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

NOTICE:

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

https://santacruzcoe-org.zoom.us/j/82678903932

Or join by phone:
Phone Number: (669) 900-6833
Meeting ID: # 826 7890 3932

PUBLIC COMMENT:

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

To submit a comment to be read aloud on your behalf either listed or not listed on the meeting agenda, please send a comment no longer than 300 words to vvalentin@santacruzcoe.org no later than 2:00 PM on January 20th. Each individual may only make one comment per topic.

Cualquier persona que desee hacer un comentario público tendrá la oportunidad de hacerlo por videoconferencia durante la reunión virtual hasta tres minutos cada uno para cualquier tema que no esté incluido en la agenda, y hasta tres minutos para cualquier tema incluido en la agenda. Para solicitar hablar durante los comentarios públicos o sobre cualquier tema de la agenda, complete este formulario: https://sccoe.link/PublicComment

Para enviar un comentario para ser leído en voz alta en su nombre, ya sea para un tema en la agenda o no en la agenda, envíe un comentario de no más de 300 palabras a vvalentin@santacruzcoe.org a más tardar a las 2:00 PM del 20 de enero. Cada individuo solo puede hacer un comentario por tema.

AGENDA

1. **CALL TO ORDER, ROLL CALL AND ESTABLISHMENT OF QUORUM**
   Abel Sanchez (President), Ed Acosta, Alyssa Alto, Rose Filicetti, Sandra Nichols, Sue Roth, Bruce Van Allen
   Faris Sabbah, Secretary

2. **PLEDGE OF ALLEGIANCE**
   Superintendent Sabbah (Secretary) will lead the Pledge of Allegiance.

3. **APPROVAL OF AGENDA**
   Agenda deletions and/or changes of sequence will be approved or the agenda will be approved as submitted.

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

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

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

   5.1 **DEFERRED CONSENT ITEMS (if required)**
       This item is placed on the agenda to address any items that might be pulled from Agenda Item 5.0 for further discussion/consideration if so determined.

6. **CORRESPONDENCE**
   Official correspondence received by the Board is included herein.

7. **REPORTS, DISCUSSIONS, AND PRESENTATIONS**

7.1 **Santa Cruz County Office of Education Retirement Recognitions**
The Board will recognize the important contributions of the following Santa Cruz County Office of Education employees who retired in 2021.

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

Presenter(s): Dr. Faris Sabbah, County Superintendent of Schools
Liann Reyes, Deputy Superintendent, Business Services

7.2 **Recognition of EyeQ**
EyeQ Optometry wants to make sure that all children in Santa Cruz County get the eye care they need, regardless of insurance or financial status. To achieve this, they have partnered with their frame vendors and the lab to provide eyewear for students. They are conducting this service free of charge, and for the sheer pleasure of knowing that they are helping the children in our community. THe County Board would like to recognize EyeQ for their service to our students.

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

7.3 **COVID-19 School Update**
Superintendent Sabbah will give a presentation regarding the ways in which the Santa Cruz County Office of Education has been working in collaboration with School Districts and other partners to keep schools open and students and staff healthy.

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

8. **NEW BUSINESS AND ACTION ITEMS**

8.1 **Approval of the 2022-2023 Budget Calendar**
The Board will be asked to approve the 2022-2023 Budget Development Process and Single Budget Adoption Timelines as submitted and recommended by administration.

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

Motion &
Roll Call Vote: Abel Sanchez (President)

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

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

Presenter: Liann Reyes, Deputy Superintendent, Business Services

Motion &
Roll Call Vote: Abel Sanchez (President)

8.3 **Schedule Special February Board Meeting**

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

Presenter: Dr. Faris Sabbah, County Superintendent of Schools

Motion &
Roll Call Vote: Abel Sanchez (President)

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

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

The County Board of Education will discuss and consider adopting Resolution #22-02, to make a finding after reconsidering the state of emergency, that the current circumstances meet the requirements of AB 361 and Government Code section 54953 for the Board to continue conducting meetings remotely.

Presenter(s):   Abel Sanchez, President, County Board of Education

Motion &
Roll Call Vote: Abel Sanchez (President)

9. **SUPERINTENDENT'S REPORT**

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

10. **TRUSTEE REPORTS (3 minutes each)**

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

11. **AD HOC/STANDING COMMITTEE REPORTS/ACTIONS**

12. **SCHEDULE OF MEETINGS AND UPCOMING EVENTS**
Santa Cruz County Board of Education
Regular Meeting
February 17, 2022
4:00 p.m.

13. **ADJOURNMENT**
The Board President will adjourn the meeting.

PLEASE NOTE:

Public Participation:

All persons are encouraged to attend and, when appropriate, to participate in meetings of the Santa Cruz County Board of Education. If you wish to speak to an item on the agenda, please be present at the beginning of the meeting as any item, upon motion, may be moved to the beginning of the agenda. Persons wishing to address the Board are asked to 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 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: **January 20, 2022**   [X] **Action**   [ ] **Information**

TO: Santa Cruz County Board of Education

FROM: Dr. Faris Sabbah, County Superintendent of Schools

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

BACKGROUND

Minutes of the regular Board meeting held on December 16, 2021

FUNDING IMPLICATIONS

None.

RECOMMENDATION

Approve the minutes.

**Santa Cruz County Board of Education
Regular Board Meeting
Thursday December 16, 2021
Open Session 4:00PM or soon thereafter
Held by Videoconference Only**

UNAPPROVED MINUTES

1. **CALL TO ORDER, ROLL CALL AND ESTABLISHMENT OF QUORUM**
   Trustees Present:
   Rose Filicetti (President), Ed Acosta, Alyssa Alto, Sandra Nichols, Sue Roth, Abel Sanchez, Bruce Van Allen

   Staff Present:
   Faris Sabbah (Secretary), Debi Bodenheimer, Dr. Jennifer Izant Gonzales, Melissa Lopez, Liann Reyes, Denise Sanson, Verenise Valentin

2. **PLEDGE OF ALLEGIANCE**
   Superintendent Sabbah (Secretary) led the Pledge of Allegiance.

3. **APPROVAL OF AGENDA**
   A motion was made to approve the agenda as presented (Van Allen/Nichols 7-0):
Ayes:	Acosta, Alto, Nichols, Roth, Sanchez, Van Allen, Filicetti
Nays:	None
Abstain:	None
Absent:	None

4. **PUBLIC COMMENT**
   Jake *(last name not provided)* (Student) requested to speak, but at the time of public comment, did not share any comments with the Board.

5. **ANNUAL ORGANIZATION OF THE BOARD**
   The Board shall organize a meeting held each year by electing one of their members as board president (EDC § 1009).

   President Filicetti thanked the Board for their thoughtful leadership throughout the year and their dedication to students and staff. She also thanked Trustee Van Allen for his work as chair of the policy committee and Trustee Nichols for her work as chair of the community outreach and legislation committee.

   Trustee Roth and Trustee Van Allenthanked President Filicetti for her leadership.

5.1   **Nominations for President of the Board**

President Filicetti called for nominations for Board President.

Trustee Van Allen nominated Trustee Sanchez as Board President.

5.2   **Election of the Board President**

A motion was made to elect Trustee Sanchez to fill the position of Board President (Van Allen/Nichols 7-0)

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

5.3   **Nominations for the Vice President of the Board**

Assuming the role as Board President, Abel Sanchez called for nominations of the Vice President.

Trustee Van Allen nominated Trustee Alto as Board Vice President.

5.4   **Election of Board Vice President**

A motion was made to elect Trustee Alto to fill the position of Board Vice President (Van Allen/Filicetti 7-0)

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

5.5   **Appointment of Chairperson, County Committee on School District Organization**

President Sanchez appointed Trustee Filicetti as chairperson to the County Committee on School District Organization.

5.6   **Appointment of Chairperson to the Santa Cruz County School Board Association (SCZCSBA)**

President Sanchez appointed Trustee Roth as chairperson to the Santa Cruz County School Board Association.

5.7   **Establishment of Regular Meetings of the Board**

The Board discussed the time the Board will meet in 2022.

A motion was made to continue with scheduling regular Board Meetings on the third Thursday of each month at 4:00 p.m. (Filicetti/Alto 7-0)

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

5.8 **Appointments to Standing Committees**

5.8.1 **Agenda Committee**
President Sanchez explained that this is the only standing meeting of the Board and that this committee usually consists of the Board President and Vice President.

President Sanchez appointed himself and Trustee Alto to the Agenda Committee for 2022.

5.9 **Appointments to Ad Hoc Committees**
President Sanchez appointed the following trustees to each committee:

5.9.1 **Board Budget Committee**
Acosta, Roth, Sanchez

5.9.2 **Policy Committee**
Alto, Filicetti, Van Allen

5.9.3 **Charter Schools Committee**
Alto, Roth, Sanchez

5.9.4 **Community Outreach and Legislative Committee**
Acosta, Nichols, Van Allen

5.9.5 **Other committee(s) as determined**
No other Ad Hoc committees were formed.

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

6.0.1   Minutes of the Regular Board Meeting held on November 18, 2021
6.0.2   Budget Revisions
6.0.3   Donations

Trustee Sanchez thanked FADE Institute for their donation to the CTEP Dental Program.

A motion was made to approve the consent agenda as submitted, with a minor edit to item 6.0.1 (Filicetti/Nichols 7-0).
        Ayes: Acosta, Alto, Nichols, Roth, Sanchez, Van Allen, Filicetti
        Nays: None
        Abstain: None
        Absent: None

6.1   **DEFERRED CONSENT ITEMS (if required)**
None.

7.   **CORRESPONDENCE**
Official correspondence received by the Board was included in the packet.

8.   **REPORTS, DISCUSSIONS, AND PRESENTATIONS**

8.1   **First Interim Financial Report**
In accordance with Education Code § 1240(L), the Superintendent is required to certify the first interim financial report and present it for the Board to review in open session. Liann Reyes, Deputy Superintendent, Business Services and Melissa Lopez, Director, Fiscal Services, gave a presentation to the Board regarding this report.

The Board had an opportunity to ask clarifying questions of staff regarding this report.

8.2   **COVID-19 School Update**
Superintendent Sabbah gave a presentation regarding the ways in which the Santa Cruz County Office of Education has been working in collaboration with School Districts and other partners to keep schools open and students and staff healthy.

The Board had an opportunity to ask clarifying questions.

9.   **NEW BUSINESS AND ACTION ITEMS**

9.1   **Educator Effectiveness Funds for Santa Cruz County Office of Education**
The Educator Effectiveness Grant provides for professional learning and to promote educator equity, quality, and effectiveness. Funds are allocated on the basis of an equal amount per certificated and classified full-time equivalent as reported in the California Longitudinal Pupil Achievement Data System (CALPADS) for the 2020–2021 fiscal year. Funds may be expended during the 2021–2022, 2022–2023, 2023–2024, 2024–2025 and 2025–2026 fiscal years. The plan was presented in a public meeting to the Board on November 18, 2021. The Board considered adoption of the plan.

A motion was made to approve the Educator Effectiveness Funds for Santa Cruz County Office of Education (Van Allen/Filicetti 7-0).

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

9.2   **Educator Effectiveness Funds for Career Advancement Charter**

The Educator Effectiveness Grant provides for professional learning and to promote educator equity, quality, and effectiveness. Funds are allocated on the basis of an equal amount per certificated and classified full-time equivalent as reported in the California Longitudinal Pupil Achievement Data System (CALPADS) for the 2020–2021 fiscal year. Funds may be expended during the 2021–2022, 2022–2023, 2023–2024, 2024–2025 and 2025–2026 fiscal years. The plan was presented in a public meeting to the Board on November 18, 2021. The Board considered adoption of the plan.

A motion was made to approve the Educator Effectiveness Funds for Career Advancement Charter (Roth/Van Allen 7-0).

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

9.3   **Approve Resolution #21-30 Maintaining the Trustee Area Boundaries of the Santa Cruz County Board of Education Pursuant to Education Code Section 1002**

Upon the release of the 2020 Census Data, the Santa Cruz County Committee on School District Organization is required under Education Code section 1002 to evaluate whether the current trustee areas of the Santa Cruz County Board of Education have approximately equal populations using the new census data.

On December 16, 2021, staff reviewed the October 21, 2021 presentation from Cooperative Strategies, LLC, a demographic consulting firm experienced in redistricting issues and requirements, and presented to the County Committee their analysis regarding the current demographic population in the territory of the County Board's jurisdiction, based on the official 2020 Census results, and the criteria of Education Code section 1002 governing redistricting. After evaluating the data, Cooperative Strategies, LLC determined that the County Board's total peak variation is only 7.4%, and the County Board, therefore, is not legally required to make any adjustments to its current boundaries. Following staff's review of the October presentation by Cooperative Strategies, LLC, the County Committee held a public hearing to gather community input regarding the demographer's findings and the County Board's trustee areas. Subsequent to the conclusion of the public hearing, at its December 16, 2021 meeting, the Committee adopted Resolution #21-01, approving the maintenance of the boundaries of the County Board's trustee areas.

The County Board considered accepting the determination by the County Committee that the County Board's existing trustee area boundaries are in compliance with Education Code section 1002 and all applicable state and federal voting rights laws, and do not need to be adjusted following the 2020 Census. The County Board considered a resolution approving the maintenance of the boundaries of its trustee areas pursuant to Education Code section 1002.

The Board had an opportunity to ask clarifying questions.

A motion was made to approve Approve Resolution #21-30 Maintaining the Trustee Area Boundaries of the Santa Cruz County Board of Education Pursuant to Education Code Section 1002 (Filicetti/Roth 7-0).

