Copyright

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

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

Select the appropriate Agreement below to review with your child:
-        Agreement for Technology Use - TK-5

-        Agreement for Technology Use - 6-12

**Agreement for Technology Use - 6-12**

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

1.  I understand that technology is to be used for educational purposes only.

2.  I will treat all technology (computers, tablets, Chromebooks, etc.) with care and to make sure they do not become damaged.

3.  I will return all technology to the district as I understand that the technology equipment and systems belong to the District. The District can and may review any material developed, viewed, or shared.

4.  I will not change or tamper with any of the school equipment or systems. This can include settings, software, downloads, hardware, etc.

5.  I will use my own computer on the school's wireless network as if it were a school loaned device (if allowed).

E 6163.4(d)

**STUDENT USE OF TECHNOLOGY** (continued)

6.  I will only represent myself in the digital world, and I will only use my account.

7.  I will only work on the programs and websites that are appropriate and beneficial for the school setting.

8.  I will keep passwords private only to myself, my parents, and teachers.

9.  I will use my online accounts and all other equipment for schoolwork only.

10. I will be respectful to teachers and peers by making eye-contact and putting the device down/away when being requested.

11. I will regularly use digital communication tools that my teacher(s) specify.

12.     I will use respectful language in my communications in all areas: verbal, blogs, online documents, websites, videos, emails, etc.

13.     I will keep myself and my family and friends safe by only publishing non-identifiable information about myself or others and not posting items such as full names, phone numbers, pictures, addresses, itineraries, events, etc. unless applicable for post-secondary admissions.

14.     I will only send, store, or access appropriate and legal materials.

15.     I will write essays, reports, etc. with my original thoughts and I will properly cite any information I receive from other sources including images, videos, and other multimedia.

16.     I will report any misuse of technology to an adult.

17.     I will treat all others with respect in the online and digital environment.

18.     I will ask for help immediately when needed or something goes wrong with technology.

**Consequences**

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

E 6163.4(e)

**STUDENT USE OF TECHNOLOGY** (continued)

**Agreement for Technology**

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

1.      I will treat the computers, Chromebooks, tablets, and other technology devices carefully and will not break them

2.      I will only work on the programs and websites that are related to school and/or my teachers tell me to use.

3.      I will use online accounts such as Google when I am asked to.

4.      I will keep passwords private only to myself, my parents, and teachers.

5.      I will only use the computer, Chromebooks, tablets or other items safely and to be nice to people.  I will never hurt, scare or bully others.  I know that the school can look at what I do on the computers and other devices.

6.      I will be respectful to teachers and peers by making eye-contact and putting the device down/away when requested.

7.      I will keep myself and my family and friends safe by not sharing any names, phone numbers, or addresses on the computer, tablet, etc.

8.      I will write reports and papers with my own ideas and will not take others ideas or say it is mine.

9.      I will tell an adult if I read or see something on the screen that is not appropriate for school.

10.     I will only use my school account.

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

Adopted February 18, 2021