Santa Cruz County Board of Education
Regular Board Meeting
Thursday, January 19, 2023
4:00pm
Boardroom and/or Zoom

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

https://santacruzcoe-org.zoom.us/j/87574838820

Or join by phone:
Phone Number: +1 (669) 444-9171
Meeting ID: 875 7483 8820

PUBLIC COMMENT:

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

To submit a comment to be read aloud on your behalf either listed or not listed on the meeting agenda, please send a comment no longer than 300 words to nibarra@santacruzcoe.org no later than 2:00 PM on January 19th. Each individual may only make one comment per topic.

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

Para enviar un comentario para ser leído en voz alta en su nombre, ya sea para un tema en la agenda o no en la agenda, envíe un comentario de no más de 300 palabras a nibarra@santacruzcoe.org a más tardar a las 2:00 PM del 19 de enero. Cada individuo solo puede hacer un comentario por tema.

AGENDA

1. **CALL TO ORDER, ROLL CALL AND ESTABLISHMENT OF QUORUM**
   Bruce Van Allen (President), Ed Acosta, Alyssa Alto, Rose Filicetti, Sandra Nichols, Sue Roth, Abel Sanchez
   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 15, 2022
   5.0.2 Budget Revisions for December
   5.0.3 Alternative Education Court School Accountability Report Card (SARC)
   5.0.4 Alternative Education Community School Accountability Report Card (SARC)
   5.0.5 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 7.0 for further discussion/consideration if so determined.

6. **CORRESPONDENCE**
   Official correspondence received by the Board, if any, is included herein. Copies of correspondence received within 72 hours of the meeting will be made available at the meeting location.

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

    7.1   **Retirement Recognition**
          The Board will recognize the important contributions of the following Santa Cruz County Office of Education employees who are planning to retire in the 2022-2023 school year.

          Retirees: Patty Freedman, Project Specialist, Alternative Education (Highlands)

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

    7.2   **Health & Wellness 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   **Approve Resolution #23-01 regarding Temporary 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 SantaCruz COE to provide short-term loans to Santa Cruz County school districts experiencing cash-flow emergencies.

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

          Motion &
          Roll Call Vote: Bruce Van Allen (President)

8.2 **Approve Resolution #23-02 Recognizing February as Black History Month**

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

The Board will consider approving Resolution #23-02 Recognizing February as Black History Month.

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

Motion &
Roll Call Vote: Bruce Van Allen (President)

8.3 **Approval of the 2023-2024 Budget Calendar**

The Board will be asked to approve the 2023-2024 Budget Development Process and Single Budget Adoption Timelines as submitted and recommended by administration.

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

Motion &
Roll Call Vote: President Van Allen

8.4 **Approve Resolution #23-03 School Board Recognition**

An excellent public education system is vital to the quality of life for all California citizens and communities. School board members continue to advocate to best serve the children in our community each and every day. Local school board members are committed to children and believe that all children can be successful learners and that the best education is tailored to the individual needs of the child.

The Santa Cruz County Board of Education and the County Superintendent of Schools declare our appreciation to the members of every public School Board in the County of Santa Cruz and proclaim the month of January 2023, as School Board Recognition Month in the County of Santa Cruz. We urge all community members to join us in recognizing the dedication and hard work of local school board members and in working with them to create an education system that meets the needs of our children.

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

Motion &
Roll Call Vote: Bruce Van Allen (President)

9.   **SUPERINTENDENT'S REPORT**
Superintendent 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 Coe's Achievement and Resilience: Celebrating Our School Community
Santa Cruz Museum of Art and History
February 1, 2023

Santa Cruz Coe's Achievement and Resilience: Celebrating Our School Community
Sequoia Schools
February 9, 2023

Santa Cruz County Board of Education
Regular Meeting
February 16, 2023
4:00 p.m.

13.   **ADJOURNMENT**
President Van Allen 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 19, 2023**   [X] **Action**   [ ] **Information**

TO: Santa Cruz County Office of Education

FROM: Dr. Faris Sabbah, County Superintendent of Schools

SUBJECT: Minutes of the Regular Board Meeting held on December 15, 2022

BACKGROUND

Minutes of the Regular Board Meeting held on December 15, 2022

FUNDING IMPLICATIONS

None.

RECOMMENDATION

Approve the minutes.

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

Santa Cruz County Board of Education
Regular Board Meeting
Thursday, December 15, 2022
4:00pm
Boardroom and/or Zoom

UNAPPROVED MINUTES

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

Staff Present:
Faris Sabbah (Secretary), Debi Bodenheimer, Nick Ibarra, Rebecca Olker, Liann Reyes, Verenise Valentin

2. PLEDGE OF ALLEGIANCE
Superintendent Sabbah led the Pledge of Allegiance.

3. APPROVAL OF AGENDA
A motion was made to approve the agenda as presented (Van Allen/Filicetti 7-0).

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

4. PUBLIC COMMENT
None.

5. SWEARING-IN CEREMONY
Superintendent Sabbah sworn in the following Trustees into the Santa Cruz County Board of Education:

Sue Roth, Trustee Area 1
Bruce Van Allen, Trustee Area 2
Abel Sanchez, Trustee Area 7

6. ANNUAL ORGANIZATION OF THE BOARD

The Board shall organize a meeting held each year by electing one of their members as president of the Board. The meeting shall be on the first meeting on or after the last Friday in November (EDC § 1009).

6.1 **Nominations for President of the Board**

President Sanchez called for nominations for a new Board President for the 2023 year.

6.2 **Election of the Board President**

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

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

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

President Van Allen called for nominations for the Vice President position for 2023.

Nominations for Trustee Roth and Trustee Acosta were mentioned.

6.4 **Election of Board Vice President**

A motion was made to elect Trustee Roth to the position of Board Vice President (Filicetti/Nichols 7-0).

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

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

President Van Allen appointed Trustee Sanchez as Chairperson of the County Committee on School District Organization.

6.6 **Appointment of Representative to the Santa Cruz County School Board Association (SCZCSBA)**

President Van Allen appointed Trustee Roth, with Trustee Filicetti as the alternative, as the County Board representative to the Santa Cruz County School Board Association (SCZCSBA)

6.7 **Establishment of Regular Meetings of the Board**

The Board discussed the selection of the day of the month and the time for regular meetings of the County Board of Education.

A motion was made to hold regular meetings on the third Thursday of each month beginning at 4:00 pm, with the expectation of June where two regular Board meetings are required due to LCAP and Budget adoptions (Roth/Filicetti 7-0).

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

6.8 Appointments to Standing Committees

6.8.1 Agenda Committee
President Van Allen appointed himself, Trustee Roth, and Trustee Nichols to the Agenda Committee.

6.9 Appointments to Ad Hoc Committees

6.9.1 Budget Committee
President Van Allen appointed himself, Trustee Roth, and Trustee Filicetti to the Budget Committee.

