



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

Santa Cruz County Board of Education • 400 Encinal Street, Santa Cruz, CA 95060 • Tel (831) 466-5900 • www.santacruzcoe.org
Mr. Ed Acosta • Ms. Alyssa Alto • Mr. Edward Estrada • Ms. Sandra Nichols
Ms. Sue Roth • Mr. Abel Sanchez • Mr. Bruce Van Allen

Student Trustee: Mr. Oscar Alvarez-Delgado

Santa Cruz County Board of Education
Regular Board Meeting
Thursday, January 18, 2024
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/82459849354>

Or join by phone:

Phone Number: +1 (669) 444-9171

Meeting ID: 824 5984 9354

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 vvalentin@santacruzcoe.org no later than 2:00 PM on January 18th. 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 vvalentin@santacruzcoe.org a más tardar a las 2:00 PM del 18 de enero. Cada individuo solo puede hacer un comentario por tema.

AGENDA

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

Sue Roth (President), Ed Acosta, Alyssa Alto, Edward Estrada, Sandra Nichols, Abel Sanchez, Bruce Van Allen
Oscar Alvarez-Delgado (Student Trustee)
Faris Sabbah (Secretary)

1.1 Board Member Remote Attendance Approval

In accordance with AB 2449, Trustees may participate in the Board meeting remotely under the following conditions:

- Just Cause, or Emergency Circumstances
- Board Approval

It is required that a Board quorum be present in-person.

Motion &

Roll Call Vote: Sue Roth (President)

2. PLEDGE OF ALLEGIANCE

Superintendent Sabbah 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 14, 2023

5.0.2 Donations

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 5.0 for further discussion/consideration if so determined.

6. CORRESPONDENCE

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

7. NEW BUSINESS AND ACTION ITEMS

7.1 Approve Cabrillo College District & Santa Cruz County Office Of Education A Dual Enrollment Partnership Agreement

This is an agreement with Cabrillo College district to collaborate with the County Office of Education beginning in the Spring 2024 semester to Summer 2027. The Board is asked to sign the agreement.

Presenter(s): Dr. Faris Sabbah, County Superintendent of Schools
 Denise Sanson, Executive Director, Career and Adult Learning Services
 Scott Keller, Coordinator, Career & Adult Learning Services

Motion &

Voice Vote: Sue Roth (President)

7.2 Approve Resolution #24-01 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 Santa Cruz 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: Sue Roth (President)

7.3 Approve Resolution #24-02 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 #24-02 Recognizing February as Black History Month.

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

Motion &

Roll Call Vote: Sue Roth (President)

7.4 Approval of the 2024-2025 Budget Calendar

The Board will be asked to approve the 2024-2025 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 &

Voice Vote: Sue Roth (President)

7.5 Approve Resolution #24-03 Proclaiming January 2024 as Human Trafficking Prevention Month

Human trafficking is a public health issue and crime that affects individuals, families, and communities across generations, exploiting the most vulnerable among us and weakening our collective well-being. The Santa Cruz County Office of Education and the Board of Education encourages the community to learn more about how they can help prevent and stop human trafficking. The Board is asked to adopt this resolution.

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

Motion &

Roll Call Vote: Sue Roth (President)

7.6 Approve Resolution #24-04 Authorizing the COE into local agreement with the State of California

This resolution must be adopted in order to certify the approval of the Governing Board to enter into this transaction with the California Department of Social Services for the purpose of providing child care and development services and to authorize the designated personnel to sign contract documents for Fiscal Year 2024-25.

Presenter(s): Dr. Angela Meeker, Associate Superintendent, Educational Services

Motion &

Roll Call Vote: Sue Roth (President)

8. SUPERINTENDENT'S REPORT

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

9. 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.

10. AD HOC/STANDING COMMITTEE REPORTS/ACTIONS

11. SCHEDULE OF MEETINGS AND UPCOMING EVENTS

Santa Cruz County Board of Education

Regular Meeting

February 15, 2024

4:00 p.m.

12. ADJOURNMENT

President Roth will adjourn the meeting.

PLEASE NOTE:

Public Participation:

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

Backup Documentation:

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

Translation Requests:

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

ADA Compliance:

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



SANTA CRUZ
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SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 5.0.1

Board Meeting Date: January 18, 2024

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Action



Information

TO: Santa Cruz County Board of Education

FROM: Administration Department

SUBJECT: Minutes of the Regular Board Meeting held on December 14, 2023

BACKGROUND

Minutes of the Regular Board Meeting held on December 14, 2023

FUNDING IMPLICATIONS

None.

RECOMMENDATION

Approve the minutes.