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

9.4   **Resolution #21-31: In Support of Assembly Bill No. 75, Kindergarten-Community Colleges Public Education Facilities Bond Act of 2022**

In 2016, California voters passed a statewide School Bond (Proposition 51). Funds from Proposition 51 are currently fully reserved. As a result of over subscription, the Office of Public School Construction (OPSC) created a 'waitlist.' Presently there is over $3 billion worth of modernization and new construction projects applications on the 'waitlist' awaiting matching funds.

Assembly Bill No. 75 will put on the ballot in 2022 another statewide school facility bond worth $12 billion in general obligation bonds to fund projects on the 'waitlist' and future needs. The County Board considered adopting a resolution in support of Assembly Bill 75, the Kindergarten-Community Colleges Public Education Facilities Bond Act of 2022.

The Board had an opportunity to ask clarifying questions.

A motion was made to adopt Resolution #21-31: In Support of Assembly Bill No. 75, Kindergarten-Community Colleges Public Education Facilities Bond Act of 2022 (Nichols/Alto 7-0).

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

9.5   **Schedule Special January Board Meeting**

The Board considered scheduling a special meeting in January to participate in a Board Self-Evaluation. The Board could not find a date in January.

9.6 **Discussion and Possible Approval of Resolution #21-32 Authorizing Continued Use of Remote Teleconferencing Provisions Pursuant to AB 361 and Government Code section 54953**

Consistent with Government code section 54953, on November 18, 2021, the County Board of Education adopted Resolution #21-29, finding that meeting in person would present imminent risks to the health or safety of attendees.

The County Board of Education discussed and considered adopting Resolution #21-32, to make a finding after reconsidering the state of emergency, that the current circumstances meet the requirements of AB 361 and Government Code section 54953 for the Board to continue conducting meetings remotely.

A motion was made to adopt Resolution #21-32 Authorizing Continued Use of Remote Teleconferencing Provisions Pursuant to AB 361 and Government Code section 54953 (Filicetti/Roth 7-0)

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

10. **SUPERINTENDENT'S REPORT**

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

11. **TRUSTEE REPORTS (3 minutes each)**

Trustee Acosta
No report to share.

Trustee Alto
She thanked Trustee Filicetti for her leadership this past year as President. She also thanked the Board for their support and nomination as Vice-President.

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

November 24 – closed Trustee Alto's Kickstarter campaign, purchasing her book "Little Mama" for each of the elementary schools in her Trustee aree

December 1 – Agenda Committee Meeting

December 3 – Women in Leadership for Diverse Representation: next steps for 2022

December 6 – SCZCSBA Meeting with Senator John Laird

December 13 – Cradle to Career (C2C) Racial Equity committee meeting

December 15 – A Santa Cruz Like Me Meeting on local Boards and Commissions Data, with a lens of equity

December 16 – Santa Cruz County Long Term Recovery Group's Communications Committee

<u>Trustee Nichols</u>
She participated in a meeting on taking action on several developments around Santa Cruz.

<u>Trustee Roth</u>
November 22 – De-Escalation & Civil Unrest Training with Lt. Carter James, SCPD

December 1 – Agenda Committee Meeting

December 6 – SCZCSBA Meeting with Senator John Laird

December 7 – SCCOE African American Studies Lecture

December 7 & 8 – Virtual CSBA AEC and participated in the following sessions:
    Opening: Fiona Ma, California State Treasurer
    Speaker: Dr. Victor Rios, UCSB – Students of Promise
    Session: Current Legal Issues Facing Governing Boards
    Session: Board Meetings in a Virtual World
    General Session: Student Board Member Panel with Billy Vernon, CSBA CEO
    Session: Critical Race Theory and Ethnic Race Studies
    Session: Promoting Board/Superintendent Co-Ordination Implementing Charter
    School Reform Legislation
    Session: Unprecedented Challenges Require Strong Effective Leadership
    Speaker: Elaine Welteroth: Author, Editor, Television

<u>Trustee Sanchez</u>
He participated at CSBA's Annual Education Conference and collaborated with fellow Board Trustees around the state. He reflected on the sessions and information he learned at the conference.

<u>Trustee Van Allen</u>
He has been following current state legislation around covid-19 and school funding. He has also been following the different proposed plans to solve the teacher shortage across the State.

12.   **AD HOC/STANDING COMMITTEE REPORTS/ACTIONS**
      None.

13.   **SCHEDULE OF MEETINGS AND UPCOMING EVENTS**
      Santa Cruz County Board of Education
      Regular Meeting
      January 20, 2022
      4:00 p.m.

14. **ADJOURNMENT**
The Board President adjourned the meeting at 6:04 p.m.

PLEASE NOTE:

Public Participation:

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

Backup Documentation:

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

Translation Requests:

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

ADA Compliance:

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

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 5.0.2

Board Meeting Date: **January 20, 2022**   **X** Action   ☐ Information

TO: Santa Cruz County Board of Education

FROM: Business Department

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

BACKGROUND

Detailed revisions and narrative follow this page.

FUNDING IMPLICATIONS

Adjusts 2021-2022 Spending Plan.

RECOMMENDATION

Approve the budget revisions.

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

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

MEMO

DATE: January 14, 2022

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

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

RE: December Budget Revisions

Significant changes to the budget during the month of December, 2021 are as follows:

UNRESTRICTED:
An increase in expense in the amount $25,900 to support Educational Services and Inside Education and an increased transfer out of $21,000 from Alternative Education to the Cafeteria Fund (Fund 13). This resulted in a decrease to the Unrestricted ending fund balance of $46,900.

RESTRICTED:
An increase state revenue and corresponding expense for one-time COVID Mitigation funds for County Offices of Education. Increase in expenses for Title III funds for Educational Services to utilize existing restricted carryover funds. This resulted in a decrease to the Restricted ending fund balance of $20,871.

Budget revisions processed in December decrease ending fund balance by $67,771.

Pacheco Bill Compliance:
One professional services agreement/contract is anticipated that required a budget revision in excess of $25,000 be processed during December 2021. Staff are working with vendors to finalize estimates for phase one of COE-wide security upgrades; scope of work will include installation of cameras at various COE sites, new access controls and security alarms in response to the COVID-19 pandemic. Phase one of this project/contract to be completed prior to June 30, 2022 and may not exceed $175,000.

17

Business department staff continue to communicate and work closely with department staff and managers to review revenues, expenditures, and budgets for 2021-22 as we also begin the 2022-23 budget development cycle.

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

LR:ml
cc: Rebecca Olker

Santa Cruz County Office of Education
2021-22 Revised Budget

Fund 01 November Budget Revisions
County School Service Fund
Unrestricted and Restricted
Revenues and Expenditures by Object

44 10447
Form 01

	2021-22 Adopted Budget			2021-22 Revised Budget as of November 30, 2021			December 2021 Budget Revisions Processed			2021-22 Revised Budget as of December 31, 2021		
REVENUES	UNRESTRICTED	RESTRICTED	TOTAL FUND	UNRESTRICTED	RESTRICTED	TOTAL FUND	UNRESTRICTED	RESTRICTED	TOTAL FUND	UNRESTRICTED	RESTRICTED	TOTAL FUND
LCFF Sources	$ 22,050,858	$ 7,462,390	$29,513,248	$ 22,050,858	$ 7,462,390	$ 29,513,248	$ -	$ -	$ -	$ 22,050,858	$ 7,462,390	$ 29,513,248
Federal Revenue	4,350,000	$ 1,650,167	$ 6,000,167	4,350,000	$ 2,144,449	$ 6,494,449	-	$ -	$ -	4,350,000	2,144,449	$ 6,494,449
Other State Revenue	280,544	$ 9,406,556	$ 9,687,099	280,544	$ 8,903,323	$ 9,183,866	-	$ 175,000	175,000	280,544	9,078,323	$ 9,358,866
Other Local Revenue	1,363,474	$ 5,820,475	$ 7,183,949	1,545,110	$ 8,963,142	$10,508,252	-	$ -	$ -	1,545,110	8,963,142	$10,508,252
TOTAL, REVENUES	$ 28,044,876	$24,339,587	$52,384,463	$ 28,226,511	$ 27,473,304	$ 55,699,815	$ -	$ 175,000	175,000	$ 28,226,511	$ 27,648,304	$ 55,874,815
EXPENDITURES												
Certificated Salaries	$ 7,243,343	$ 4,963,773	$12,207,115	6,853,933	$ 5,455,568	$ 12,309,501	$ -	$ -	$ -	6,853,933	5,455,568	$ 12,309,501
Classified Salaries	7,488,712	$ 6,016,225	$13,504,936	7,033,713	$ 6,644,287	$ 13,678,000	-	$ 20,000	20,000	7,033,713	6,664,287	$ 13,698,000
Employee Benefits	7,726,119	$ 8,075,933	$15,802,052	7,432,532	$ 8,064,348	$ 15,496,881	-	$ -	$ -	7,432,532	8,064,348	$ 15,496,881
Books and Supplies	962,178	$ 1,002,198	$ 1,964,376	1,116,153	$ 1,600,329	$ 2,716,481	(49,365)	$ (12,738)	(62,103)	1,066,787	1,587,591	$ 2,654,378
Services and Other Operating Expenditures	3,432,410	$ 3,922,339	$ 7,354,750	3,535,066	$ 5,663,996	$ 9,199,062	107,775	$ 187,248	295,024	3,642,842	5,851,244	$ 9,494,086
Capital Outlay	219,500	$ -	$ 219,500	219,500	$ 141,245	$ 360,745	-	$ -	$ -	219,500	141,245	$ 360,745
Other Outgo (excluding Transfers of Indirect Costs)	4,350,000	$ 624,756	$ 4,974,756	4,350,000	$ 624,756	$ 4,974,756	-	$ -	$ -	4,350,000	624,756	$ 4,974,756
Other Outgo - Transfers of Indirect Costs	(1,473,957)	$ 1,375,754	$ (98,203)	(1,561,640)	$ 1,458,627	$ (103,013)	(32,510)	$ 1,361	(31,149)	(1,594,149)	1,459,988	$ (134,162)
TOTAL EXPENDITURES	$ 29,948,304	$25,980,977	$55,929,282	$ 28,979,257	$ 29,653,155	$ 58,632,412	$ 25,900	$ 195,871	221,771	$ 29,005,157	$ 29,849,026	$ 58,854,184
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES	$ (1,903,429)	$ (1,641,390)	$ (3,544,819)	$ (752,746)	$ (2,179,851)	$ (2,932,597)	$ (25,900)	$ (20,871)	$ (46,771)	$ (778,646)	$ (2,200,722)	$ (2,979,368)
OTHER FINANCING SOURCES/USES												
Interfund Transfers												
a) Transfers In	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
b) Transfers Out	19,000	$ -	$ 19,000	19,000	$ -	$ 19,000	21,000	$ -	21,000	40,000	$ -	40,000
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Other Sources/Uses				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
a) Sources	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
b) Uses	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Contributions	$ (1,356,189)	$ 1,356,189	$ -	$ (1,417,939)	$ 1,417,939	$ 0	$ -	$ -	$ -	$ (1,417,939)	$ 1,417,939	$ 0
TOTAL OTHER FINANCING SOURCES/USES	$ (1,375,189)	$ 1,356,189	$ (19,000)	$ (1,436,939)	$ 1,417,939	$ (19,000)	$ (21,000)	$ -	$ (21,000)	$ (1,457,939)	$ 1,417,939	$ (40,000)
NET INCREASE (DECREASE) IN FUND BALANCE	$ (3,278,618)	$ (285,201)	$ (3,563,819)	$ (2,189,685)	$ (761,912)	$ (2,951,597)	$ (46,900)	$ (20,871)	$ (67,771)	$ (2,236,585)	$ (782,783)	$ (3,019,368)
FUND BALANCE, RESERVES												
Beginning Fund Balance												
a) As of July 1 Unaudited	$ 27,174,400	$ 2,222,465	$29,396,865	$ 29,104,985	$ 2,704,632	$ 31,809,617	$ -	$ -	$ -	$ 29,104,985	$ 2,704,632	$ 31,809,617
b) Audit Adjustments	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
c) As of July 1 Audited	$ 27,174,400	$ 2,222,465	$29,396,865	$ 29,104,985	$ 2,704,632	$ 31,809,617	$ -	$ -	$ -	$ 29,104,985	$ 2,704,632	$ 31,809,617
d) Other Restatements	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
e) Adjusted Beginning Balance	$ 27,174,400	$ 2,222,465	$29,396,865	$ 29,104,985	$ 2,704,632	$ 31,809,617	$ -	$ -	$ -	$ 29,104,985	$ 2,704,632	$ 31,809,617
Ending Balance, June 30	$ 23,895,782	$ 1,937,264	$25,833,046	$ 26,915,300	$ 1,942,720	$ 28,858,020	$ (46,900)	$ (20,871)	$ (67,771)	$ 26,868,400	$ 1,921,849	$ 28,790,249

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 5.0.3

Board Meeting Date: __January 20, 2022__ [X] **Action** [ ] **Information**

TO: Santa Cruz County Board of Education

FROM: Business Department

SUBJECT: Donations

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

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

RECOMMENDATION
Accept gifts and donations as follows:

Program	Donor	Value
Cypress School	Bernard Tershy & Erika Zavaleta	$500.00
Alternative Education	Cathy Stefanki	$100.00
- Mike James Scholarship	Melanie Martin	$50.00
	Sharon Wright-Miller	$50.00
	Patricia Johns	$100.00
	Lucinda Pappani	$200.00
	Christina Hertel	$200.00
	Barney Finlay	$200.00
	Mary Anne James	$1,000.00
	Anita & Dave Painchaud	$50.00
	Maria & Stanley Bispo	$100.00

Danielle Dorrian	$50.00
Carole Mulford	$100.00
Mary Hart	$100.00
Tanya Krause	$100.00
Les Foster & Mary Gaukel	$100.00
David & Suzann Shaw	$100.00
Curtis & Carolyn Coleman	$50.00
Liann Reyes	$100.00
Susanna Waddell & Thomas Millman	$500.00
Earl & Sandra Wallace	$50.00
Kris Munro	$100.00

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 5.0.4

Board Meeting Date: **January 20, 2022**   [X] **Action**   [ ] **Information**

TO: Santa Cruz County Board of Education

FROM: John Rice, Senior Director, Alternative Education

SUBJECT: Alternative Education Court School Accountability Report Card (SARC)

BACKGROUND

California Education Code 33126 requires California public schools to annually provide information to the community to allow public comparison of schools for student achievement, environment, resources and demographics.