6.9.2 Policy Committee
President Van Allen appointed himself, Trustee Alto, and Trustee Filicetti to the Policy Committee.

6.9.3 Charter Schools Committee
President Van Allen appointed Trustee Sanchez, Trustee Alto, and Trustee Roth to the Charter Committee.

6.9.4 Community Outreach and Legislative Committee
President Van Allen appointed himself, Trustee Acosta, and Trustee Nichols to the Community Outreach and Legislative Committee.

6.9.5 Other committee(s) as determined

6.9.5.1 Superintendent Compensation Committee
President Van Allen appointed himself, Trustee Filicetti, and Trustee Roth to the Superintendent Compensation Committee.

7. CONSENT AGENDA
7.0.1 Minutes of the Regular Board Meeting held on November 17, 2022
7.0.2 Budget Revisions for October and November
7.0.3 Donations
7.0.4 Surplus Items

A motion was made to approve the consent agenda as presented (Filicetti/Alto 7-0).

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

7.1 DEFERRED CONSENT ITEMS (if required)
None.

8. **CORRESPONDENCE**

None.

9. **REPORTS, DISCUSSIONS, AND PRESENTATIONS**

9.1 **Pacific Collegiate School Annual Report**

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

The Board asked clarifying questions.

9.2 **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, presented the report.

The Board asked clarifying questions.

9.3 **Health & Wellness 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 asked clarifying questions.

10. **NEW BUSINESS AND ACTION ITEMS**

10.1 **Resolution #22-42 Recognizing Special Education Day**

December 2nd is recognized as National Special Education Day. This day celebrates the anniversary of the nation's first special education law as the Individuals with Disabilities Act (IDEA) was signed on December 2, 1972. Special Education Day was first celebrated in 2005 which was the 30th anniversary of IDEA. The Board considered adopting this Resolution.

A motion was made to adopt Resolution #22-42 Recognizing Special Education Day (Nichols/Filicetti 7-0).

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

10.2 **Consideration and Selection of Date of Board Retreat/Evaluation**
The Board considered scheduling a special meeting to participate in a Board Self-Evaluation and Effective Governance Review workshop conducted by CSBA consultant, Luan Burman Rivera.

A motion was made to schedule a Special Board Meeting on Saturday, May 20, 2023 (Roth/Nichols 7-0).

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

10.3 **Discussion and Possible Approval of Resolution #22-43 Authorizing Continued Use of Remote Teleconferencing Provisions Pursuant to AB 361 and Government Code section 54953**
Consistent with Government code section 54953, on November 17, 2022, the County Board of Education adopted Resolution #22-41, finding that meeting in person would present imminent risks to the health or safety of attendees.

The County Board of Education discussed and considered adopting Resolution #22-43, 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 #22-43 (Roth/Nichols 7-0).

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

10.4 **Discussion of the Possible Use of Remote Teleconferencing for the January 19, 2023 Board Meeting**
The Board discussed the possibility of conducting the January 19, 2023 meeting remotely via teleconferencing. In accordance with Resolution #22-43, Trustees will need to be in agreement that an in-person meeting would present imminent risks to the health or safety of attendees. This decision would meet the requirements of AB 361 and Government Code section 54953 for the Board to continue conducting meetings remotely.

No action was made.

11. **SUPERINTENDENT'S REPORT**
Superintendent Sabbah provided an update on activities and matters of interest.

12. **TRUSTEE REPORTS (3 minutes each)**
Trustee Filicetti

She had no report to share this month. She is excited to have received the CCBE's Governance Handbook.

Trustee Sanchez
He attended the CSBA Annual Education Conference and shared a few highlights from the conference.

Trustee Nichols
She has learned more about the Transitional Kindergarten programs and the application process.

Trustee Acosta
He had no report to share.

Trustee Alto
She had no report to share.

Trustee Roth
November 17 - Attended the County Board of Education Meeting via Zoom as a participant
December 12 - Santa Cruz County Board of Education Budget Subcommittee
She will be watching the 2022 Annual Education Conference Zoom recordings over the break.

President Van Allen
He participated in a k-12 Educational forum and is excited to have a leadership role in 2023.

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

14. **SCHEDULE OF MEETINGS AND UPCOMING EVENTS**
Santa Cruz County Board of Education
Regular Meeting
January 19, 2023 4:00 p.m.

Santa Cruz COE Annual Event - Santa Cruz
Santa Cruz Museum of Art and History
February 1, 2023

Santa Cruz COE Annual Event - Watsonville
Sequoia Schools
February 9, 2023

Santa Cruz County Board of Education
Regular Meeting
February 16, 2023 4:00 p.m.

Santa Cruz County Board of Education
Regular Meeting
March 16, 2023 4:00 p.m.

Santa Cruz County Board of Education

Regular Meeting
April 20, 2023 4:00 p.m.

Santa Cruz County Board of Education
Regular Meeting
May 18, 2023 4:00 p.m.

Santa Cruz County Board of Education
Regular Meeting
June 15, 2023 4:00 p.m.

Santa Cruz County Board of Education
Special Meeting
June 22, 2023 4:00 p.m.

Santa Cruz County Board of Education
Regular Meeting
July 20, 2023 4:00 p.m

Santa Cruz County Board of Education
Regular Meeting
August 17, 2023 4:00 p.m.

Santa Cruz County Board of Education
Regular Meeting
September 21, 2023 4:00 p.m.

Santa Cruz County Board of Education
Regular Meeting
October 19, 2023 4:00 p.m.

Santa Cruz County Board of Education
Regular Meeting
November 16, 2023 4:00 p.m.

Santa Cruz County Board of Education
Regular Meeting
December 21, 2023 4:00 p.m

15. **ADJOURNMENT**
President Van Allen adjourned the meeting at 6:52 p.m.

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 5.0.2

Board Meeting Date: **January 19, 2023**   [X] Action   [ ] Information

TO: Santa Cruz County Office of Education

FROM: Dr. Faris Sabbah, County Superintendent of Schools

SUBJECT: Budget Revisions

BACKGROUND

Budget revisions for December.

FUNDING IMPLICATIONS

Included herein.

RECOMMENDATION

Approve the 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 13, 2023

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, 2022 are as follows:

UNRESTRICTED:
Budget revisions processed reflect no change to revenue. The Career & Adult Learning Services (CAL-S) department supplies and service budgets were increased by a total of $21,000 to allow sufficient funds for anticipated expenditures for the remainder of this fiscal year.

RESTRICTED:
Budget revisions processed reflect an increase in Other Local Revenue and corresponding expense in the amount of $25,000 related to a partnership between the Student Support Services department and the Orange County Department of Education in support of the Multi-Tiered Systems of Support (MTSS) program.

Routine budget revisions processed in December 2022 had an overall decrease to the Unrestricted ending fund balance in the amount of $21,000.