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

Student Trustee: Mr. Oscar Alvarez-Delgado

Santa Cruz County Board of Education
Regular Board Meeting
Thursday, December 14, 2023
Closed Session at 4:00 p.m.
Open Session will commence as soon as matters can be heard
Boardroom and/or Zoom

MEETING MINUTES

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

Trustees Present:

Bruce Van Allen (President), Edward Estrada, Sue Roth, Abel Sanchez, Oscar Alvarez (Student Trustee)

Trustees Absent: (At time of Role Call)

Ed Acosta, Alyssa Alto, Sandra Nichols

Staff Present:

Dr. Faris Sabbah (Secretary), Melissa Lopez, Dr. Angela Meeker, Rebecca Olker, Liann Reyes, John Rice, Verenise Valentin

1.1 Board Member Remote Attendance Approval

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

Trustee Nichols requested remote attendance approval.

A motion was made to table this item for a later point in this meeting (Roth/Estrada 4-0-0-0).

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

Student Trustee Alvarez-Delgado voted yes on this matter.

2. PLEDGE OF ALLEGIANCE

Superintendent Sabbah (Secretary) led the Pledge of Allegiance.

3. APPROVAL OF AGENDA

A motion was made to approve the agenda as presented (Sanchez/Roth 4-0-0-0).

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

Student Trustee Alvarez-Delgado voted yes on this matter.

4. CLOSED SESSION DISCLOSURE

President Van Allen disclosed that the Board, in closed session, discussed matters relating to a litigation matter as noted in item 5.1.

5. CLOSED SESSION

Trustee Acosta and Trustee Alto arrived at the meeting.

5.1 Litigation Matter Discussion

Superintendent Sabbah and Deputy Superintendent Reyes shared a litigation matter with the County Board of Education.

A motion was made to pursue a litigation matter (Roth/Estrada 2-3-1-1).

Ayes: Estrada, Roth
Nays: Acosta, Alto, Van Allen
Abstain: Sanchez
Absent: Nichols

Student Trustee Alvarez-Delgado did not participate in closed session.

6. OPEN SESSION

Open session began as soon as the matter could be heard.

1.1 Board Member Remote Attendance Approval

The Board returned to item 1.1, in regards to Trustee Nichol's participation. She requested remote attendance approval due to a medical emergency.

A motion was made to approve Trustee Nichol's remote attendance and participation in the meeting (Alto/Acosta 6-0-0-1).

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

Student Trustee Alvarez-Delgado voted yes on this matter.

7. REPORT OUT ON CLOSED SESSION

President Van Allen reported that the Board voted to not pursue a litigation matter, item 5.1.

8. PUBLIC COMMENT

No public comments were made.

9. ANNUAL ORGANIZATION OF THE BOARD

The Board organizes a meeting each year by electing one of their members as president of the Board. (EDC § 1009).

9.1 Nominations for President of the Board

President Van Allen called for nominations for Board President. Trustee Sanchez nominated Vice President Roth for Board President.

9.2 Election of the Board President

A motion was made to elect Vice President Roth as Board President (Sanchez/Alto 7-0-0-0).

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

Student Trustee Alvarez-Delgado voted yes on this matter.

9.3 Nominations for the Vice President of the Board

President Roth called for nominations of the Vice President. President Roth nominated Trustee Alto for Vice President.

9.4 Election of Board Vice President

A motion was made to elect Trustee Alto as Board Vice President (Roth/Van Allen 7-0-0-0).

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

Student Trustee Alvarez-Delgado voted yes on this matter.

9.5 Appointment of Chairperson, County Committee on School District Organization

President Roth appointed Trustee Van Allen as chairperson to the County Committee on School District Organization.

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

President Roth appointed Trustee Estrada as County Board representative to the Santa Cruz County School Board Association.

9.7 Establishment of Regular Meetings of the Board

The Board discussed, and by motion, selected 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 monthly on the third Thursday, with an additional date in June, at 4:00 p.m. (Van Allen/Acosta 7-0-0-0).

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

Student Trustee Alvarez-Delgado voted yes on this matter.

A motion was made to move item 12.1 Retirement Recognitions, before item 9.8. (Van Allen/Alto 7-0-0-0).

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

Student Trustee Alvarez-Delgado voted yes on this matter.

12.1 Retirement Recognition

The Board recognized the important contributions of the following Santa Cruz County Office of Education employees who have retired in the 2023-2024 school year.

Retirees: Donna Gagne, Instructional Aide, Autism Support in Special Education
Kathleen Proffitt, Instructional Aide, Alternative Education

Dr. Faris Sabbah, County Superintendent of Schools, shared a sentiment on behalf of the Chrysalis Team for Donna Gage.