FUNDING IMPLICATIONS

Included herein.

RECOMMENDATION

Approve the Alternative Education Court School Accountability Report Card (SARC)

Santa Cruz County Court
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/
	For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/
	For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Santa Cruz County Court
Street	400 Encinal St.
City, State, Zip	Santa Cruz, CA 95060-2115
Phone Number	(831) 466-5728
Principal	John Rice, Executive Director
Email Address	jrice@santacruzcoe.org
School Website	
County-District-School (CDS) Code	44-10447-4430146

2021-22 District Contact Information

District Name	Santa Cruz County Office of Education
Phone Number	(831) 466-5600
Superintendent	Faris Sabbah
Email Address	fsabbah@santacruzcoe.org
District Website Address	www.santacruzcoe.org

2021-22 School Overview

The Alternative Education Department of the Santa Cruz County Office of Education offers a variety of unique academic programs at 18 different school sites throughout the county. The Alternative Education Court and Community programs serve students in grades 6 to 12 with the vast majority of students being in high school. The Alternative Education Program has steadily grown and evolved over the years to meet the ever-changing demands of our student population, but our mission and philosophy remain the same. The ultimate goal of our program is to ensure that every student in our County has access to an educational program that suits the individual's unique need. This is accomplished through a variety of locations, educational models, and structures. The vast majority of our students come to us deficient in credits. Typically, our students are affected by significant life challenges. A significant portion of our students are continuously enrolled for less than an academic year. High student mobility and short length of enrollment make data collection for student outcomes problematic.

Our Mission: The mission of the Santa Cruz County Office Alternative Education Program is to provide a safe, supportive learning environment that empowers students to achieve academic, social, and vocational excellence.

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 adaptive 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 strength in diversity.
- Collaborative relationships are essential in delivering quality services and effective programs to our students.
- We are accountable through evaluation of students and programs.

2021-22 School Overview

We provide a number of services for our students intended to ensure that our students can benefit from the academic program. These include: social and emotional counseling, free and reduced priced meals, special education services, work-based learning, and college and career counseling. Our programs include a site at Juvenile Hall, independent studies centers, personalized learning communities, middle school programs, thematic single classroom programs, conventional community schools, and an all girls program.

Court School Programs Include:
Robert A. Hartman School
Robert A. 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.

Esquela Quetzal
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 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, an organic garden, and computer training.

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

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

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	3
Grade 9	7
Grade 10	26
Grade 11	17
Grade 12	16
Total Enrollment	69

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	33
Male	66
American Indian or Alaska Native	0
Asian	0
Black or African American	0
Filipino	0
Hispanic or Latino	87
Native Hawaiian or Pacific Islander	0
Two or More Races	3
White	10
English Learners	35
Foster Youth	.1
Homeless	0
Migrant	0
Socioeconomically Disadvantaged	100
Students with Disabilities	32

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4
Intern Credential Holders Properly Assigned	0
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0
Unknown	0
Total Teaching Positions	4

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	0
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	0

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	0
Total Out-of-Field Teachers	0

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Annually, in September, the Santa Cruz County Office of Education's Governing Board holds a public meeting and passes a resolution regarding the sufficiency of textbooks and instructional materials for Alternative Education programs in English Language Arts, Mathematics, Science, History-Social Science, Foreign Language, Health, and Visual and Performing Arts. To prepare for this, Alternative Education staff inventories texts at all school sites prior to the start of the school year, makes appropriate purchases, and distributes textbooks and instructional materials to each site. At the beginning of the school year, administrators conduct a survey to identify additional textbooks and instructional materials needed by teachers and deliver them from storage. Administrators then visit all sites to visually verify the sufficiency of textbooks and instructional materials in all classrooms. Textbooks and instructional materials are selected by a teacher committee and selections are based on several factors including accessibility, state board approval/recommendation, standards alignment, student engagement elements, and appropriate reading level.

Year and month in which the data were collected	September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Adoption Years Vary - For complete listing of Instructional Materials contact Alternative Education administrative staff.	Yes	0
Mathematics	Adoption Years Vary - For complete listing of Instructional Materials contact Alternative Education administrative staff.	Yes	0
Science	Adoption Years Vary - For complete listing of Instructional Materials contact Alternative Education administrative staff.	Yes	0
History-Social Science	Adoption Years Vary - For complete listing of Instructional Materials contact Alternative Education administrative staff.	Yes	0
Foreign Language	Adoption Years Vary - For complete listing of Instructional Materials contact Alternative Education administrative staff.	Yes	0
Health	Adoption Years Vary - For complete listing of Instructional Materials contact Alternative Education administrative staff.	Yes	0
Visual and Performing Arts	Adoption Years Vary - For complete listing of Instructional Materials contact Alternative Education administrative staff.	Yes	0
Science Laboratory Equipment (grades 9-12)	Adoption Years Vary - For complete listing of Instructional Materials contact Alternative Education administrative staff.	Yes	0

School Facility Conditions and Planned Improvements

Santa Cruz COE The Alternative Education Programs are housed in 18 sites located strategically throughout Santa Cruz county. Sites are leased or are provided in-kind, except for Sequoia Schools, which is owned by the COE. Sites are clean, safe and are maintained by either the Santa Cruz COE or by the partnering agency. A recent facilities inspection found a few minor deficiencies, but they have all been corrected and there are no outstanding work orders at this time. Santa Cruz COE takes great efforts to ensure that all schools are clean, safe, and in "Good Repair." To assist in this effort, Santa Cruz COE Maintenance and Operations staff conducts a facility inspection annually. The goal of the inspection is to (i) assist programs in evaluating their self-audit procedures, (ii) facilitate the identification of conditions which may pose a risk of injury and/or property damage, and (iii) provide recommendations and/or suggestions to help mitigate the risks identified. The results of this inspection are available at the LEA office.

Below is more specific information on the condition of the school sites and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

- Maintenance and Repair

Santa Cruz COE maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

- Cleaning Process and Schedule

Santa Cruz COE has adopted cleaning standards for all school sites. The Director of Maintenance and Operations works daily with the custodial staff to assign cleaning schedules to ensure clean and safe schools.

- New School Construction Projects

Construction of a new school site (Sequoia Schools) was completed during the 2016-17 school year. This school site is the largest Alternative Education program offered by Santa Cruz COE. There is a high school, junior high, independent studies program, personalized learning program, child development center, and Sequoia Academy, all housed at the new Sequoia campus.

Overall, all sites and classrooms were in "Good Repair" and there were no high priority recommendations offered in the inspection report.

Year and month of the most recent FIT report	September 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

11th Student Groups	11th Total Enrollment	11th Number Tested	11th Percent Tested	11th Percent Not Tested	11th Percent At or Above Grade Level
All Students	17	11	65	35	6
Female	5	5	100	0	1
Male	12	6	50	50	0
Hispanic or Latino	17	11	65	35	1
English Learners	6	2	33	67	0

Military	1	1	100		
Socioeconomically Disadvantaged	9	5	56	44	0

8th Student Groups	8th Total Enrollment	8th Number Tested	8th Percent Tested	8th Percent Not Tested	8th Percent At or Above Grade Level
All Students	3	1	33	67	0
Female	2	1	50	50	0
Male	1	0	0	100	0
Hispanic or Latino	3	1	33	67	33
English Learners	3	1	2	67	0
Socioeconomically Disadvantaged	3	1	33	67	0

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

11th Student Groups	11th Total Enrollment	11th Number Tested	11th Percent Tested	11th Percent Not Tested	11th Percent At or Above Grade Level
All Students	17	11	65	35	6
Female	5	4	80	20	20
Male	12	7	58	42	0
Hispanic or Latino	17	11	65	35	6
English Learners	6	2	33	67	0
Military	1	1	100		0
Socioeconomically Disadvantaged	9	5	56	44	0

8th Student Groups	8th Total Enrollment	8th Number Tested	8th Percent Tested	8th Percent Not Tested	8th Percent At or Above Grade Level
All Students	3	1	33	67	0
Female	2	1	50	50	0
Male	1	0	0	100	0
Hispanic or Latino	3	1	33	67	33
English Learners	3	1	33	67	
Socioeconomically Disadvantaged	3	1	33	67	

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

2020-21 Career Technical Education Programs

In close cooperation with classroom teachers, students are provided a comprehensive vocational assessment using the California CareerZone Interest Inventory (part of our Roadmaps Curriculum) and individualized goals are developed at intake as part of an individualized learning plan (ILP). Students are provided an array of services ranging from individual job search and placement assistance, credit analysis and review, exposure to community service activities, guest speakers and field trips, enrollment in on-site Job Search and Work Experience Programs, and assistance with enrollment in post-secondary and other vocational training programs (such as the Career and Technical Education Partnership (CTEP), Adult Education and community college classes). We take students out in the community to facilitate job acquisition and we provide assistance in requesting applications, filling out applications, interviewing and completing new-job paperwork requirements. Once employed, we provide students with comprehensive Work Experience program focused on job retention and success. Teaching staff has received in-service training in integrating the Roadmaps Curriculum into the regular curriculum and provided with materials for use in the classroom. The primary representative for the CTE advisory committee in 2020-21 was Mark Hodges, CTEP Director. The industries represented were: Construction Technology, Agriculture Production, Early Childhood Education, Culinary Arts, Fire Science, Hospitality, Tourism, and Recreation, Criminal Justice and Landscape Design. The 2021-22 school year has seen the addition of an Information Technology course.

The Santa Cruz County Alternative Education department works in conjunction with community colleges throughout the greater San Francisco Bay Area and our local Cabrillo College to help facilitate the transition from our program to college. In addition, the Santa Cruz COE Alternative Education department works closely with local industry to to support students in finding and keeping jobs in our community. Our Work Experience Coordinator and specialists work with our Alternative Education students throughout Santa Cruz County. Students in our programs have access to individualized assistance with their resume, interview preparation, and career exploration.

Teachers at all of our sites tie their curriculum and instruction to college and career themes. At numerous sites, students have the opportunity to engage in Work Based Learning (WBL). WBL is a great opportunity for students to bridge their in-class learning with real world, hands-on activities. Students who participate in WBL or internships have the chance to learn valuable soft skills alongside their peers.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

As in previous years, we have aligned our continuous improvement efforts and solicited stakeholder involvement to inform and provide feedback regarding our goals and actions. During the 21-22 school year, for Covid-19 safety reasons, we continued with our adherence to virtual meetings. The Alternative Education Administration and staff have met with parents from the School Site Council, ELAC, DELAC, and the LCAP Parent Advisory Group. The purpose of these meetings were to review the implementation of the LCAP, examine metric results, solicit ideas for goals, and report out on actions and expenditures. Flyers in English and Spanish are sent to students and families. Personal phone calls home were made to invite and encourage attendance.

Parent input has indicated that there is widespread interest in and support for:

1. Increased ways to communicate between parents and teachers.

2. Continued social emotional counseling.

3. Personalized Learning Community (PLC) classrooms.

4. Opportunities for online and in-person learning.

As a result of the input, the district and school sites are using app-based communications. Our counseling efforts have increased through hiring additional counselors and beginning a counseling cohort which meets monthly to continuously improve. Parents and students continue to discuss their interest in our PLC programs and we have adjusted resources to allow for the PLC programs to grow. There are sufficient devices for one-to-one use in school and at home.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	NA	NA	NA	NA	NA	NA	NA	NA	NA
Graduation Rate	NA	77	79	85	84	91	85	87	87

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	19	15	79
Female	*	*	*
Male	*	*	*
American Indian or Alaska Native	*	*	*
Asian	*	*	*
Black or African American	*	*	*
Filipino	*	*	*
Hispanic or Latino	19	15	79
Native Hawaiian or Pacific Islander	*	*	*
Two or More Races	*	*	*
White	*	*	*
English Learners	6	*	*
Foster Youth	*	*	*
Homeless	*	*	*
Socioeconomically Disadvantaged	19	15	79
Students Receiving Migrant Education Services	*	*	*
Students with Disabilities	*	*	*

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement	State Priority: School Climate
	The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	.2	0	.7	0	3.5	NA
Expulsions	0	0	0	0	1	NA

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.4	3.3	NA
Expulsions	0	0	NA

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2021-22 School Safety Plan

Santa Cruz COE Alternative Education updates and reviews its School Safety Plan annually. The plan includes a Safe School Vision, a description of the school grounds and the condition of facilities. The plan also provides school rules and regulations as well as strategies and procedures for preventing and dealing with emergency situations.