PACHECO BILL COMPLIANCE:
There were no professional service agreements/contracts in excess of $25,000 that required a budget revision be processed during December 2022.

Business department staff continue to communicate and work closely with department staff and managers to review revenues, expenditures, and budgets as we begin preparing for Second Interim.

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

LR:ml

cc: Rebecca Olker

Santa Cruz County Office of Education
2022-23 Revised Budget

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

44 10447
Form 01

	2022-23 Adopted Budget			2022-23 Revised Budget as of November 30, 2022			December 2022 Budget Revisions Processed			2022-23 Revised Budget as of December 31, 2022		
REVENUES	UNRESTRICTED	RESTRICTED	TOTAL FUND	UNRESTRICTED	RESTRICTED	TOTAL FUND	UNRESTRICTED	RESTRICTED	TOTAL FUND	UNRESTRICTED	RESTRICTED	TOTAL FUND
LCFF Sources	$ 21,186,880	$ 7,741,895	$ 28,928,775	$ 22,803,369	$ 7,741,895	$ 30,545,264	$ -	$ -	$ -	$ 22,803,369	$ 7,741,895	$ 30,545,264
Federal Revenue	$ 4,500,000	$ 3,112,195	$ 7,612,195	$ 4,500,000	$ 3,557,468	$ 8,057,468	$ -	$ -	$ -	$ 4,500,000	$ 3,557,468	$ 8,057,468
Other State Revenue	$ 287,790	$ 9,711,496	$ 9,999,286	$ 287,790	$ 9,602,991	$ 9,890,782	$ -	$ -	$ -	$ 287,790	$ 9,602,991	$ 9,890,782
Other Local Revenue	$ 1,235,404	$ 9,171,302	$ 10,406,707	$ 2,319,304	$ 10,026,741	$ 12,346,045	$ -	$ 25,000	$ 25,000	$ 2,319,304	$ 10,051,741	$ 12,371,045
TOTAL, REVENUES	$ 27,210,074	$ 29,736,889	$ 56,946,963	$ 29,910,464	$ 30,929,096	$ 60,839,559	$ -	$ 25,000	$ 25,000	$ 29,910,464	$ 30,954,096	$ 60,864,559
EXPENDITURES												
Certificated Salaries	$ 6,835,270	$ 6,318,104	$ 13,153,374	$ 6,704,665	$ 6,452,712	$ 13,157,377	$ -	$ -	$ -	$ 6,704,665	$ 6,452,712	$ 13,157,377
Classified Salaries	$ 7,033,835	$ 8,201,308	$ 15,235,143	$ 7,215,496	$ 8,165,482	$ 15,380,978	$ -	$ -	$ -	$ 7,215,496	$ 8,165,482	$ 15,380,978
Employee Benefits	$ 7,756,303	$ 9,253,802	$ 17,010,105	$ 7,826,712	$ 9,445,562	$ 17,272,274	$ -	$ (4,500)	$ (4,500)	$ 7,826,712	$ 9,441,062	$ 17,267,774
Books and Supplies	$ 772,388	$ 1,164,891	$ 1,937,279	$ 1,247,386	$ 1,762,777	$ 3,010,163	$ 22,726	$ 295	$ 23,021	$ 1,270,112	$ 1,763,071	$ 3,033,183
Services and Other Operating Expenditures	$ 4,126,491	$ 5,456,937	$ 9,583,429	$ 4,131,377	$ 5,790,131	$ 9,921,508	$ 1,600	$ 29,205	$ 30,805	$ 4,132,977	$ 5,819,337	$ 9,952,313
Capital Outlay	$ 100,000	$ 385,120	$ 485,120	$ 200,558	$ 385,120	$ 585,678	$ -	$ -	$ -	$ 200,558	$ 385,120	$ 585,678
Other Outgo (excluding Transfers of Indirect Costs)	$ 4,500,000	$ 624,756	$ 5,124,756	$ 4,500,000	$ 624,756	$ 5,124,756	$ -	$ -	$ -	$ 4,500,000	$ 624,756	$ 5,124,756
Other Outgo - Transfers of Indirect Costs	$ (2,132,502)	$ 1,991,618	$ (140,884)	$ (2,151,328)	$ 1,991,754	$ (159,574)	$ (3,326)	$ -	$ (3,326)	$ (2,154,654)	$ 1,991,754	$ (162,900)
TOTAL EXPENDITURES	$ 28,991,785	$ 33,396,537	$ 62,388,322	$ 29,674,865	$ 34,618,294	$ 64,293,159	$ 21,000	$ 25,000	$ 46,000	$ 29,695,865	$ 34,643,294	$ 64,339,159
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES	$ (1,781,710)	$ (3,659,648)	$ (5,441,358)	$ 235,598	$ (3,689,198)	$ (3,453,600)	$ (21,000)	$ -	$ (21,000)	$ 214,598	$ (3,689,198)	$ (3,474,600)
OTHER FINANCING SOURCES/USES												
Interfund Transfers												
a) Transfers In	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
b) Transfers Out	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	$	$	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Other Sources/Uses												
a) Sources	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
b) Uses	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	$	$	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Contributions	$ (1,245,741)	$ 1,245,741	$ (0)	$ (1,310,445)	$ 1,310,445	$ (0)	$ -	$ -	$ -	$ (1,310,445)	$ 1,310,445	$ (0)
TOTAL OTHER FINANCING SOURCES/USES	$ (1,245,741)	$ 1,245,741	$ (0)	$ (1,310,445)	$ 1,310,445	$ (0)	$ -	$ -	$ -	$ (1,310,445)	$ 1,310,445	$ (0)
NET INCREASE (DECREASE) IN FUND BALANCE	$ (3,027,451)	$ (2,413,907)	$ (5,441,358)	$ (1,074,847)	$ (2,378,753)	$ (3,453,600)	$ (21,000)	$ -	$ (21,000)	$ (1,095,847)	$ (2,378,753)	$ (3,474,600)
FUND BALANCE, RESERVES												
Beginning Fund Balance												
a) As of July 1 Unaudited	$ 27,447,824	$ 4,900,280	$ 32,348,104	$ 27,970,162	$ 5,630,832	$ 33,600,994	$ -	$ -	$ -	$ 27,970,162	$ 5,630,832	$ 33,600,994
b) Audit Adjustments	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
c) As of July 1 Audited	$ 27,447,824	$ 4,900,280	$ 32,348,104	$ 27,970,162	$ 5,630,832	$ 33,600,994	$ -	$ -	$ -	$ 27,970,162	$ 5,630,832	$ 33,600,994
d) Other Restatements	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
e) Adjusted Beginning Balance	$ 27,447,824	$ 4,900,280	$ 32,348,104	$ 27,970,162	$ 5,630,832	$ 33,600,994	$ -	$ -	$ -	$ 27,970,162	$ 5,630,832	$ 33,600,994
Ending Balance, June 30	$ 24,420,372	$ 2,486,373	$ 26,906,745	$ 26,895,315	$ 3,252,079	$ 30,147,394	$ (21,000)	$ -	$ (21,000)	$ 26,874,315	$ 3,252,079	$ 30,126,394

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 5.0.3

Board Meeting Date: **January 19, 2023**   [X] Action   [ ] Information

TO: Santa Cruz County Office of Education

FROM: Dr. Faris Sabbah, County Superintendent of Schools

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

BACKGROUND

Alternative Education Court School Accountability Report Card (SARC)

The CDE has delayed the release of the necessary information to complete the documents; however, we have been advised to present the SARCs incomplete for approval as it is required by law to do so at this time.