Dr. Faris Sabbah, John Rice, Executive Director, Alternative Education, and Jean Milnes, spoke on Kathleen Proffitt's behalf.

Kathleen Proffitt accepted her award and thanked the Board and COE for providing her an excellent work experience.

9.8 Appointments to Standing Committees

9.8.1 Agenda Committee

President Roth appointed herself and Vice President Alto to the agenda committee.

9.9 Appointments to Ad Hoc Committees

9.9.1 Board Budget Committee

President Roth appointed herself and Trustee Estrada to the board budget committee.

9.9.2 Policy Committee

President Roth appointed Vice President Alto, Trustee Alto, and Trustee Estrada to the policy committee.

9.9.3 Charter Schools Committee

President Roth appointed herself, Vice President Alto, and Trustee Sanchez to the charter schools committee.

9.9.4 Community Outreach and Legislative Committee

President Roth appointed Trustee Van Allen, Trustee Acosta, and Trustee Nichols to the community outreach and legislative committee.

9.9.5 Other committee(s) as determined

President Roth has the authority to create additional ad hoc committees. No additional ad hoc committees were created.

10. CONSENT AGENDA

10.0.1 Minutes of the Regular Board Meeting held on November 16, 2023

10.0.2 Budget Revisions

10.0.3 Donations

A motion was made to approve the consent agenda as presented (Van Allen/Nichols 7-0-0-0).

Ayes: Acosta, Alto, Estrada, Nichols, Roth, Sanchez, Van Allen

Nays: None

Abstain: None

Absent: None

Student Trustee Alvarez-Delgado voted yes on this matter.

10.1 DEFERRED CONSENT ITEMS (if required)

None.

11. CORRESPONDENCE

The Board received a holiday message from Lozano Smith.

12. REPORTS, DISCUSSIONS, AND PRESENTATIONS

12.2 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 to the Board.

The Board asked clarifying questions.

13. NEW BUSINESS AND ACTION

13.1 Approve Resolution #23-39 School Board Recognition

The Santa Cruz County Board of Education and the County Superintendent of Schools declared our appreciation to the members of every public School Board in the County of Santa Cruz and proclaimed the month of January 2024, as School Board Recognition Month in the County of Santa Cruz.

A motion was made to approve Resolution #23-39 School Board Recognition (Van Allen/Nichols 7-0-0-0).

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

Student Trustee Alvarez-Delgado voted yes on this matter.

14. SUPERINTENDENT'S REPORT

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

15. TRUSTEE REPORTS (3 minutes each)

Trustee Estrada

No report to share.

Trustee Acosta:

No report to share.

Trustee Alto:

No report to share.

Trustee Sanchez:

He attended the CA State Board Association Annual Education Conference in San Francisco, CA and attended Pajaro Valley Prevention and Student Assistance's Soup for a Cause Fundraiser.

President Roth:

11/29 – 12/2 - CA State Board Association Annual Education Conference in San Francisco, CA
12/6/23 - County Board of Education Agenda Planning Meeting

Trustee Van Allen:

No report to share.

Trustee Nichols:

No report to share.

Student Trustee Alvarez-Delgado:

He shared that college application deadlines passed for students and many students took advantage of the support from various counselors. He also shared that he will be joining the monthly Student Trustee class with Santa Cruz City Schools, working with other student trustees.

16. AD HOC/STANDING COMMITTEE REPORTS/ACTIONS

17. SCHEDULE OF MEETINGS AND UPCOMING EVENTS

Santa Cruz County Board of Education
Regular Meeting
January 18, 2024 4:00 p.m.

Santa Cruz County Board of Education
Regular Meeting
February 15, 2024 4:00 p.m.

Santa Cruz County Board of Education
Regular Meeting
March 21, 2024 4:00 p.m.

Santa Cruz County Board of Education
Regular Meeting
April 18, 2024 4:00 p.m.

Santa Cruz County Board of Education
Regular Meeting
May 16, 2024 4:00 p.m.

Santa Cruz County Board of Education
Regular Meeting
June 20, 2024 4:00 p.m.

Santa Cruz County Board of Education
Special Meeting
June 27, 2024 4:00 p.m.

Santa Cruz County Board of Education
Regular Meeting
July 18, 2024 4:00 p.m.

Santa Cruz County Board of Education
Regular Meeting
August 15, 2024 4:00 p.m.

Santa Cruz County Board of Education
Regular Meeting
September 19, 2024 4:00 p.m.

Santa Cruz County Board of Education
Minutes, Regular Meeting
December 14, 2023

Santa Cruz County Board of Education
Regular Meeting
October 17, 2024 4:00 p.m.