The Santa Cruz COE Alternative Education Comprehensive School Safety Plan analyzes current school safety conditions, describes programs in place at our schools, and defines strategies and programs for continued improvement in providing a safe, orderly, school environment conducive to learning. The analysis results in two action plans, one pertaining to school physical safety and the other centering on issues connected to maintaining a safe and positive school climate. 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.

The plan was developed by a safety committee with representation and input from the Santa Cruz COE School Site Council and local law enforcement. The plan was last reviewed and discussed with staff in September 2021 and will be updated prior to March 2022 for the 2021-22 school year. The safety committee utilizes multiple sources of data to conduct its study of the current state of school safety as it applies to both school climate and the physical environment. Sources used include, but are not limited to:

- Annual Facilities Inspections

- WASC Self-Study

- Student, Teacher, Parent Perception Surveys

- Program Course of Study

- Board Policies

- Healthy Kids Survey

- United Way Community Assessment Project

- Site walk-throughs

- School Site Handbooks

- Student and Staff Interviews

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	NA	NA	NA	NA
1	NA	NA	NA	NA
2	NA	NA	NA	NA
3	NA	NA	NA	NA
4	NA	NA	NA	NA
5	NA	NA	NA	NA
6	NA	NA	NA	NA
Other	NA	NA	NA	NA

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	NA	NA	NA	NA
1	NA	NA	NA	NA
2	NA	NA	NA	NA
3	NA	NA	NA	NA
4	NA	NA	NA	NA
5	NA	NA	NA	NA
6	NA	NA	NA	NA
Other	NA	NA	NA	NA

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	NA	NA	NA	NA
1	NA	NA	NA	NA
2	NA	NA	NA	NA
3	NA	NA	NA	NA
4	NAa	NA	NA	NA
5	NA	NA	NA	NA
6	NA	NA	NA	NA
Other	NA	NA	NA	NA

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	4	0	0
Mathematics	16	4	0	0
Science	16	4	0	0
Social Science	16	4	0	0

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	4	0	0
Mathematics	15	4	0	0
Science	15	4	0	0
Social Science	15	4	0	0

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17	4	0	0
Mathematics	17	4	0	0
Science	17	4	0	0
Social Science	17	4	0	0

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	35

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Speech/Language/Hearing Specialist	.25
Resource Specialist (non-teaching)	2

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$21,354.18	$1,854.69	$19,499.49	$70,669
District	N/A	N/A	$12,663.86	$66,610
Percent Difference - School Site and District	N/A	N/A	42.5	5.9
State			N/A	N/A
Percent Difference - School Site and State	N/A	N/A	86.2	N/A

2020-21 Types of Services Funded

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 at all school sites to support students and staff. To increase services, Alternative Education has added additional FTE and contracted with Encompass Youth Services and Children's Behavioral Health.

English Learners

The Alternative Assistant Director serves as the English Learner (EL) Coordinator and works with the Admin team to review and recommend ELD curriculum, oversee staffing, and to ensure bilingual and bi-cultural personnel are appropriately placed at sites as determined by student and community need. The EL Coordinator and Admin team facilitate the ELAC and DELAC, working directly with parents in support of their students' education. Teachers have complete access to our ELD curriculum, and many teachers modify the curriculum to meet the needs of their students. The curriculum is arranged by eight language functions (Making Predictions, Explain and Describe, Sequencing Events, Compare and Contrast, Expressing Opinions, Requesting Information, etc.). Its intention is to engage the student in the use of language structures necessary to complete the focused language function. Staff have been introduced to and are exploring the California EL Roadmap and we send a group of teachers to the countywide Multilingual Network Meetings. This year we are improving stakeholder engagement and gathering input to better serve our English Learners.

Career/Vocational (Preparedness to Enter Workforce)

Three Work Experience Specialists assist students in finding meaningful employment. Classroom teachers are all trained in the Roadmaps Career Education curriculum. Students identify their skills and abilities, learn how to use the Internet, and create resumes and letters of introduction. The California CareerZone is utilized to assist students in identifying career pathways and interests.

Career Technical Education (CTE)

CTE courses are offered to students in all programs. Courses include: Construction Technology, Agriculture Production and Landscape Design, Culinary Arts, Fire Science, Criminal Justice, and Information Technology. Courses are offered in partnership with the Career and Technical Education Partnership (CTEP) at the Santa Cruz County Office of Education. Some students also participate in weekly internships.

2020-21 Types of Services Funded

Visual and Performing Arts

Alternative Education Program partners with the William James Arts Education Program to provide a variety of arts programming at each site. Additional partners include the Santa Cruz Arts Council. Classes include: watercolor painting, sculpture, graphic design, mural design and painting, mask making, collage, ceramics, and quilting. In 2020-21, the Santa Cruz COE was awarded one of the state SSAE grants. Part of the mission of the grant was to increase the arts opportunities for our Alternative Education students. We have several programs at various locations in our county. While the grant has sunsetted, these visiting artist programs continue to be supported using additional funding sources.

Physical Education

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

Academic Tutoring Services

Alternative Educations offers tutoring to students who are performing two or more years below grade level on state tests and local benchmark assessments. Students are able to focus on basic skills and improve their confidence in academic subjects.

Restorative Practices and Conflict Resolution

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

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$50,713	N/A
Mid-Range Teacher Salary	$66,610	N/A
Highest Teacher Salary	$92,389	N/A
Average Principal Salary (Elementary)	N/A	N/A
Average Principal Salary (Middle)	N/A	N/A
Average Principal Salary (High)	$103,892	N/A
Superintendent Salary	$215,000	N/A
Percent of Budget for Teacher Salaries	31%	N/A
Percent of Budget for Administrative Salaries	12%	N/A

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered	0

Professional Development

During the 2020-21 and 2021-22 school years, professional development has been focused on the implementation of the Common Core State Standards and Next Generation Science Standards, effective English Language Arts curriculum and instructional strategies that include supporting our multilingual students, effective Math instruction, and the integration of technology (especially around Distance Learning). Social Emotional Learning and School Safety have also been a major focus integrated throughout the different Professional Development offerings.

Alternative Education leadership and staff share a strong collegial bond based on trust and shared commitment to students and each other. Every year begins with a full-day orientation where the superintendent addresses the entire County Office staff. At this time, the administrative team of Alternative Education meets with the entire staff to set the tone for the year and to outline goals regarding student achievement and professional development. Goals are determined based on student achievement data from state tests and local benchmark assessments. Orientation day allows veteran staff members to meet new staff, which begins the process of forging community. At least one other opportunity each year is provided specifically for team building. At the beginning of the year, each staff member also receives a yearlong calendar outlining the focus of each weekly staff meeting and professional development days. In addition to a calendar, a staff handbook is provided that details everything from district policy to classroom procedures, as well as testing dates and evaluation procedures.

Three full days of professional development are offered each school year. Topics depend on current PD focus areas, student and staff needs, as well as on staff interest. Interest and needs are determined by survey data, formal and informal discussions between and among administrators and staff, and by data analysis. Teachers are also encouraged and supported to attend outside professional development conferences and workshops of interest. All new teachers are provided the opportunity to clear their credential through the Santa Cruz/Silicon Valley New Teacher Project, a teacher induction program. SCSVNTP is a two-year program that involves the building of a teacher/mentor relationship and a series of New Teacher seminars designed to meet the California Standards for the Teaching Profession and facilitate development as a skilled teacher. New teachers are also mentored by a veteran teacher from Alternative Education, someone whose experience can help them with everyday operations and systems of classroom management. The mentor also facilitates visits to other alternative education sites to experience instructional strategies and management systems unique to particular alternative education student populations.

During the year, teachers and instructional aides attend weekly staff meetings. Each month, one meeting is focused on all staff, one is focused on collaboration at school sites, one is focused on Collaborative Learning Communities implementation, and in some months an additional meeting is focused on leadership teams and professional learning options. Collaborative Learning Communities (CLC) were developed for teachers to come together to learn about interactive instructional routines that work in conjunction with vocabulary instruction. The vocabulary instruction focuses on high impact words necessary for success in college and career. With the CLC, teachers have the opportunity to collaborate and compare instructional efforts. There is dedicated time for teachers to come together and evaluate student work, successes and challenges. Although we value our diverse and unique programs we hope that through this instructional emphasis, we can collectively focus on emphasizing effective instruction.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Santa Cruz County Office of Education
2020-21 Local Accountability Report Card (LARC) Addendum

Upload of your logo is optional.

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Santa Cruz County Office of Education
Phone Number	(831) 466-5600
Superintendent	Dr. Faris Sabbah
Email Address	fsabbah@santacruzcoe.org
District Website Address	www.santacruzcoe.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	1	1	100	0	0
Male	1	1	100	0	0
Hispanic or Latino	1	1	100	0	0
English Learners	1	1	100	0	0
All Students	6	2	33	67	17
Female	4	1	40	75	25
Male	2	1	50	50	0
Hispanic or Latino	3	2	67	33	33

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
English Learners	1	1	100	0	0
Socioeconomically Disadvantaged	4	3	75	25	25
Students with Disabilities	1	1	100	0	100
All Students	12	5	42	58	8
Female	5	2	40	60	0
Male	7	3	43	57	29
Hispanic or Latino	11	7	64	36	27
English Learners	3	1	2	67	0
Socioeconomically Disadvantaged	9	5	56	44	33

11 Student Groups	11 Total Enrollment	11 Number Tested	11 Percent Tested	11 Percent Not Tested	11 Percent At or Above Grade Level
All Students	255	128	50	50	7
Female	129	59	46	54	9
Male	126	69	55	45	2
Hispanic or Latino	94	44	47	53	1
White	37	21	57	43	27
English Learners	69	20	30	70	0
Military	1	1	100	0	0
Socioeconomically Disadvantaged	99	42	43	57	1
Students with Disabilities	1	1	100	0	100

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	1	1	100	0	0
Male	1	1	100	0	0
Hispanic or Latino	1	1	100	0	0
All Students	6	2	33	67	17
Female	4	1	25	75	25
Male	2	1	50	50	0
Hispanic or Latino	3	2	67	33	33
Socioeconomically Disadvantaged	4	3	75	25	25
Students with Disabilities	1	1	100	0	100
All Students	11	3	27	73	1
Female	7	2	29	71	14
Male	5	1	20	80	0

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
Hispanic or Latino	6	3	50	50	33
English Learners	4	2	50	50	0
Socioeconomically Disadvantaged	7	4	57	43	15
Students with Disabilities	1	1	100	0	100

11 Student Groups	11 Total Enrollment	11 Number Tested	11 Percent Tested	11 Percent Not Tested	11 Percent At or Above Grade Level
All Students	255	126	49	51	11
Female	129	59	46	54	12
Male	126	68	54	46	15
Asian	1	1	100	0	100
Hispanic or Latino	94	44	47	53	2
White	37	21	57	43	27
English Learners	69	20	30	70	0
Military	1	1	100	0	0
Socioeconomically Disadvantaged	100	42	42	58	8
Students with Disabilities	28	18	64	36	21

*At or above the grade-level standard in the context of the local assessment administered.

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 5.0.5

Board Meeting Date: **January 20, 2022**   **X** Action   ☐ Information

TO: Santa Cruz County Board of Education

FROM: John Rice, Senior Director, Alternative Education

SUBJECT: Alternative Education Community School Accountability Report Card (SARC)

BACKGROUND

California Education Code 33126 requires California public schools to annually provide information to the community to allow public comparison of schools for student achievement, environment, resources and demographics.
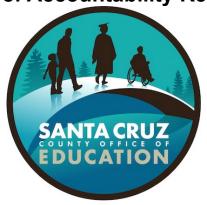
FUNDING IMPLICATIONS

Included herein.

RECOMMENDATION

Approve the Alternative Education Community School Accountability Report Card (SARC).

Santa Cruz County Community School
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Santa Cruz County Community School
Street	400 Encinal St.
City, State, Zip	Santa Cruz, CA 95060-2115
Phone Number	(831) 466-5728
Principal	John Rice, Executive Director
Email Address	jrice@santacruzcoe.org
School Website	www.santacruzcoe.org
County-District-School (CDS) Code	44-10447-4430278

2021-22 District Contact Information

District Name	Santa Cruz County Office of Education
Phone Number	(831) 466-5600
Superintendent	Faris Sabbah
Email Address	fsabbah@santacruzcoe.org
District Website Address	www.santacruzcoe.org

2021-22 School Overview

The Alternative Education Department of the Santa Cruz County Office of Education offers a variety of unique academic programs at 18 different school sites throughout the county. The Alternative Education Court and Community programs serve students in grades 6 to 12 with the vast majority of students being in high school. The Alternative Education Program has steadily grown and evolved over the years to meet the ever-changing demands of our student population, but our mission and philosophy remain the same. The ultimate goal of our program is to ensure that every student in our County has access to an educational program that suits the individual's unique need. This is accomplished through a variety of locations, educational models, and structures. The vast majority of our students come to us deficient in credits. Typically, our students are affected by significant life challenges. A significant portion of our students are continuously enrolled for less than an academic year. High student mobility and short length of enrollment make data collection for student outcomes problematic.

Our Mission: The mission of the Santa Cruz County Office Alternative Education Program is to provide a safe, supportive learning environment that empowers students to achieve academic, social, and vocational excellence.

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 adaptive 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 their 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.

2021-22 School Overview

- Each student has a right to a physically and emotionally safe environment that is conducive to learning.

- There is strength in diversity.

- Collaborative relationships are essential in delivering quality services and effective programs to our students.

- We are accountable through evaluation of students and programs.