FUNDING IMPLICATIONS

Included herein.

RECOMMENDATION

Approve the report.

Santa Cruz County Court
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

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 https://www.cde.ca.gov/ta/ac/sa/
	For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://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 https://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) https://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.

2022-23 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

2022-23 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

2022-23 School Overview

The Santa Cruz County Office of Education (COE) operates a robust Alternative Education department comprising of Court and Community Schools situated around the county. A snapshot of our enrollment on a given day throughout the year tends to hover between 700-800 students with a total of roughly 1,100 to 1,200 students being served annually. The mission of our program is to ensure that every student has access and supports to an educational program that suits their individual needs and aspirations. This is accomplished through a variety of educational models offered throughout the county at our various locations.

Our students enter our programs with their own history and educational experience. We take the time to learn about each student, what has worked in the past, what has not worked and what their goals are. Each student who enters our programs has an intake to get to know our program offerings and for us to learn more about the student. This process helps us transition the student into our programs. The unique needs of the student are also addressed and plans are put into place upon enrollment to connect students with team members to provide appropriate support such as special education services, coordination of foster youth support, services for students experiencing homelessness, counseling, or multilingual program support for English Learners. Students have access to a broad course of study, counseling, food, work-based learning,

2022-23 School Overview

employment counseling, language acquisition support as needed, special education services, and an individually tailored academic experience.

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

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students

2021-22 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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
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 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 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		
Local Assignment Options		
Total Out-of-Field Teachers		

2021-22 Class Assignments

Indicator	2020-21	2021-22
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)		

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

2022-23 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 2022

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 2022

System Inspected	**Rate Good**	**Rate Fair**	**Rate Poor**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Conditions and Planned Improvements

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).
4. **College and Career Ready**
   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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A		N/A		N/A	
Mathematics (grades 3-8 and 11)	N/A		N/A		N/A	

2021-22 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.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
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					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2021-22 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.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
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					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)						

2021-22 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2021-22 Career Technical Education Programs

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. 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 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.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
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	

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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	
2020-21 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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

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.

2022-23 Opportunities for Parental Involvement

The Santa Cruz COE Alternative Education department partners with our community to continuously evaluate and improve our programs. We have been extremely grateful to our families, students, and community for continuously engaging in the feedback and planning process. We hold staff, student, and family surveys which also provided an opportunity to discuss the coordination of other pandemic relief funding. In addition to the surveys, we held student focus groups which provided the opportunity for students to engage in a dialogue about their experience through the pandemic and their hopes for the next school year. Throughout the Spring semester, student focus groups were held in person to provide an excellent opportunity to amplify and honor the voices and experiences of our students. Our different parent groups, including our Parent Advisory Committee, DELAC, ELAC, and School Site Council all participated in providing feedback and direction for our programs and these meetings took place in March 2022.

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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate									
Graduation Rate									

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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			

2021-22 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

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions						
Expulsions						

2021-22 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		

2022-23 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 2022 and will be updated prior to March 2023 for the 2022-23 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

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				

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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 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 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)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher 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	
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	79.1	N/A

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

We have a multilingual coordinator who works with the admin team and teachers to support curriculum and instructional needs of our students are met. The Admin team facilitates 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.

Career/Vocational (Preparedness to Enter Workforce)

Three Work Experience Specialists assist students in finding meaningful employment. 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 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.

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.

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 Education 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.

2021-22 Types of Services Funded

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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	

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	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered Where there are student course enrollments of at least one student.	

Professional Development

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 and curriculum. 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	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 5.0.4

Board Meeting Date: **January 19, 2023**   [X] **Action**   [ ] **Information**

TO: Santa Cruz County Office of Education

FROM: Dr. Faris Sabbah, County Superintendent of Schools

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

BACKGROUND

Alternative Education Community School Accountability Report Card (SARC)

The CDE has delayed the release of the necessary information to complete the documents; however, we have been advised to present the SARCs incomplete for approval as it is required by law to do so at this time.

FUNDING IMPLICATIONS

Included herein.

RECOMMENDATION

Approve the report.

Santa Cruz County Community School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

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 https://www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://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 https://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) https://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.

2022-23 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

2022-23 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

2022-23 School Overview

The Santa Cruz County Office of Education (COE) operates a robust Alternative Education department comprising of Court and Community Schools situated around the county. A snapshot of our enrollment on a given day throughout the year tends to hover between 700-800 students with a total of roughly 1,100 to 1,200 students being served annually. The mission of our program is to ensure that every student has access and supports to an educational program that suits their individual needs and aspirations. This is accomplished through a variety of educational models offered throughout the county at our various locations.

Our students enter our programs with their own history and educational experience. We take the time to learn about each student, what has worked in the past, what has not worked and what their goals are. Each student who enters our programs has an intake to get to know our program offerings and for us to learn more about the student. This process helps us transition the student into our programs. The unique needs of the student are also addressed and plans are put into place upon enrollment to connect students with team members to provide appropriate support such as special education services, coordination of foster youth support, services for students experiencing homelessness, counseling, or multilingual program support for English Learners. Students have access to a broad course of study, counseling, food, work-based learning,

2022-23 School Overview

employment counseling, language acquisition support as needed, special education services, and an individually tailored academic experience.

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

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students

2021-22 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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
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 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 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		
Local Assignment Options		
Total Out-of-Field Teachers		

2021-22 Class Assignments

Indicator	2020-21	2021-22
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)		

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

2022-23 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 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy

Subject	Materials		
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 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Conditions and Planned Improvements

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).
4. **College and Career Ready**
   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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A		N/A		N/A	
Mathematics (grades 3-8 and 11)	N/A		N/A		N/A	

2021-22 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.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
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					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2021-22 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.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
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					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)						

2021-22 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2021-22 Career Technical Education Programs

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 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 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.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
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	

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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	
2020-21 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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

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.