Santa Cruz County Board of Education
Regular Meeting
November 21, 2024 4:00 p.m.

Santa Cruz County Board of Education
Regular Meeting
December 19, 2024 4:00 p.m.

18. **ADJOURNMENT**
President Roth adjourned the meeting at 6:58 p.m.



SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 5.0.2

Board Meeting Date: January 18, 2024

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Action

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Information

TO: Santa Cruz County Board of Education

FROM: Business Department

SUBJECT: Donations and Gifts

BACKGROUND

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

FUNDING IMPLICATIONS

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

RECOMMENDATION

Accept gifts and donations as follows:

<u>Program</u>	<u>Donor</u>	<u>Value</u>
Special Education	Kris Reyes	\$365
CALS Dental Assisting	F.A.D.E. of El Dorado Hills in Northern California	\$7350



Verenise Valentin <vvvalentin@santacruzcoe.org>

Fwd: Donation from FADE

Yvonne Pizano <ypizano@santacruzcoe.org>
To: Verenise Valentin <vvvalentin@santacruzcoe.org>

Wed, Dec 20, 2023 at 1:24 PM

Hi Verenise,

We will need a donation letter for FADE if approved by the Board :)
We appreciate what they are doing for our CALS Dental Program!

----- Forwarded message -----

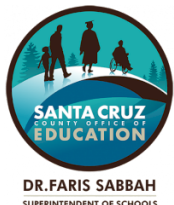
From: **Deborah Martinez** <dmartinez@santacruzcoe.org>
Date: Wed, Dec 20, 2023 at 1:12 PM
Subject: Donation from FADE
To: Yvonne Pizano <ypizano@santacruzcoe.org>

Hi Yvonne,
I would like to announce that F.A.D.E. of El Dorado Hills in Northern California has **donated** the access for the Learning Online Module so that my students can earn their Certifications for The Dental Practice Act/Infection Control and I have provided the Clinical Testing for the students. The cost per student is \$350.00 to take this certification course. F.A.D.E. has been generous in giving me online access to let students earn their certificates under their "umbrella of an approved course". The total is \$7350.00, as there is 21 students enrolled this year in dental assisting through CALS.

--
Best Regards,
Debbie Martinez, R.D.A.
DENTAL ASSISTING PROGRAM
INSTRUCTOR
CALS Career Adult Learning Services
399 Encinal Street
Santa Cruz, CA 95060
Cell 831-345-1197



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DR. FARIS SABBAAH
SUPERINTENDENT OF SCHOOLS

Yvonne Pizano
Department Coordinator
Santa Cruz COE | Career and Adult Learning Services
School Office Phone (831) 466-5764
ypizano@santacruzcoe.org

"La vida no es la que uno vivió, sino la que uno recuerda y como la recuerda para contarla."



SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 5.0.3

Board Meeting Date: January 18, 2024

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Action

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Information

TO: Santa Cruz County Board of Education

FROM: Dr. Faris Sabbah, County Superintendent of Schools

SUBJECT: 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

2022-2023 School Accountability Report Card

(Published During the 2023-2024 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/fq/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.

2023-24 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

2023-24 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	www.santacruzcoe.org

2023-24 School Description and Mission Statement

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

2023-24 School Description and Mission Statement

support for English Learners. Students have access to a broad course of study, counseling, food, work-based learning, 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 effective programs, which are supported by a healthy organization, our students' families, and effective community partnerships. Our programs are student-centered and adapt to meet individual needs. We value personal and professional development.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	3
Grade 10	14
Grade 11	31
Grade 12	17
Total Enrollment	65

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	24.6%
Male	75.4%
American Indian or Alaska Native	1.5%
Hispanic or Latino	86.2%
White	12.3%
English Learners	32.3%
Foster Youth	4.6%
Homeless	4.6%
Socioeconomically Disadvantaged	100%
Students with Disabilities	40%

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)	2.00	50.00	47.20	51.03	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.60	1.83	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	6.70	7.25	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.00	50.00	32.90	35.55	12115.80	4.41
Unknown	0.00	0.00	4.00	4.32	18854.30	6.86
Total Teaching Positions	4.00	100.00	92.50	100.00	274759.10	100.00

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)	1.00	25.00	46.80	52.77	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.60	0.70	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	13.50	15.21	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.00	75.00	27.50	31.08	11953.10	4.28
Unknown	0.00	0.00	0.20	0.23	15831.90	5.67
Total Teaching Positions	4.00	100.00	88.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00	0.00
Local Assignment Options	2.00	3.00
Total Out-of-Field Teachers	2.00	3.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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 2023

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

School Facility Conditions and Planned Improvements

Santa Cruz COE The Alternative Education Programs are housed 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. Santa Cruz COE makes 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 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 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.