We provide a number of services for our students intended to ensure that our students can benefit from the academic program. These include: social and emotional counseling, free and reduced priced meals, special education services, work-based learning, and college and career counseling. Our programs include a site at Juvenile Hall, independent studies centers, personalized learning communities, middle school programs, thematic single classroom programs, conventional community schools, and an all girls program.

Community School Programs Include:

Natural Bridges High School

Natural Bridges High School/Career Training Center is a program for students in grades 10-12 seeking employment training while earning credits toward high school graduation. The program includes training for careers in agriculture, construction, alternative energy, habitat restoration and computers; courses in local ecology, history, economics, as well as other graduation requirements; and instruction in written and spoken communication, presentation and leadership skills.

Santa Cruz Community School (Phoenix)

Santa Cruz Community School is a structured learning environment that uses the S.E. L. 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 learning environment. Based on a riverfront park in the redwoods, we provide a nurturing, homelike atmosphere for students in need of a more personalized approach to education. Beyond individualized academics, our core focus is on acceptance, compassion and flexibility, based on Trauma Informed Care, self-empowerment and building healthy life skills. With an abundance of creativity and "love", Highlands has been an often life-changing fixture in the San Lorenzo Valley community for over 30 years. Our goal is to support our students in learning to love themselves and to believe in their ability to be kind, happy, and successful members of the community.

Lighthouse High School

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

Louden Nelson Community School

Louden Nelson Community School serves students located in Downtown Santa Cruz. This program focuses on life skills as well as academics. The program is also an opportunity 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.

2021-22 School Overview

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

At Seabright High School, 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, we work together in a personalized learning community, supporting each individual to realize their potential!

Star Community School

Star Community 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 (Star PLC)

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 Day Program. Star PLC focuses on supporting students in a small, holistic,

safe environment. Juniors and seniors will be encouraged to attend a Cabrillo class and while in high school.

The Cottage

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

Independent Studies Programs

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 Anderson School 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.

2021-22 School Overview

La Manzana

A small, personalized learning community that provides a small, safe learning environment. All students are supported and encouraged to achieve their individualized academic, social and emotional goals.

Sequoia High School

Sequoia High School is committed to Social, Emotional, Academic learning with an emphasis on vocational training and community involvement. We promote this through restorative practices and ROP classes all encompassed in a 21st Century learning environment.

Sequoia Junior High

Sequoia Junior High is for students in grades 7-8. The Emphasis is 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 to be able to transition to comprehensive high school.

El Nido

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

The Camp

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

Cypress High School

Cypress High School graduates 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, a-g curriculum.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	1
Grade 7	6
Grade 8	9
Grade 9	62
Grade 10	168
Grade 11	238
Grade 12	285
Total Enrollment	769

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52
Male	48
American Indian or Alaska Native	1
Asian	1
Black or African American	.5
Filipino	.1
Hispanic or Latino	47
Native Hawaiian or Pacific Islander	.1
Two or More Races	4
White	37
English Learners	14
Foster Youth	1
Homeless	1
Migrant	0
Socioeconomically Disadvantaged	50
Students with Disabilities	12

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	39.8
Intern Credential Holders Properly Assigned	1
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0
Unknown	0
Total Teaching Positions	40.8

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	0
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	0

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	0
Total Out-of-Field Teachers	0

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Annually, in September, the Santa Cruz County Office of Education's Governing Board holds a public meeting and passes a resolution regarding the sufficiency of textbooks and instructional materials for Alternative Education programs in English Language Arts, Mathematics, Science, History-Social Science, Foreign Language, Health, and Visual and Performing Arts. To prepare for this, Alternative Education staff inventories texts at all school sites prior to the start of the school year, makes appropriate purchases, and distributes textbooks and instructional materials to each site. At the beginning of the school year, administrators conduct a survey to identify additional textbooks and instructional materials needed by teachers and deliver them from storage. Administrators then visit all sites to visually verify the sufficiency of textbooks and instructional materials in all classrooms. Textbooks and instructional materials are selected by a teacher committee and selections are based on several factors including accessibility, state board approval/recommendation, standards alignment, student engagement elements, and appropriate reading level.

Year and month in which the data were collected	September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Adoption Years Vary - For complete listing of Instructional Materials contact Alternative Education administrative staff.	Yes	0
Mathematics	Adoption Years Vary - For complete listing of Instructional Materials contact Alternative Education administrative staff.	Yes	0
Science	Adoption Years Vary - For complete listing of Instructional Materials contact Alternative Education administrative staff.	Yes	0
History-Social Science	Adoption Years Vary - For complete listing of Instructional Materials contact Alternative Education administrative staff.	Yes	0
Foreign Language	Adoption Years Vary - For complete listing of Instructional Materials contact Alternative Education administrative staff.	Yes	0
Health	Adoption Years Vary - For complete listing of Instructional Materials contact Alternative Education administrative staff.	Yes	0
Visual and Performing Arts	Adoption Years Vary - For complete listing of Instructional Materials contact Alternative Education administrative staff.	Yes	0
Science Laboratory Equipment (grades 9-12)	Adoption Years Vary - For complete listing of Instructional Materials contact Alternative Education administrative staff.	Yes	0

School Facility Conditions and Planned Improvements

Santa Cruz COE The Alternative Education Programs are housed in 18 sites located strategically throughout Santa Cruz county. Sites are leased or are provided in-kind, except for Sequoia Schools, which is owned by the COE. Sites are clean, safe and are maintained by either the Santa Cruz COE or by the partnering agency. A recent facilities inspection found a few minor deficiencies, but they have all been corrected and there are no outstanding work orders at this time. Santa Cruz COE takes great efforts to ensure that all schools are clean, safe, and in "Good Repair." To assist in this effort, Santa Cruz COE Maintenance and Operations staff conducts a facility inspection annually. The goal of the inspection is to (i) assist programs in evaluating their self-audit procedures, (ii) facilitate the identification of conditions which may pose a risk of injury and/or property damage, and (iii) provide recommendations and/or suggestions to help mitigate the risks identified. The results of this inspection are available at the LEA office.

 Below is more specific information on the condition of the school sites and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

- Maintenance and Repair

Santa Cruz COE maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

- Cleaning Process and Schedule

Santa Cruz COE has adopted cleaning standards for all school sites. The Director of Maintenance and Operations works daily with the custodial staff to assign cleaning schedules to ensure clean and safe schools.

- New School Construction Projects

Construction of a new school site (Sequoia Schools) was completed during the 2016-17 school year. This school site is the largest Alternative Education program offered by Santa Cruz COE. There is a high school, junior high, independent studies program, personalized learning program, child development center, and Sequoia Academy, all housed at the new Sequoia campus.

 Overall, all sites and classrooms were in "Good Repair" and there were no high priority recommendations offered in the inspection report.

Year and month of the most recent FIT report	September 2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

6th Student Groups	6th Total Enrollment	6th Number Tested	6th Percent Tested	6th Percent Not Tested	6th Percent At or Above Grade Level
All Students	1	1	100	0	0
Male	1	1	100	0	0
English Learners	1	1	100	0	0

7th Student Groups	7th Total Enrollment	7th Number Tested	7th Percent Tested	7th Percent Not Tested	7th Percent

					At or Above Grade Level
All Students	6	2	33	67	17
Female	4	1	25	75	25
Male	2	1	50	50	0
Hispanic or Latino	3	2	67	33	33
English Learners	1	1	100		0
Socioeconomically Disadvantaged	4	3	75	25	25
Students with Disabilities	1	1	100		100

8th Student Groups	8th Total Enrollment	8th Number Tested	8th Percent Tested	8th Percent Not Tested	8th Percent At or Above Grade Level
All Students	9	4	44	56	25
Female	3	1	33	67	0
Male	6	3	50	50	33
Hispanic or Latino	8	6	75	25	33
Socioeconomically Disadvantaged	6	4	67	33	50

11th Student Groups	11th Total Enrollment	11th Number Tested	11th Percent Tested	11th Percent Not Tested	11th Percent At or Above Grade Level
All Students	238	117	49	51	12
Female	124	54	44	56	11
Male	114	63	55	45	12
Asian	1	1	100		100
Hispanic or Latino	77	33	43	57	0
White	37	21	57	43	27
English Learners	33	18	55	45	0
Socioeconomically Disadvantaged	91	37	41	59	9
Students with Disabilities	28	18	64	36	21

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

6th Student Groups	6th Total Enrollment	6th Number Tested	6th Percent Tested	6th Percent Not Tested	6th Percent At or Above Grade Level
All Students	1	1	100		0
Male	1	1	100		0

Hispanic or Latino	1	1	100		0

7th Student Groups	7th Total Enrollment	7th Number Tested	7th Percent Tested	7th Percent Not Tested	7th Percent At or Above Grade Level
All Students	6	2	33	4	67
Female	4	1	25	3	75
Male	2	1	50	1	50
Hispanic or Latino	3	2	67	1	33
Socioeconomically Disadvantaged	4	3	75	25	25
Students with Disabilities	1	1	100		100

8th Student Groups	8th Total Enrollment	8th Number Tested	8th Percent Tested	8th Percent Not Tested	8th Percent At or Above Grade Level
All Students	9	2	22	78	11
Female	5	1	20	80	20
Male	4	1	25	75	0
Hispanic or Latino	3	2	67	33	33
English Learners	1	1	100		0
Socioeconomically Disadvantaged	4	3	75	25	25
Students with Disabilities	1	1	100		100

11th Student Groups	11th Total Enrollment	11th Number Tested	11th Percent Tested	11th Percent Not Tested	11th Percent At or Above Grade Level
All Students	238	115	48	52	12
Female	124	54	44	56	11
Male	114	61	54	46	12
Asian	1	1	100		100
Hispanic or Latino	77	33	43	57	0
White	37	21	57	43	27
English Learners	33	18	55	45	0
Socioeconomically Disadvantaged	91	37	41	59	9
Students with Disabilities	28	18	64	36	21

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	NT

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

2020-21 Career Technical Education Programs

In close cooperation with classroom teachers, students are provided a comprehensive vocational assessment using the California CareerZone Interest Inventory (part of our Roadmaps Curriculum) and individualized goals are developed at intake as part of an individualized learning plan (ILP). Students are provided an array of services ranging from individual job search and placement assistance, credit analysis and review, exposure to community service activities, guest speakers and field trips, enrollment in on-site Job Search and Work Experience Programs, and assistance with enrollment in post-secondary and other vocational training programs (such as the Career and Technical Education Partnership (CTEP), Adult Education and community college classes). We take students out in the community to facilitate job acquisition and we provide assistance in requesting applications, filling out applications, interviewing and completing new-job paperwork requirements. Once employed, we provide students with comprehensive Work Experience program focused on job retention and success. Teaching staff has received in-service training in integrating the Roadmaps Curriculum into the regular curriculum and provided with materials for use in the classroom. The primary representative for the CTE advisory committee in 2020-21 was Mark Hodges, CTEP Director. The industries represented were: Construction Technology, Agriculture Production, Early Childhood Education, Culinary Arts, Fire Science, Hospitality, Tourism, and Recreation, Criminal Justice and Landscape Design. The 2021-22 school year has seen the addition of an Information Technology course.

The Santa Cruz County Alternative Education department works in conjunction with community colleges throughout the greater San Francisco Bay Area and our local Cabrillo College to help facilitate the transition from our program to college. In addition, the Santa Cruz COE Alternative Education department works closely with local industry to to support students in finding and keeping jobs in our community. Our Work Experience Coordinator and specialists work with our Alternative Education students throughout Santa Cruz County. Students in our programs have access to individualized assistance with their resume, interview preparation, and career exploration.

Teachers at all of our sites tie their curriculum and instruction to college and career themes. At numerous sites, students have the opportunity to engage in Work Based Learning (WBL). WBL is a great opportunity for students to bridge their in-class learning with real world, hands-on activities. Students who participate in WBL or internships have the chance to learn valuable soft skills alongside their peers.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	77
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	1.5
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	16
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	4.3

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

As in previous years, we have aligned our continuous improvement efforts and solicited stakeholder involvement to inform and provide feedback regarding our goals and actions. During the 21-22 school year, for Covid-19 safety reasons, we continued with our adherence to virtual meetings. The Alternative Education Administration and staff have met with parents from the School Site Council, ELAC, DELAC, and the LCAP Parent Advisory Group. The purpose of these meetings were to review the implementation of the LCAP, examine metric results, solicit ideas for goals, and report out on actions and expenditures. Flyers in English and Spanish are sent to students and families. Personal phone calls home were made to invite and encourage attendance.

Parent input has indicated that there is widespread interest in and support for:

1. Increased ways to communicate between parents and teachers.

2. Continued social emotional counseling.

3. Personalized Learning Community (PLC) classrooms.

4. Opportunities for online and in-person learning.

As a result of the input, the district and school sites are using app-based communications. Our counseling efforts have increased through hiring additional counselors and beginning a counseling cohort which meets monthly to continuously improve. Parents and students continue to discuss their interest in our PLC programs and we have adjusted resources to allow for the PLC programs to grow. There are sufficient devices for one-to-one use in classrooms and at home.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	N/A	N/AN/A	NA	NA	NA	NA	NA	NA	NA
Graduation Rate	85	84	90	85	84	91	85	87	87

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	351	317	90
Female	*	*	*
Male	*	*	*
American Indian or Alaska Native	2	*	*
Asian	4	*	*
Black or African American	3	*	*
Filipino	1	*	*
Hispanic or Latino	173	156	90
Native Hawaiian or Pacific Islander	*	*	*
Two or More Races	12	12	100
White	121	107	88.4
English Learners	47	40	85
Foster Youth	2	*	*
Homeless	3	*	*
Socioeconomically Disadvantaged	175	156	89
Students Receiving Migrant Education Services	*	*	*
Students with Disabilities	41	32	78

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1059	995	112	11.3
Female	536	494	63	12.8
Male	523	501	49	9
American Indian or Alaska Native	*	*	*	*
Asian	*	*	*	*
Black or African American	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	*	*	*	*
Native Hawaiian or Pacific Islander	*	*	*	*
Two or More Races	*	*	*	*
White	*	*	*	*
English Learners	154	149	11	7.4
Foster Youth	13	13	3	23.1
Homeless	6	6	1	12.9
Socioeconomically Disadvantaged	498	487	63	12.9
Students Receiving Migrant Education Services	*	*	*	*
Students with Disabilities	119	112	14	12.5

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	.2	0	.7	0	3.5	NA
Expulsions	0	0	0	0	.1	NA

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.4	3.3	NA
Expulsions	0	0	NA

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2021-22 School Safety Plan

Santa Cruz COE Alternative Education updates and reviews its School Safety Plan annually. The plan includes a Safe School Vision, a description of the school grounds and the condition of facilities. The plan also provides school rules and regulations as well as strategies and procedures for preventing and dealing with emergency situations.