2022-23 Opportunities for Parental Involvement

The Santa Cruz COE Alternative Education department partners with our community to continuously evaluate and improve our programs. We have been extremely grateful to our families, students, and community for continuously engaging in the feedback and planning process. We hold staff, student, and family surveys which also provided an opportunity to discuss the coordination of other pandemic relief funding. In addition to the surveys, we held student focus groups which provided the opportunity for students to engage in a dialogue about their experience through the pandemic and their hopes for the next school year. Throughout the Spring semester, student focus groups were held in person to provide an excellent opportunity to amplify and honor the voices and experiences of our students. Our different parent groups, including our Parent Advisory Committee, DELAC, ELAC, and School Site Council all participated in providing feedback and direction for our programs and these meetings took place in March 2022.

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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate									
Graduation Rate									

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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			

2021-22 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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions						
Expulsions						

2021-22 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		

2022-23 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 2022 and will be updated prior to March 2023 for the 2022-2023 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.

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				
1				
2				
3				
4				
5				
6				

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				
1				
2				
3				
4				
5				
6				

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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				
1				
2				
3				
4				
5				
6				

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				

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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 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 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)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher 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	
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	38.6	N/A

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

We have a multilingual coordinator who works with the admin team and teachers to support curriculum and instructional needs of our students are met. The Admin team facilitates 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.

Career/Vocational (Preparedness to Enter Workforce)

Three Work Experience Specialists assist students in finding meaningful employment. 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 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.

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.

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 Education 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.

2021-22 Types of Services Funded

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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	

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	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered Where there are student course enrollments of at least one student.	

Professional Development

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 and curriculum. 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	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 5.0.5

Board Meeting Date: **January 19, 2023**   [X] **Action**   [ ] **Information**

TO: Santa Cruz County Office of Education

FROM: Dr. Faris Sabbah, County Superintendent of Schools

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

BACKGROUND

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

The CDE has delayed the release of the necessary information to complete the documents; however, we have been advised to present the SARCs incomplete for approval as it is required by law to do so at this time.

FUNDING IMPLICATIONS

Included herein.

RECOMMENDATION

Approve the report.

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

2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

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 https://www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://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 https://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) https://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.

2022-23 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-advancement-charter
County-District-School (CDS) Code	44 10447 0136572

2022-23 District Contact Information

District Name	Career Advancement Charter, 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

2022-23 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 diplomas. All services are free and programs are provided in multiple locations within Santa Cruz County that include: the Main Jail, Rountree Correctional Facility, the County Office of Education in Santa Cruz, two Probation Services Centers, and Sequoia Schools.

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 the transition into higher education and new career possibilities. The CAC, under the department of Career and Adult Learning Services, partners with the Workforce Development Board, neighboring school districts and high schools, Juvenile and Adult Probation, 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.

CAC instructors use both physical and digital instructional methods for students, incorporating relevant material to individual students' experiences and cultures. Teachers use a hybrid of Google Classroom, textbooks, and supplemental digital/paper materials to accompany personalized instruction. Each student meets with their teacher at least once per week for a progress check, instruction, and an attendance review. The rate of progress that a student makes each semester varies. On average students earn 5 credits per subject in one semester. Each student's individual graduation plan is outlined in their contract

2022 School Accountability Report Card
Advancement Charter, Re-Entry High School for Adults
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2022-23 School Overview

meeting upon orientation and enrollment, and the course load may be adjusted along the way as needed to accommodate the student's job, parenting, and/or other life responsibilities.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students

2021-22 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

2022 School Accountability Report Card
Advancement Charter, Re-Entry High School for Adults   Page 3 of 23Santa Cruz County Office of Education Career

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2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
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 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 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022 School Accountability Report Card   Page 4 of 23 Santa Cruz County Office of Education Career Advancement Charter, Re-Entry High School for Adults

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		
Local Assignment Options		
Total Out-of-Field Teachers		

2021-22 Class Assignments

Indicator	2020-21	2021-22
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)		

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

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2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Annually, 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 inventory 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 2021-2022 school year, the Career Advancement Charter reviewed our curriculum to center around adult learners. 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 are assigned a Chromebook. Our local internet service providers have offered temporary free internet service to families who qualify. The CAC provides Chromebooks and hot spots to distribute to families who do not have access to the internet.

Year and month in which the data were collected	January 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Bright Thinker ELA Series, McGraw Hill Workplace Skills Series, Challenger Series: New Readers Press, Edge: Reading, Writing, and Language. For a complete list of textbooks please contact the Career Advancement Charter.	Yes	0
Mathematics	Bright Thinker Mathematics Series - Math & Algebra, McGraw Hill Math Foundational: Breakthrough to Math Series, McGraw Hill Math and Algebra all Levels: Career Readiness Series. For a complete list of textbooks please contact the Career Advancement Charter.	Yes	0
Science	Bright Thinker Series Life & Physical Science Foundational: Biology, Environmental Systems. For a complete list of textbooks please contact the Career Advancement Charter.	Yes	0
History-Social Science	Bright Thinker Social Studies/History Series, Bright Thinker Social Studies World History, Bright Thinker Government Foundational, Bright Thinker Economics Foundation Elective Series. For a complete list of textbooks please contact the Career Advancement Charter.	Yes	0
Foreign Language	N/A		

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Health	McGraw Hill Fit & Well, McGraw Hill 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

The Career Advancement Charter facility sites are clean, and safe, and are maintained by the Santa Cruz COE. 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 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.

Below is specific information on 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. 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.
- 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.

Overall, all sites and classrooms were in "Good Repair" and there were no high-priority recommendations.

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			

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Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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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).
4. **College and Career Ready**
   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.

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.

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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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A		N/A		N/A	
Mathematics (grades 3-8 and 11)	N/A		N/A		N/A	

2021-22 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.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
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					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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2021-22 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.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
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					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)						

2021-22 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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2021-22 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.

The Career and Adult Learning Services (CALS) 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 CALS department works closely with local industry to support students in finding and keeping jobs in our community. The Transition Specialist works directly with new, current, and completing students to assist with transitions both into and beyond our program. Students in our programs can access individualized assistance with resumes, interview preparation, and career exploration.

Teachers at our sites align 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)

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.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	23
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	

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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	

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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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

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.

2022-23 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 culturally responsive. 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. 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 developing the 2021-2022 LCAP 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 regular advisory council meetings, staff meetings, and an extensive mid-year LCAP review and needs assessment. Monthly check-ins occurred with the administration team and sites to discuss student needs and create plans for students needing more support.

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

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate									
Graduation Rate									

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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			

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2021-22 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

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

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Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions						
Expulsions						

2021-22 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		

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2022-23 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.

In October of 2021, staff participated in a staff development day which included emergency response training and school site safety training.

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 Santa Cruz COE School Site Council and local law enforcement. The plan was last reviewed and discussed with staff in September 2022 and will be updated prior to March 2023 for the 2022-2023 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

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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				

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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				

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2021-22 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 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)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher 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	
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	2.8	

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2021-22 Types of Services Funded

In the fiscal year 2021-2022, 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. 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 offered childcare services at no cost, and career technical education (CTE) courses in Construction Technology and Culinary Arts. Classes are offered in the evening to support the working student and instructional staff had flexible schedules to better serve the needs of their adult learners.
Through the California Adult Education Program (formally known as the Adult Education Block Grant), the CAC continued to onboard the Comprehensive Adult Student Assessment System (CASAS) to implement assessments that help both students and teachers 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 student's 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 and Culinary Arts.