The Santa Cruz COE Alternative Education Comprehensive School Safety Plan analyzes current school safety conditions, describes programs in place at our schools, and defines strategies and programs for continued improvement in providing a safe, orderly, school environment conducive to learning. The analysis results in two action plans, one pertaining to school physical safety and the other centering on issues connected to maintaining a safe and positive school climate. 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.

The plan was developed by a safety committee with representation and input from the Santa Cruz COE School Site Council and local law enforcement. The plan was last reviewed and discussed with staff in September 2021 and will be updated prior to March 2022 for the 2021-22 school year. The safety committee utilizes multiple sources of data to conduct its study of the current state of school safety as it applies to both school climate and the physical environment. Sources used include, but are not limited to:

- Annual Facilities Inspections

- WASC Self-Study

- Student, Teacher, Parent Perception Surveys

- Program Course of Study

- Board Policies

- Healthy Kids Survey

- United Way Community Assessment Project

- Site walk-throughs

- School Site Handbooks

- Student and Staff Interviews

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	NA	NA	NA	NA
1	NA	NA	NA	NA
2	NA	NA	NA	NA
3	NA	NA	NA	NA
4	NA	NA	NA	NA
5	NA	NA	NA	NA
6	NA	NA	NA	NA
Other	NA	NA	NA	NA

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	NA	NA	NA	NA
1	NA	NA	NA	NA
2	NA	NA	NA	NA
3	NA	NA	NA	NA
4	NA	NA	NA	NA
5	NA	NA	NA	NA
6	NA	NA	NA	NA
Other	NA	NA	NA	NA

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	NA	NA	NA	NA
1	NA	NA	NA	NA
2	NA	NA	NA	NA
3	NA	NA	NA	NA
4	NA	NA	NA	NA
5	NA	NA	NA	NA
6	NA	NA	NA	NA
Other	NA	NA	NA	NA

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17	19	0	0
Mathematics	17	19	0	0
Science	17	19	0	0
Social Science	17	19	0	0

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	18	18	NA
Mathematics	21	18	18	NA
Science	21	18	18	NA
Social Science	21	18	18	NA

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	22	NA	NA
Mathematics	19	22	NA	NA
Science	19	22	NA	NA
Social Science	19	22	NA	NA

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	77

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	10
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Speech/Language/Hearing Specialist	.25
Resource Specialist (non-teaching)	3.5

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$13,972.03	$1,49405	$12,477.97	$72,750
District	N/A	N/A	$12,663.86	$66,610
Percent Difference - School Site and District	N/A	N/A	-1.5	8.8
State			N/A	N/A
Percent Difference - School Site and State	N/A	N/A	46.7	N/A

2020-21 Types of Services Funded

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 at all school sites to support students and staff. To increase services, Alternative Education has added additional FTE and contracted with Encompass Youth Services and Children's Behavioral Health.

English Learners

The Alternative Assistant Director serves as the English Learner (EL) Coordinator and works with the Admin team to review and recommend ELD curriculum, oversee staffing, and to ensure bilingual and bi-cultural personnel are appropriately placed at sites as determined by student and community need. The EL Coordinator and Admin team facilitate the ELAC and DELAC, working directly with parents in support of their students' education. Teachers have complete access to our ELD curriculum, and many teachers modify the curriculum to meet the needs of their students. The curriculum is arranged by eight language functions (Making Predictions, Explain and Describe, Sequencing Events, Compare and Contrast, Expressing Opinions, Requesting Information, etc.). Its intention is to engage the student in the use of language structures necessary to complete the focused language function. Staff have been introduced to and are exploring the California EL Roadmap and we send a group of teachers to the countywide Multilingual Network Meetings. This year we are improving stakeholder engagement and gathering input to better serve our English Learners.

Career/Vocational (Preparedness to Enter Workforce)

Three Work Experience Specialists assist students in finding meaningful employment. Classroom teachers are all trained in the Roadmaps Career Education curriculum. Students identify their skills and abilities, learn how to use the Internet, and create resumes and letters of introduction. The California CareerZone is utilized to assist students in identifying career pathways and interests.

Career Technical Education (CTE)

CTE courses are offered to students in all programs. Courses include: Construction Technology, Agriculture Production and Landscape Design, Culinary Arts, Fire Science, Criminal Justice, and Information Technology. Courses are offered in partnership with the Career and Technical Education Partnership (CTEP) at the Santa Cruz County Office of Education. Some students also participate in weekly internships.

2020-21 Types of Services Funded

Visual and Performing Arts

Alternative Education Program partners with the William James Arts Education Program to provide a variety of arts programming at each site. Additional partners include the Santa Cruz Arts Council. Classes include: watercolor painting, sculpture, graphic design, mural design and painting, mask making, collage, ceramics, and quilting. In 2020-21, the Santa Cruz COE was awarded one of the state SSAE grants. Part of the mission of the grant was to increase the arts opportunities for our Alternative Education students. We have several programs at various locations in our county. While the grant has sunsetted, these visiting artist programs continue to be supported using additional funding sources.

Physical Education

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

Academic Tutoring Services

Alternative Educations offers tutoring to students who are performing two or more years below grade level on state tests and local benchmark assessments. Students are able to focus on basic skills and improve their confidence in academic subjects.

Restorative Practices and Conflict Resolution

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

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$50,713	N/A
Mid-Range Teacher Salary	$66,610	N/A
Highest Teacher Salary	$92,389	N/A
Average Principal Salary (Elementary)	N/A	N/A
Average Principal Salary (Middle)	N/A	N/A
Average Principal Salary (High)	$103,892	N/A
Superintendent Salary	$215,000	N/A
Percent of Budget for Teacher Salaries	31%	N/A
Percent of Budget for Administrative Salaries	12%	N/A

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered	0

Professional Development

During the 2020-21 and 2021-22 school years, professional development has been focused on the implementation of the Common Core State Standards and Next Generation Science Standards, effective English Language Arts curriculum and instructional strategies that include supporting our multilingual students, effective Math instruction, and the integration of technology (especially around Distance Learning). Social Emotional Learning and School Safety have also been a major focus integrated throughout the different Professional Development offerings.

Alternative Education leadership and staff share a strong collegial bond based on trust and shared commitment to students and each other. Every year begins with a full-day orientation where the superintendent addresses the entire County Office staff. At this time, the administrative team of Alternative Education meets with the entire staff to set the tone for the year and to outline goals regarding student achievement and professional development. Goals are determined based on student achievement data from state tests and local benchmark assessments. Orientation day allows veteran staff members to meet new staff, which begins the process of forging community. At least one other opportunity each year is provided specifically for team building. At the beginning of the year, each staff member also receives a yearlong calendar outlining the focus of each weekly staff meeting and professional development days. In addition to a calendar, a staff handbook is provided that details everything from district policy to classroom procedures, as well as testing dates and evaluation procedures.

Three full days of professional development are offered each school year. Topics depend on current PD focus areas, student and staff needs, as well as on staff interest. Interest and needs are determined by survey data, formal and informal discussions between and among administrators and staff, and by data analysis. Teachers are also encouraged and supported to attend outside professional development conferences and workshops of interest. All new teachers are provided the opportunity to clear their credential through the Santa Cruz/Silicon Valley New Teacher Project, a teacher induction program. SCSVNTP is a two-year program that involves the building of a teacher/mentor relationship and a series of New Teacher seminars designed to meet the California Standards for the Teaching Profession and facilitate development as a skilled teacher. New teachers are also mentored by a veteran teacher from Alternative Education, someone whose experience can help them with everyday operations and systems of classroom management. The mentor also facilitates visits to other alternative education sites to experience instructional strategies and management systems unique to particular alternative education student populations.

During the year, teachers and instructional aides attend weekly staff meetings. Each month, one meeting is focused on all staff, one is focused on collaboration at school sites, one is focused on Collaborative Learning Communities implementation, and in some months an additional meeting is focused on leadership teams and professional learning options. Collaborative Learning Communities (CLC) were developed for teachers to come together to learn about interactive instructional routines that work in conjunction with vocabulary instruction. The vocabulary instruction focuses on high impact words necessary for success in college and career. With the CLC, teachers have the opportunity to collaborate and compare instructional efforts. There is dedicated time for teachers to come together and evaluate student work, successes and challenges. Although we value our diverse and unique programs we hope that through this instructional emphasis, we can collectively focus on emphasizing effective instruction.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Santa Cruz County Office of Education
2020-21 Local Accountability Report Card (LARC) Addendum

Upload of your logo is optional.

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Santa Cruz County Office of Education
Phone Number	(831) 466-5600
Superintendent	Dr. Faris Sabbah
Email Address	fsabbah@santacruzcoe.org
District Website Address	www.santacruzcoe.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	1	1	100	0	0
Male	1	1	100	0	0
Hispanic or Latino	1	1	100	0	0
English Learners	1	1	100	0	0
All Students	6	2	33	67	17
Female	4	1	40	75	25
Male	2	1	50	50	0
Hispanic or Latino	3	2	67	33	33

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
English Learners	1	1	100	0	0
Socioeconomically Disadvantaged	4	3	75	25	25
Students with Disabilities	1	1	100	0	100
All Students	12	5	42	58	8
Female	5	2	40	60	0
Male	7	3	43	57	29
Hispanic or Latino	11	7	64	36	27
English Learners	3	1	2	67	0
Socioeconomically Disadvantaged	9	5	56	44	33
11 Student Groups	11 Total Enrollment	11 Number Tested	11 Percent Tested	11 Percent Not Tested	11 Percent At or Above Grade Level
All Students	255	128	50	50	7
Female	129	59	46	54	9
Male	126	69	55	45	2
Hispanic or Latino	94	44	47	53	1
White	37	21	57	43	27
English Learners	69	20	30	70	0
Military	1	1	100	0	0
Socioeconomically Disadvantaged	99	42	43	57	1
Students with Disabilities	1	1	100	0	100

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	1	1	100	0	0
Male	1	1	100	0	0
Hispanic or Latino	1	1	100	0	0
All Students	6	2	33	67	17
Female	4	1	25	75	25
Male	2	1	50	50	0
Hispanic or Latino	3	2	67	33	33
Socioeconomically Disadvantaged	4	3	75	25	25
Students with Disabilities	1	1	100	0	100
All Students	11	3	27	73	1
Female	7	2	29	71	14
Male	5	1	20	80	0

Hispanic or Latino	6	3	50	50	33
English Learners	4	2	50	50	0
Socioeconomically Disadvantaged	7	4	57	43	15
Students with Disabilities	1	1	100	0	100

11 Student Groups	11 Total Enrollment	11 Number Tested	11 Percent Tested	11 Percent Not Tested	11 Percent At or Above Grade Level
All Students	255	126	49	51	11
Female	129	59	46	54	12
Male	126	68	54	46	15
Asian	1	1	100	0	100
Hispanic or Latino	94	44	47	53	2
White	37	21	57	43	27
English Learners	69	20	30	70	0
Military	1	1	100	0	0
Socioeconomically Disadvantaged	100	42	42	58	8
Students with Disabilities	28	18	64	36	21

*At or above the grade-level standard in the context of the local assessment administered.

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 5.0.6

Board Meeting Date: **January 20, 2022**   [X] Action   [ ] Information

TO: Santa Cruz County Board of Education

FROM: Denise Sanson, Senior Director, Student Programs

SUBJECT: Alternative Education Career Advancement Charter School Accountability Report Card (SARC)

BACKGROUND

California Education Code 33126 requires California public schools to annually provide information to the community to allow public comparison of schools for student achievement, environment, resources and demographics.

FUNDING IMPLICATIONS

Included herein.

RECOMMENDATION

Approve the Alternative Education Career Advancement Charter School Accountability Report Card (SARC).

Santa Cruz County Office of Education Career Advancement Charter, Re-Entry High School for Adults

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Santa Cruz County Office of Education Career Advancement Charter, Re-Entry High School for Adults
Street	400 Encinal Street
City, State, Zip	Santa Cruz
Phone Number	831-466-5680
Principal	Denise Sanson
Email Address	dsanson@santacruzcoe.org
School Website	https://santacruzcoe.org/student-services/alternative-education-programs/career-
County-District-School (CDS) Code	44 10447 0136572

2021-22 District Contact Information

District Name	Career Advancement Charter, Adult Re-entry High School for the Santa Cruz County Office of Education
Phone Number	(831) 466-5600
Superintendent	Dr. Faris Sabbah
Email Address	fsabbah@santacruzcoe.org
District Website Address	www.santacruzcoe.org

2021-22 School Overview

The Career Advancement Charter (CAC) is an Independent Study program for adult learners to earn 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. The CAC serves students ages 18 and older who are working to achieve their high school diploma. All services are free and programs are provided in multiple locations within Santa Cruz County. The COVID-19 pandemic greatly impacted our LEA and community with the commencement of county-wide school closures on March 16, 2020. During the early summer, our COVID-19 numbers were low in Santa Cruz County and we planned for reopening schools under low, medium, and high restrictions. As the summer progressed and COVID-19 numbers increased it was confirmed that all school programs would begin the year in distance learning. Our program immediately communicated with all stakeholders about the change and planned necessary professional development for our colleagues. Our administration team spent time digesting and creating guidance for staff that upheld the requirements of the law while not losing what makes our CAC program unique. In addition to the pandemic, Santa Cruz County has been severely impacted by the CZU Lightning Fire, displacing nearly 70,000 residents. Continuing to support the health and wellbeing of our staff, students, and community is our immediate priority.

In April of 2021, in-person instruction was implemented again for students. Teachers are providing individualized weekly assignments based on transcript needs and feedback, and students attend a weekly progress check-in meeting. CAC continues to provide a standards-aligned learning strategy and aims to meet the needs of all students including those who qualify for Special Education, language learners, those experiencing homelessness, students with exceptional needs, and those requiring mental health support. Throughout the pandemic, we have continued to provide our free meal program as well as connectivity and devices to all students in need.

The CAC thrives on personalized learning and meeting students where they are, engaging students with relevant, goal-oriented, and innovative instruction that promotes student success and supports transition into higher education and new career possibilities. The CAC, under the department of Adult Learning, partners with the Workforce Development Board, neighboring school districts and high schools, probation, homeless and foster youth, SCCOE Special Education programs, adult programs, and other agencies to achieve this mission; that each student experience success re-entering school, exploring a career learning pathway, and completing their high school diploma. In addition to the high school diploma program, students

2021-22 School Overview

are offered Career Technical Education (CTE) classes in Culinary Arts and Construction Technologies at the Sequoia Schools facility. Prior to the pandemic, Rountree Jail Facility also had access to CTE classes in Culinary Arts, Construction Technology, Computer Applications, and Agricultural Technology.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Total Enrollment	235

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment

A. Conditions of Learning	State Priority: Basic
	The SARC provides the following information relevant to the State priority: Basic (Priority 1): • Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching; • Pupils have access to standards-aligned instructional materials; and • School facilities are maintained in good repair Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 School Accountability Report Card Page 3 of 16Santa Cruz County Office of Education Career Advancement Charter, Re-Entry High School for Adults

92

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Annually, in September, the Santa Cruz County Office of Education's Governing Board holds a public meeting and passes a resolution regarding the sufficiency of textbooks and instructional materials for the Alternative Education and Adult Learning programs in English Language Arts, Mathematics, Science, History-Social Science, Foreign Language, Health, and Visual and Performing Arts. To prepare for this, the Career Advancement Charter staff inventories texts at all school sites prior to the start of the school year and make the appropriate purchases, and distributes textbooks and instructional materials to each site. At the beginning of the school year, administrators conduct a survey to identify additional textbooks and instructional materials needed by teachers and deliver them from storage. Administrators then visit all sites to visually verify the sufficiency of textbooks and instructional materials in all classrooms. Textbooks and instructional materials are selected by a teacher committee and selections are based on several factors including accessibility, equity, state board approval/recommendation, standards alignment, student engagement elements, and appropriate reading level.

During the 2020-2021 school year, the Career Advancement Charter critically reviewed our curriculum to center around racially equity and adult learners specifically. To help engage our students with online learning and provide them with better accessibility and standards-aligned content we purchased the BrightThinker curriculum, which also provides a vibrant and accessible paper-based curriculum for students. To provide a more vigorous curriculum for our multilingual learners we specifically purchased Spanish literacy books and engaging adult English Language Learner materials. All students who were in need of a device have been assigned a Chromebook. Our local internet service providers have offered temporary free internet service to families who qualify. The CAC purchased new Chromebooks and hot spots to distribute to families who were not able to access the free internet services and still needed internet access at home.

Year and month in which the data were collected	September 2020

2021-22 School Accountability Report Card   Page 4 of 16Santa Cruz County Office of Education Career Advancement Charter, Re-Entry High School for Adults

93

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	AGS English, Side by Side, Newsela, EDGE: Reading, Writing & Language, Norton Anthology Series	Yes	0
Mathematics	AGS Math and Algebra, Breakthrough to Math Series, Number Power Series, Workplace Skills Series	Yes	0
Science	AGS Life Science, Physical Science	Yes	0
History-Social Science	AGS World Civilizations, U.S. History, Economics, Government	Yes	0
Foreign Language	N/A		
Health	Fitness for Life, Fit & Well, Foundations of Physical Education, Exercise Science, and Sport	Yes	0
Visual and Performing Arts	N/A		
Science Laboratory Equipment (grades 9-12)	N/A		

School Facility Conditions and Planned Improvements

Sites are clean, safe and are maintained by either the SCCOE or by the partnering agency. A recent facilities inspection found a few minor deficiencies, all of which have been corrected and there are no outstanding work orders at this time. SCCOE takes great efforts to ensure that all schools are clean, safe, and in good repair. To assist in this effort, SCCOE Maintenance and Operations staff conducts a facility inspection annually. The goal of the inspection is to (i) assist programs in evaluating their self-audit procedures, (ii) facilitate the identification of conditions that may pose a risk of injury and/or property damage, and (iii) provide recommendations and/or suggestions to help mitigate the risks identified. The results of this inspection are available at the LEA office.

SCCOE maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The SCCOE has adopted cleaning standards for all school sites. Overall, all sites and classrooms are in good repair and there were no high priority recommendations offered in the inspection report. Adult Learning Services has adopted additional safety measures, during COVID-19, that are tailored to the specific nature of the school sites as well as in accordance with the California Department of Public Health. The SCCOE is committed to doing everything possible to ensure the continued health, safety, and well-being of the community during the ongoing pandemic.

Year and month of the most recent FIT report	September 2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety:	X			

2021-22 School Accountability Report Card   Page 5 of 16Santa Cruz County Office of Education Career
Advancement Charter, Re-Entry High School for Adults

94

School Facility Conditions and Planned Improvements

Fire Safety, Hazardous Materials				
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

2020-21 Career Technical Education Programs

Students earn credits through individualized instruction, CTE course participation, and completion of activity logs, career exploration learning reflective journals, and Independent Study. Each student has an individual graduation plan based on the number of credits needed in each subject area. Students are encouraged and supported to enroll in one of the various CTE courses offered on-site. New students are given a weekly appointment time to check in with the enrollment specialist and also with the academic teacher, who will provide ongoing support to the student as they progress toward their goal of obtaining the HSD. Many students are employed in entry-level positions upon enrollment and desire to learn new job skills. They are provided with opportunities to reflect on their current job learning and improve skills in their current work while exploring areas for career growth and learning about new college and career options. Four additional Career Technical Education courses were offered at the Rountree Jail Facility and one CTE Course at Blaine St. Jail facility.

The Santa Cruz County Alternative Education department works in conjunction with community colleges throughout the greater San Francisco Bay Area and our local Cabrillo College to help facilitate the transition from our program to college. In addition, the Santa Cruz COE Alternative Education department works closely with local industry to support students in finding and keeping jobs in our community. Our Work Experience Coordinator and specialists work with our Alternative Education students throughout Santa Cruz County. Students in our programs have access to individualized assistance with their resumes, interview preparation, and career exploration.

Teachers at all of our sites tie their curriculum and instruction to college and career themes. At numerous sites, students have the opportunity to engage in Work-Based Learning (WBL). WBL is a great opportunity for students to bridge their in-class learning with real-world, hands-on activities. Students who participate in WBL or internships have the chance to learn valuable soft skills alongside their peers.

CTE Courses offered with the Career Advancement Charter:
Medical Assisting (Santa Cruz County Office of Education, main office)
Dental Assisting (Santa Cruz County Office of Education, main office)
Hospitality and Culinary Arts (Sequoia Schools)
Construction Technology (Sequoia Schools)

Due to COVID-19, the following CTE corrections programs have been stopped for now:
Construction Technology (Rountree Facility)
Agriculture (Rountree Facility)
Hospitality and Culinary Arts (Rountree Facility/Blaine St Women's Facility/Santa Cruz Main Jail)
Computer Applications (Rountree Facility/Blaine St)

The primary representative of the Santa Cruz County district's CTE advisory committee is Deinse Sony Sanson, and the industries represented include; Agriculture & Natural Resources, Arts, Media and Entertainment, Building & Construction Trades, Education, Child Development & Family Services, Health Science & Medical Technology, Manufacturing & Product Development, Transportation, Culinary Arts & Hospitality, Fire Science, and IT Essentials.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	32
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2021-22 School Accountability Report Card   Page 7 of 16Santa Cruz County Office of Education Career
Advancement Charter, Re-Entry High School for Adults

96

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

In providing services for adult students, the student's voice is vital in shaping the environment and mission of our school. A learning community beyond just academics, the CAC staff is committed to cultivating a program that is relevant, welcoming, and racially equitable. In this respect, the CAC team is eager to understand the needs of their students and to explore resources to address those needs. Students are often surveyed and invited to share ideas that help create an engaging and positive school culture. Through the lens of equity, we continue to adapt and design new practices, systems, and opportunities in order to help all students succeed.

Students, staff, and community stakeholders participated to monitor the goals and action steps of the three-year LCAP and were involved in the development of the 2019-2020 LCP for the Career Advancement Charter (CAC). They were involved through surveys, discussions, and the analysis of qualitative and quantitative data at various forums that included monthly advisory council meetings, staff meetings, and an extensive mid-year LCAP review and needs assessment. Weekly check-ins occurred with the administration team and sites to discuss student needs and create plans for students who were disengaging. At the beginning of the 2020-2021 school year, we sent out a survey to students and held community meetings via Zoom to allow the community to share the impact of COVID-19, in-person learning versus virtual learning, and make any

2021-22 Opportunities for Parental Involvement

recommendations see fit. Students and interested community partners can become involved in school activities and obtain more information about our program and opportunities for involvement by contacting our Project Coordinator, Jesus Reyes, at 831-466-5680 or jreyes@santacruzcoe.org.

C. Engagement	State Priority: Pupil Engagement
	The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5): • High school dropout rates; • High school graduation rates; and • Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate			28.5%						
Graduation Rate			22.9%						

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students			
Female			
Male			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			

| Students Receiving Migrant Education Services | | | |
| Students with Disabilities | | | |

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

2021-22 School Accountability Report Card
Advancement Charter, Re-Entry High School for Adults   Page 10 of 16Santa Cruz County Office of Education Career

99

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions						
Expulsions						

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

2021-22 School Accountability Report Card   Page 11 of 16Santa Cruz County Office of Education Career
Advancement Charter, Re-Entry High School for Adults

100

2021-22 School Safety Plan

SCCOE Career Advancement Charter updates and reviews its School Safety Plan annually. The plan includes a Safe School Vision, a description of the school grounds, and the condition of facilities. The plan also provides school rules and regulations as well as strategies and procedures for preventing and dealing with emergency situations. The Plan Development was approved in February 2021.

The SCCOE Comprehensive School Safety Plan analyzes current school safety conditions, describes programs in place at our schools and defines strategies and programs for continued improvement in providing a safe, organized school environment conducive to learning. The analysis results in two action plans, one pertaining to school physical safety and the other centering on issues connected to maintaining a safe and positive school climate. The action plans are followed by addenda that include specific, mandated policies and procedures such as:

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

The plan was developed by a safety committee with representation and input from the SCCOE School Site Council and local law enforcement. The plan was reviewed and discussed with staff in September 2020 in preparation for the 2020-21 school year. The safety committee utilizes multiple sources of data to conduct its study of the current state of school safety as it applies to both school climate and the physical environment. Sources used include, but are not limited to:

- Annual facilities inspections
- WASC Self-Study
- Student, Teacher perception Surveys
- Program course of study
- Board policies
- Healthy Kids Survey
- United Way Community Assessment Project
- Site walk-throughs
- School site handbooks
- Student and staff interviews

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 School Accountability Report Card   Page 12 of 16Santa Cruz County Office of Education Career
Advancement Charter, Re-Entry High School for Adults

101

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2021-22 School Accountability Report Card   Page 13 of 16Santa Cruz County Office of Education Career Advancement Charter, Re-Entry High School for Adults

102

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$10,819.45	$2,139.06	$8,680.38	$68,495
District	N/A	N/A	$12,663.86	
Percent Difference - School Site and District	N/A	N/A	-37.3	
Percent Difference - School Site and State	N/A	N/A	11.3	

2021-22 School Accountability Report Card   Page 14 of 16Santa Cruz County Office of Education Career
Advancement Charter, Re-Entry High School for Adults

103

2020-21 Types of Services Funded

In the fiscal year 2020-2021, along with high school diploma programming and Special Education services for qualified students, the CAC's capacity expanded through development with our students, staff, and community stakeholders. Surveys and discussions with our students continue to guide us in assessing both individual and general needs and in improving our services. The larger identified needs in our community were career and language literacy, access to childcare services, and relief from food insecurity. Through development with our students and in collaboration with community partners, we built the capacity to support equitable student need.