The CAC project coordinator, transition specialist, 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
- Social-emotional support
- Community referrals to support services

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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		

2022 School Accountability Report Card   Page 22 of 23Santa Cruz County Office of Education Career Advancement Charter, Re-Entry High School for Adults

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2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	

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	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered Where there are student course enrollments of at least one student.	

Professional Development

Staff participate in ongoing staff development throughout the school year. All staff attend 3 all-day learning sessions in addition to supplemental sessions built into the restructured day. Staff receive a calendar at our organization-wide orientation that takes place the first week of school.

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 continue our Professional Development series for our teachers, with student and teacher priorities informing our topics of discussion

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	

2022 School Accountability Report Card   Page 23 of 23Santa Cruz County Office of Education Career
Advancement Charter, Re-Entry High School for Adults

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SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 6

Board Meeting Date: **January 19, 2023** ☐ Action ☒ Information

TO: Santa Cruz County Board of Education

FROM: Dr. Faris Sabbah, County Superintendent of Schools

SUBJECT: Correspondence

BACKGROUND

Correspondence

FUNDING IMPLICATIONS

None.

RECOMMENDATION

Receive the correspondence.

Overview of Brown Act Remote Attendance and Teleconferencing Options
CONFIDENTIAL AND PRIVILEGED ATTORNEY-CLIENT COMMUNICATION

LS Lozano Smith
ATTORNEYS AT LAW

	Traditional Teleconferencing	AB 361 Remote Attendance *(The Proclaimed State of Emergency Option for Legislative Bodies)*	New AB 2449 Remote Attendance *(The Just Cause/Emergency Circumstances Option for Individual Members)*
Brief Summary	Traditionally, members may attend Legislative Body ("LB") meetings remotely, so long as specific requirements are met. For example, all teleconferencing locations must be identified and open to the public.	AB 361 relaxes the requirements of the traditional teleconferencing rules to allow some (or all) members to attend LB meetings remotely *in a proclaimed state of emergency* if the Board makes specific findings. Remote locations do <u>not</u> need to be identified and open to the public.	AB 2449 relaxes the requirements of traditional teleconferencing rules *without the need for a proclaimed state of emergency*. Less than a quorum of members may attend LB meetings remotely with an appropriate "just cause" or "emergency circumstance" exemption. Remote locations do <u>not</u> need to be identified and open to the public.
When is this method of remote attendance permitted?	Always.	October 1, 2021 to January 1, 2024, so long as a proclaimed state of emergency is in effect.	January 1, 2023 to January 1, 2026.
Is a physical meeting location required?	**Yes**. Every teleconference location must be open and accessible to the public.	**No.**	**Yes**. At least a quorum of the LB must attend at a <u>single</u> physical meeting location within the boundaries of the jurisdiction.
How many members can attend remotely?	All LB members may attend remotely, so long as at least a quorum of the LB members attend the meeting, either in person or remotely, from within the boundaries of the jurisdiction.	All LB members may attend remotely.	Less than a quorum of LB members may attend remotely.
Does each remote location need to be open to the public?	**Yes**. The meeting location must be included on the agenda, the agenda must be posted outside of each teleconference location, and the location <u>must</u> be open to the public.	**No**.	**No**. *A member attending remotely must publicly disclose, before any action is taken, whether there are any individuals 18 years of age or older present in the room at the remote location, and the general nature of the member's relationship with that individual.*

Overview of Brown Act Remote Attendance and Teleconferencing Options
CONFIDENTIAL AND PRIVILEGED ATTORNEY-CLIENT COMMUNICATION

LS Lozano Smith
ATTORNEYS AT LAW

	Traditional Teleconferencing	AB 361 Remote Attendance	New AB 2449 Remote Attendance
Is there a justification needed for a member to attend remotely?	**No**.	**Yes**. There must be a proclaimed state of emergency <u>and</u> either: 1. State or local officials have recommended social distancing measures; or 2. The LB is meeting to determine whether meeting in person would present an imminent risk to the health and safety of attendees; or 3. The LB, by majority vote, determines that due to the emergency, meeting in person would present an imminent risk to the health or safety of attendees.	**Yes**. The <u>individual</u> member must notify the LB as soon as possible of the need to participate remotely due to either of the following: 1. "Just cause." This includes a childcare/caregiver need, a contagious illness, a need related to a mental or physical disability, or travel while on official business of a state or local agency; or 2. "Emergency circumstance." This includes a physical or family medical emergency that prevents in person attendance.
Is LB approval required for remote attendance?	**No**.	**No** – If meeting remotely because: 1. State or local officials have recommended social distancing measures; or 2. The LB is meeting *solely* to determine whether meeting in person would present an imminent risk to the health and safety of attendees. **Yes** – If the LB wishes to meet remotely due to # 3 above. The LB must make a finding, by majority vote, that meeting in person presents an imminent risk to the	**No** – If using the "just cause" justification. However, the member must notify the LB at the earliest possible opportunity of the just cause, including a general description of the circumstances. **Yes** – If using the "emergency circumstance" justification. Member must make a request to participate remotely to the LB with a general description of the circumstances, not to exceed 20 words, separately for each meeting in which they seek to participate remotely. The member does not need to disclose confidential medical information. The LB must post this request on the agenda and take action on the request at the beginning of the meeting. If the request is made after the agenda has been posted, the LB may take action to approve the

Overview of Brown Act Remote Attendance and Teleconferencing Options
CONFIDENTIAL AND PRIVILEGED ATTORNEY-CLIENT COMMUNICATION