At our site-based programs, we previously offered free childcare services, free dinners for students and their families, career technical education (CTE) courses in Construction Technology and Culinary Arts, ESL and primary language literacy classes for the wider community, and a bilingual digital literacy course focusing on the job training. Classes were offered in the evening to support the working student and instructional staff had flexible schedules to better serve the needs of their adult learners. Programming during the 20-21 school year was greatly impacted by COVID-19. We were able to offer limited in-person services and focused on community referrals to support our students with various needs. Through the California Adult Education Program (formally known as the Adult Education Block Grant), in the fiscal year 2020-2021, the CAC continued to onboard the Comprehensive Adult Student Assessment System (CASAS) to implement assessments that help both student and teacher track, evaluate, and strengthen job literacy in our program, providing meaningful data to drive instruction and programmatic decisions. The CAC partners with both the Department of Corrections and the Department of Probation to offer wrap-around services to identify and meet each students' academic, social-emotional, and health needs. Within the county corrections system, we continued to offer high school diplomas and Hi-SET programming and were mandated to suspend CTE courses in Construction Technology, Hospitality and Culinary Arts, Computer Applications, and Agriculture.

The CAC project coordinator and support staff additionally were funded to provide these services, bilingually:
- College registration support
- Career coaching and employment support
- Student outreach for enrollment and attendance

Due to COVID-19, some of our more comprehensive services such as our child care services and extracurricular classes have been reduced or paused.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2021-22 School Accountability Report Card   Page 15 of 16Santa Cruz County Office of Education Career Advancement Charter, Re-Entry High School for Adults

104

Professional Development

We started the 20-21 school year with a week-long Professional Learning Summit. On-going professional learning will be tailored to meet the needs of our staff and focused on facilitating high-quality instruction, supporting students and families, supporting and collaborating with colleagues, and adjusting to protocols of in-person learning. Professional learning opportunities to support distance learning, in-person learning as well as support with COVID-19 will continue throughout the 20-21 school year and will also continue our emphasis on staff wellness and self-care.

Staff support around all professional development topics augmented by technology support is accessible to all staff members. In addition, professional development around racial equity has become an important focus and is offered to all staff, in various forms throughout the year. Staff meetings at the CAC have provided space for small professional development presentations as needed. Assessments in job literacy in reading and math, through the Comprehensive Adult Student Assessment System (CASAS), inform both instruction and professional development needs while providing data to guide student progress. We are elated to continue our Professional Development series for our teachers, with student and teacher priorities informing our topics of discussion. In 2022-2023 with our Educator Effectiveness Funds, we will be focusing professional development around racial equity, English language learners & standards-aligned instruction as well as holistic student support.

Our community is unique and the support that staff needs to meet the needs of our diverse learners will be tailored to be meaningful and impactful. Adult learners who are responding to many different responsibilities and challenges need a staff who is prepared to serve the whole person. The staff has reported anecdotally that they have benefited greatly from intentional professional learning opportunities this school year.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 7.1

Board Meeting Date: **January 20, 2022** ☐ Action ☒ Information

TO: Santa Cruz County Board of Education

FROM: Dr. Faris Sabbah, County Superintendent of Schools
Liann Reyes, Deputy Superintendent, Business Services

SUBJECT: Santa Cruz County Office of Education Retirement Recognitions

---

BACKGROUND

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

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

FUNDING IMPLICATIONS

None.

RECOMMENDATION

Receive the presentation.

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 7.2

Board Meeting Date: **January 20, 2022** ☐ Action ☒ Information

TO: Santa Cruz County Board of Education

FROM: Dr. Faris Sabbah, County Superintendent of Schools

SUBJECT: Recognition of EyeQ

BACKGROUND

EyeQ Optometry wants to make sure that all children in Santa Cruz County get the eye care they need, regardless of insurance or financial status. To achieve this, they have partnered with their frame vendors and the lab that makes all of the lenses for EyeQ. They are doing this free of charge, and for the sheer pleasure of knowing that they are helping the children in our community.

District nurses provide referrals for eye exams to EyeQ Optometry when the student doesn't pass the school-based vision screening. Brianna, the front desk manager, receives the referrals and schedules the students' appointments with Dr. Dana Richter or Dr. Emiko Vasquez.

The talented opticians assist the children in picking out a frame that fits them well and pleases the child. Many staff members are bilingual and can assist students and their families in their primary language.

The staff and doctors at EyeQ are thrilled with the success that the program has had. They love seeing the smiles on the childrens' faces when they put on their new pair of glasses.

FUNDING IMPLICATIONS
None.

RECOMMENDATION
Receive the presentation.

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 7.3

Board Meeting Date: **January 20, 2022** ☐ Action ☒ **X** Information

TO: Santa Cruz County Board of Education

FROM: Dr. Faris Sabbah, County Superintendent of Schools

SUBJECT: COVID-19 School Update

BACKGROUND

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

FUNDING IMPLICATIONS

None.

RECOMMENDATION

Receive the presentation.

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 8.1

Board Meeting Date: **January 20, 2022**   ☒ Action   ☐ Information

TO: Santa Cruz County Board of Education

FROM: Dr. Faris Sabbah, County Superintendent of Schools

SUBJECT: Approval of the 2022-2023 Budget Calendar

BACKGROUND

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

FUNDING IMPLICATIONS

Detailed herein.

RECOMMENDATION

Approve the 2022-2023 Budget Calendar.

SANTA CRUZ COUNTY OFFICE OF EDUCATION
BUDGET DEVELOPMENT PROCESS AND TIMELINE
Single Budget Adoption
2022-23

GOAL: Develop an operating Budget that meets the goals and service priorities of the Santa Cruz County Office of Education and align with the Local Control Accountability Plan (LCAP)

	OBJECTIVIES		ACTIVITIES/PROCEDURES	DATE	RESPONSIBILITY
1.0	Prepare preliminary 2022-23 income projections	1.1	Identify preliminary income estimates	4th week In January	Deputy Supt. Business
2.0	Gather and evaluate Budget input	2.1	Cabinet/management discussion of major changes/ programs anticipated to be proposed	2nd week in February	Superintendent/ Cabinet
		2.2	Distribute program Budget instructions and forms to department directors/ managers	3rd week in February	Deputy Supt. Business
		2.3	Review and confirm preliminary Budget and personnel requests with HR & Deputy Supt. Business	4th week in February	Directors/HR Program Mgrs
		2.4	Review Budget and personnel requests in Cabinet	4th week in February	Deputy Supt. Business
		2.5	Cabinet review of personnel status/changes	4th week in February	Superintendent/ Cabinet
		2.6	Review preliminary program Budgets with Deputy Supt. Business	1st week in March	Directors & Program Mgrs
		2.7	Refine program Budget and review with Managers	March - April	Directors & Program Mgrs
		2.8	Prepare preliminary Budget summary documents.	2nd week of April	Deputy Supt. Business
3.0	Review and adopt LCAP & final Budget	3.1	Schedule board Ad-Hoc study session(s) as necessary	Early May	Board of Education
		3.2	Report on status of LCAP and preliminary Budget to Board	May Board Meeting	Program Mgrs & Deputy Supt. Business
		3.3	Update preliminary Budget as necessary, to reflect personnel, programmatic, fiscal changes, if any.	Ongoing	Deputy Supt. Business

LR:ml
01/14/2022

		3.4	Publish legal notice of public hearing on final Budget (min. 10 days before hearing).	3rd week in May	Deputy Supt. Business
		3.5	Hold public hearing on LCAP and Proposed Budget (additional June meeting needed for Public Hearing)	1st meeting in June	Board of Education
		3.6	Adopt LCAP and final Budget	2nd meeting in June	Board of Education
		3.7	Submit final Budget to State	no later than July 1	Deputy Supt. Business
4.0	Ongoing Review of Budget	4.1	Update final Budget to reflect end-of-year status and final income estimates, if necessary.	Within 45 days after State Budget	Deputy Supt. Business

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 8.2

Board Meeting Date: __January 20, 2022__   **X** Action   ☐ Information

TO: Santa Cruz County Board of Education

FROM: Liann Reyes, Deputy Superintendent, Business Services

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

---

BACKGROUND

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 will be asked to approve a resolution to allow the Santa Cruz COE to provide short-term loans to Santa Cruz County school districts experiencing cash-flow emergencies.

FUNDING IMPLICATIONS

This Resolution, pursuant to Education Code (E.C.) 42621 and E.C. 42622, is to allow the Superintendent to loan from the Santa Cruz County School Service Fund to the various individual school districts in Santa Cruz County experiencing a cash-flow emergency. The amount to be allowed for loaning is capped at $5,000,000 on a first-come first-served basis. If there is a critical need to increase this cap the Superintendent will bring to the board a request for an increase in the cap. Any use of this authorization is to provide a temporary "bridge loan" during fiscal year (FY) 2021-22 that addresses a school district's realized/projected cash shortfall that would otherwise cause a district to not meet an immediate financial obligation and that would negatively impact payroll processing for district employees.

Any school district requesting and approved for a SCCOE bridge loan will be obligated to repay the SCCOE fully and with a pro-rated daily interest rate equivalent to the rate that would be otherwise accrued by funds held in the Santa Cruz County Treasury. Re-payment of cash by the borrowing district will be made from a regularly-scheduled apportionment from the State of California during FY 2021-22 or 2022-23.

Board Meeting Date: January 20, 2022   **Agenda Item**: #8.2

RECOMMENDATION

Adopt Resolution #22-01.

Santa Cruz County Board of Education ● 400 Encinal Street, Santa Cruz, CA 95060 ● Tel (831) 466-5900 ● www.santacruzcoe.org

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

RESOLUTION #22-01
REGARDING TEMPORARY SHORT-TERM CASH LOANS TO SANTA CRUZ COUNTY SCHOOL DISTRICTS

WHEREAS, Education Code (EC) 42621 and 42622 allow "the county superintendent of schools of each county with the approval of the County Board of Education, may make temporary transfers to any school district which does not have sufficient money to its credit to meet current operating expenses from the county school service fund, in such amounts and at such times as he deems necessary. Such transfers shall not exceed 85 percent of the amount of money accruing to the school district at the time of transfer. The amounts so transferred shall be repaid to the county school service fund from any funds subsequently received by the school district"; and

WHEREAS, Repayment of any temporary "bridge loan" authorized by this Resolution may be required during the current fiscal year in conformance with EC 42621, unless otherwise agreed upon by SCCOE and in conformance with EC 42622; and, the COE may make the transfer to repay any temporary "bridge loan" from the first available funds received by the district; and

WHEREAS, EC 42622 allows the county superintendent of schools, with approval of the County Board of Education, to "make an apportionment to a school district from the county school service fund conditional upon the repayment to the fund during the next succeeding fiscal year of the amount apportioned to the district and shall, during the next succeeding fiscal year, transfer the amount of such apportionment from the general fund of the district to the county school service fund"; and

WHEREAS, The total of all loans by the Santa Cruz County Superintendent of Schools, pursuant to this Resolution, shall be approved by the County Office of Education's Chief Business Official based on verified need and only for the amount needed by a district in addition the total amount available for distribution to all districts without additional board approval is $5,000,000; the funds will be distributed on a first-come first-served basis; and

NOW, THEREFORE, BE IT RESOLVED, that the Santa Cruz County Board of Education hereby authorizes the Santa Cruz County Superintendent of Schools to loan to school districts who met the criteria established above, to be repaid with interest pursuant to this Resolution or EC 42621 or EC 42622 as determined and agreed upon, with no administrative fee to be imposed.

PASSED AND ADOPTED by the Santa Cruz County Board of Education, County of Santa Cruz, State of California, this 20th day of January 2022, by the following vote:

    AYES:

    NAYS:

    ABSENT:

    ABSTAIN:

_____
Abel Sanchez, Board President
Santa Cruz County Board of Education

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

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 8.3

Board Meeting Date: **January 20, 2022**   **X** Action   ☐ Information

TO: Santa Cruz County Board of Education

FROM: Dr. Faris Sabbah, County Superintendent of Schools

SUBJECT: Schedule Special February Board Meeting

BACKGROUND

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

FUNDING IMPLICATIONS

None.

RECOMMENDATION

Schedule a special February Board meeting.

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 8.4

Board Meeting Date: **January 20, 2022**   [X] Action   [ ] Information

TO: Santa Cruz County Board of Education

FROM: Abel Sanchez, President, County Board of Education

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

BACKGROUND

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

The County Board of Education will discuss and consider adopting Resolution #22-02, to make a finding after reconsidering the state of emergency, that the current circumstances meet the requirements of AB 361 and Government Code section 54953 for the Board to continue conducting meetings remotely.

FUNDING IMPLICATIONS

None.

RECOMMENDATION

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

Santa Cruz County Board of Education ● 400 Encinal Street, Santa Cruz, CA 95060 ● Tel (831) 466-5900 ● www.santacruzcoe.org

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

RESOLUTION #22-02
AUTHORIZING USE OF REMOTE TELECONFERENCING PROVISIONS (AB 361)

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

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

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

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

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

(A) the legislative body holds a meeting during a proclaimed state of emergency, and state or local officials have imposed or recommended measures to promote social distancing;

(B) the legislative body holds a meeting during a proclaimed state of emergency for the purpose of determining, by majority vote, whether as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees; or

(C) the legislative body holds a meeting during a proclaimed state of emergency and has determined, by majority vote, pursuant to subparagraph (B), that, as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees; and

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

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

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

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

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

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

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

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

PASSED AND ADOPTED by the Santa Cruz County Board of Education, County of Santa Cruz, State of California, this 20th day of January 2022, by the following vote:

    AYES:
    NAYS:
    ABSENT:
    ABSTAIN:

_____

Abel Sanchez, Board President
Santa Cruz County Board of Education

_____

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