LS Lozano Smith
ATTORNEYS AT LAW

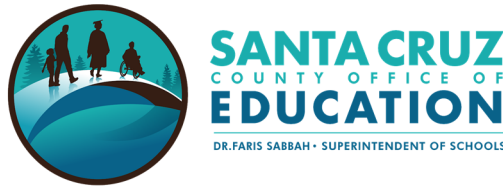|	Traditional Teleconferencing	AB 361 Remote Attendance	New AB 2449 Remote Attendance
		health or safety of attendees. A resolution is recommended but not expressly required.	request by two-thirds vote of the LB members (or a unanimous vote, if less than two-thirds of members are present).
Are there limitations on remote attendance at future meetings?	**No**.	**Yes**. If the LB wishes to continue meeting remotely, the LB must take action, <u>every 30 days</u>, to find that either: 1. The state of emergency continues to directly impact the ability of members to meet safely in person; or 2. State/local officials continue to recommend measures to promote social distancing.	**Yes**. A member may not use the "just cause" justification more than two (2) times per calendar year. In addition, a member may not participate in meetings remotely (whether due to an "emergency, circumstance" or in combination with "just cause") for more than three (3) consecutive months or 20 percent of the LB meetings in one calendar year. If the LB meets less than 10 times a year, a member may not participate remotely for more than two meetings.
Are there technology requirements?	**No**.	**Yes**. The LB must provide one of the following options to both allow members of the public access to the meeting, and allow members of the public the ability to offer public comment: 1. Call-in option; or 2. Internet-based service option. *Note that AB 361 teleconferencing rules do not require both video <u>and</u> audio components.*	**Yes**. The LB must provide one of the following to allow the public to remotely <u>hear</u>, <u>observe</u>, and <u>address</u> the LB: 1. A two-way audiovisual platform (Zoom, for example); or 2. A two-way telephonic service *and* a live webcasting of the meeting In addition, the remote member must participate through <u>both</u> audio and visual technology.
Are there special requirements for dealing with	**No**.	**Yes**. If a disruption prevents the LB from broadcasting the meeting to its members or offering public comments through the remote service, the LB shall	**Yes**. If a disruption prevents the LB from broadcasting the meeting to its members or offering public comments through the remote service, the LB

Overview of Brown Act Remote Attendance and Teleconferencing Options
CONFIDENTIAL AND PRIVILEGED ATTORNEY-CLIENT COMMUNICATION

LS | Lozano Smith
ATTORNEYS AT LAW

	Traditional Teleconferencing	AB 361 Remote Attendance	New AB 2449 Remote Attendance
technology disruptions?		not take any action until the public access is restored.	shall not take any action until the public access is restored.
What must be included in the agenda related to remote attendance?	The agenda must include the address of each teleconference location. The agenda must also be posted at each teleconference location.	The agenda must include notice of how members of the public may access the meeting and offer public comment. This should include the details for the call-in option or the internet-based service option.	The agenda must include notice of how members of the public may access the meeting and offer public comment, both in person and remotely. This should include the details for the two-way audiovisual platform, or the two-way telephonic service/live webcast of meeting. If available, the agenda must include an action item at the beginning of the meeting, to approve any requests by members to attend remotely on the basis of an "emergency circumstance," including a general description of the circumstances.
Is roll call voting required?	**Yes**.	**Yes**.	**Yes**.

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM

Board Meeting Date: **January 19, 2023**   [X] **Action**   [ ] **Information**

TO: Santa Cruz County Board of Education

FROM: Liann Reyes, Deputy Superintendent, Business Services

SUBJECT: Resolution #23-01 regarding Short-Term Cash Loans to Santa Cruz County School Districts

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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.

SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION:
Approve Resolution #23-01.

FISCAL 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 2022-23 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 fiscal years 2022-23 or 2023-24.

Over the last ten years, this option has only been accessed once in Santa Cruz County.

RESOLUTION #23-01

Regarding Temporary Short-Term Cash Loans to Santa Cruz County School Districts

WHEREAS, Education Code (EC) 42621 and 42622 states "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 the County Office of Education (COE) 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 meet 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.

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Santa Cruz County Board of Education
Resolution #22- Regarding Temporary Short-Term Cash Loans to Districts
January 19, 2023

ADOPTED This **19th day of January 2023** by the following vote:

Ayes:

Nays:

Abstentions:

Absent:

_____

Bruce Van Allen, President
Santa Cruz County Board of Education

_____

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

_____

Sue Roth, Vice President

_____

Ed Acosta, Trustee

_____

Alyssa Alto, Trustee

_____

Rose Filicetti, Trustee

_____

Sandra Nichols, Trustee

_____

Abel Sanchez, Trustee

Santa Cruz County Board of Education
Resolution #23-01 Regarding Temporary Short-Term Cash Loans to Districts
January 19, 2023

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SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 8.2

Board Meeting Date: **January 19, 2023**   [X] Action   [ ] Information

TO: Dr. Faris Sabbah, County Superintendent of Schools

FROM: Sandra Nichols, Chair, Community Outreach & Legislation Committee

SUBJECT: Approve Resolution #23-02 Recognizing February as Black History Month

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BACKGROUND

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

FUNDING IMPLICATION

None.

RECOMMENDATION

Adopt Resolution #23-02.

RESOLUTION #23-02
RESOLUTION RECOGNIZING FEBRUARY AS BLACK HISTORY MONTH

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

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

WHEREAS, in spite of these injustices, many of which continue to exist today, Black Americans have made significant contributions to the economic, educational, political, artistic, literary, scientific and technological advancements of the United States; and

WHEREAS, National African American History Month, also known as Black History Month, had its origins in 1915 when historian and author Dr. Carter G. Woodson founded the Association for the Study of Negro Life and History; and

WHEREAS, Black History Month in February celebrates the contributions that Black Americans have made to American history in their struggles for freedom and equality and deepens our understanding of our Nation's history; and

WHEREAS, Presidents Ford, Carter, Reagan, Clinton, Bush, Obama, Trump, and Biden have issued Presidential messages and proclamations recognizing the significant of National African American History Month by urging all Americans to recognize the important contributions made by African Americans to American life and culture; and

WHEREAS, The United States Congress has similarly passed laws and adopted resolutions since 1986 to recognize the significance of contributions made by Black Americans; and

WHEREAS, The Library of Congress, National Archives and Records Administration, National Endowment for the Humanities, National Gallery of Art, National Park Service, Smithsonian Institution and United States Holocaust Memorial Museum join in paying tribute to the generations of African Americans who struggled with adversity to achieve full citizenship in American society; and

WHEREAS, Black History Month is a time for us to continue our collective journey honoring and deepening our knowledge of the history and contributions of Black Americans and people of African descent that have been marginalized from mainstream curricula and discussions because of our country's legacy of slavery, and institutional and structural racism; and

WHEREAS, Black history is still being made today in Santa Cruz County, with the naming of UCSC's John Lewis College, the acclaimed Black Graduation recognizing local Black students, and the recent election of Justin Cummings as the first Black Santa Cruz County Supervisor, and

WHEREAS, the Black History Month 2023 theme, "Black Resistance," explores how "African Americans have resisted historic and ongoing oppression, in all forms, especially the racial terrorism of lynching, racial pogroms and police killings," since the nation's earliest days, and

WHEREAS, the Santa Cruz County Office of Education and the Santa Cruz County Board of Education are committed to valuing diversity and believes deeply that equity, respect and justice are central to the character of who we are, to the health of our democracy and to the well-being of our world; and

WHEREAS, at the Santa Cruz County Office of Education, it is our hope that during this month of recognition and celebration of Black Americans and their contributions made to this country, that we will work to disrupt manifestations of anti-blackness sentiments in our communities and in our schools; and

NOW, THEREFORE, BE IT RESOLVED, that the Santa Cruz County Board of Education and the County Superintendent of Schools hereby recognize and support National African American History Month in February 2023 by encouraging public officials, educators, librarians, and school communities to observe this month with appropriate programs, ceremonies and activities.

NOW, THEREFORE, BE IT RESOLVED, that the Santa Cruz County Board of Education and the County Superintendent of Schools hereby support school districts in their effort to commemorate National Black History Month by providing instructional resources, relevant research, and exemplary or promising practices throughout the year to make a significant impact on the lives and futures of Black American students.

PASSED AND ADOPTED by the Santa Cruz County Board of Education, County of Santa Cruz, State of California, this 19th day of January, 2023, by the following vote:

AYES:

NAYS:

ABSENT:

ABSTAIN:

_____   _____
Bruce Van Allen, Board President   Dr. Faris M. Sabbah, Secretary
Santa Cruz County Board of Education   Santa Cruz County Superintendent of Schools

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 8.3

Board Meeting Date: **January 19, 2023**   [X] Action   [ ] Information

TO: Santa Cruz County Board of Education

FROM: Liann Reyes, Deputy Superintendent, Business Services

SUBJECT: Approval of the 2023-2024 Budget Calendar

BACKGROUND

The Board will be asked to approve the 2023-2024 Budget Development Process and Single Budget Adoption Timelines as submitted and recommended by administration.

FUNDING IMPLICATION

Detailed herein.

RECOMMENDATION

Approve the 2023-2024 Budget Calendar.

SANTA CRUZ COUNTY OFFICE OF EDUCATION
BUDGET DEVELOPMENT PROCESS AND TIMELINE
Single Budget Adoption
2023-24

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

	OBJECTIVIES		ACTIVITIES/PROCEDURES	DATE	RESPONSIBILITY
1.0	Prepare preliminary 2023-24 revenue projections.	1.1	Identify preliminary revenue 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.	February	Deputy Supt. Business
		2.3	Review and confirm preliminary Budget and personnel requests with HR & Deputy Supt Bus	February	Director/ Program Mgrs
		2.4	Confirm preliminary person-nel assignments with directors/ program managers.	4th week in February	Deputy Supt. Business
		2.5	Review preliminary program Budgets with Deputy Supt Bus.	4th week in February	Directors & Prog. Mgrs.
		2.6	Review Budget personnel requests in Cabinet.	4th week in February	Deputy Supt. Business
		2.7	Cabinet review of personnel status/changes.	4th week in February	Supt./ Cabinet
		2.8	Refine program Budgets.	By 1st week April	Directors & Prog. Mgrs.
		2.9	Prepare preliminary Budget summary document.	2nd week of April	Deputy Supt. Business
		2.10	Refine program Budgets as necessary and review with directors, program managers.	3rd week of April	Deputy Supt. Business
3.0	Review and adopt final Budget				
		3.1	Schedule Board Ad Hoc study		

			Session(s) as necessary	Early May	Board of Education
		3.2	Report on status of preliminary Budget summary and LCAP to Board.	May 18 Board Mtg.	Deputy Supt. Business
		3.3	Update preliminary Budget as necessary, to reflect personnel, programmatic, fiscal changes, if any.	Ongoing	Deputy Supt. Business
		3.4	Publish legal notice of public hearing on final Budget (min. 10 days before hearing).	June 1	Deputy Supt. Business
		3.5	Hold public hearing on final Budget and LCAP (no later than July 1)	June 15 Board Mtg	Board of Education
		3.6	Adopt final Budget and LCAP	June 22	Board of Education
		3.7	Submit final Budget to State	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
		4.2	Distribute Budget summary to directors and program managers.	Months of June, July, August	Deputy Supt. Business
		4.3	Review status of Budget with Board of Education	Ongoing	Deputy Supt. Business
5.0	Transmittal of prior year financial data.	5.1	Transmit prior year un-audited financial statement.	Oct. 15	Deputy Supt. Business
		5.2	File prior-year Audit with state control agencies. .	Dec. 15	Deputy Supt. Business/ Auditor

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 8.4

Board Meeting Date: **January 19, 2023** [X] Action [ ] Information

TO: Dr. Faris Sabbah, County Superintendent of Schools

FROM: Sandra Nichols, Chair, Community Outreach & Legislation Committee

SUBJECT: Approve Resolution #23-03 School Board Recognition

BACKGROUND

An excellent public education system is vital to the quality of life for all California citizens and communities. School board members continue to advocate to best serve the children in our community each and every day. Local school board members are committed to children and believe that all children can be successful learners and that the best education is tailored to the individual needs of the child.

The Santa Cruz County Board of Education and the County Superintendent of Schools declare our appreciation to the members of every public School Board in the County of Santa Cruz and proclaim the month of January 2023, as School Board Recognition Month in the County of Santa Cruz. We urge all community members to join us in recognizing the dedication and hard work of local school board members and in working with them to create an education system that meets the needs of our children.

FUNDING IMPLICATION

None.

RECOMMENDATION

Adopt Resolution #23-03

RESOLUTION #23-03
SCHOOL BOARD RECOGNITION MONTH

WHEREAS, an excellent public education system is vital to the quality of life for all California citizens and communities; and

WHEREAS, our public education system has faced unprecedented circumstances these past three years as a result of the COVID-19 pandemic; and

WHEREAS, our local school boards acted immediately to ensure our children's academic, social-emotional, physical and mental health needs continued to be met at a time when students needed consistent services most; and

WHEREAS, school board members continue to advocate to best serve the children in our community each and every day; and

WHEREAS, local school board members are committed to children and believe that all children can be successful learners and that the best education is tailored to the individual needs of the child; and

WHEREAS, school board members work closely with parents, educational professionals and other community members to create the healthiest environments possible where all students can thrive; and

WHEREAS, school board members are responsible for building and maintaining the structure that provides a solid foundation for our school system; and

WHEREAS, school board members are strong advocates for public education and are responsible for communicating the needs of the school district to the public and the public's expectations to the district; and

WHEREAS, the mission of the public schools to meet the diverse educational needs of all children and to empower them to become competent, productive contributors to a democratic society and an ever-changing world is more poignant than ever before;

NOW, THEREFORE, BE IT RESOLVED, that the Santa Cruz County Board of Education and the County Superintendent of Schools, do hereby declare our appreciation to the members of the every public School Board in the County of Santa Cruz and proclaim the month of January 2023, as School Board Recognition Month in the County of Santa Cruz. We urge all community members to join us in recognizing the dedication and hard work of local school board members and in working with them to create an education system that meets the needs of our children.

PASSED AND ADOPTED by the Santa Cruz County Board of Education, County of Santa Cruz, State of California, this 19th day of January, 2023, by the following vote:

AYES:

NAYS:

ABSENT:

ABSTAIN:

_____   _____
Bruce Van Allen, Board President   Dr. Faris M. Sabbah, Secretary
Santa Cruz County Board of Education   Santa Cruz County Superintendent of Schools