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 2023

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			

School Facility Conditions and Planned Improvements

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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	0	17	62	62	47	46
Mathematics (grades 3-8 and 11)	0	0	45	43	33	34

2022-23 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	24	18	75.00	25.00	16.67
Female	--	--	--	--	--
Male	18	13	72.22	27.78	23.08
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	18	14	77.78	22.22	14.29
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	20	14	70.00	30.00	14.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 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	24	18	75.00	25.00	0.00
Female	--	--	--	--	--
Male	18	13	72.22	27.78	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	18	14	77.78	22.22	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	20	14	70.00	30.00	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	--	0.00	24.75	18.83	29.47	30.29

2022-23 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	14	11	78.57	21.43	0.00
Female	--	--	--	--	--
Male	12	10	83.33	16.67	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 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. 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.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	12
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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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
Grade 5	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A
Grade 9	0	0	0	0	0

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.

2023-24 Opportunities for Parental Involvement
<p>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 Spring 2023.</p>

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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	53.8	33.3	55.9	31.1	28.2	33.8	9.4	7.8	8.2
Graduation Rate	46.2	47.6	44.1	68.6	64.4	65.4	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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	34	15	44.1
Female	--	--	--
Male	25	13	52.0
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	22	8	36.4
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	12	7	58.3
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	34	15	44.1
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	133	93	43	46.2
Female	34	24	14	58.3
Male	99	69	29	42.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	1	0	0.0
Asian	0	0	0	0.0
Black or African American	2	1	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	98	66	32	48.5
Native Hawaiian or Pacific Islander	1	0	0	0.0
Two or More Races	1	1	0	0.0
White	29	24	11	45.8
English Learners	32	28	13	46.4
Foster Youth	14	9	0	0.0
Homeless	3	3	1	33.3
Socioeconomically Disadvantaged	133	93	43	46.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	47	34	17	50.0

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.00	0.00	1.12	0.39	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

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

2023-24 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 2023 and will be updated prior to March 2024 for the 23-24 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

2023-24 School Safety Plan

- Program Course of Study
- Board Policies
- Healthy Kids Survey
- United Way Community Assessment Project
- Site walk-throughs
- School Site Handbooks
- Student and Staff Interviews

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				

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	0	0	0	0
Mathematics	0	0	0	0
Science	0	0	0	0
Social Science	0	0	0	0

2022-23 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	0

2022-23 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	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$77,017
District	N/A	N/A	\$12,663.86	\$77,017
Percent Difference - School Site and District	N/A	N/A	42.5	0.0
State	N/A	N/A	\$7,607	N/A
Percent Difference - School Site and State	N/A	N/A	87.7	N/A

Fiscal Year 2022-23 Types of Services Funded

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 mental health and supports. There are social-emotional counselors at all school sites to support students and staff. To increase services, Alternative Education has added additional counselors and contracted Encompass Youth Services and Children's Behavioral Health. 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. 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. Alternative Education Program partners with the William James Arts Education Program to provide a variety of arts programming at each site as well as the Artist Teacher Partnership. Additional partners include the Santa Cruz Arts Council. 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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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/csl/>.

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		

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

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

Professional Development

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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	



SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 5.0.4

Board Meeting Date: January 18, 2024

☒

Action

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Information

TO: Santa Cruz County Board 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

2022-2023 School Accountability Report Card

(Published During the 2023-2024 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/fq/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.

2023-24 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

2023-24 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	www.santacruzcoe.org

2023-24 School Description and Mission Statement

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

2023-24 School Description and Mission Statement

support for English Learners. Students have access to a broad course of study, counseling, food, work-based learning, 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 effective programs, which are supported by a healthy organization, our students' families, and effective community partnerships. Our programs are student-centered and adapt to meet individual needs. We value personal and professional development.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	3
Grade 8	5
Grade 9	51
Grade 10	136
Grade 11	313
Grade 12	233
Total Enrollment	741

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.1%
Male	47.9%
American Indian or Alaska Native	1.1%
Asian	1.3%
Black or African American	0.9%
Filipino	0.5%
Hispanic or Latino	52.8%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	1.5%
White	41.3%
English Learners	15.7%
Foster Youth	0.9%
Homeless	3.4%
Socioeconomically Disadvantaged	53.6%
Students with Disabilities	15.9%

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)	13.70	37.22	47.20	51.03	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.60	1.83	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	6.70	7.25	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	22.20	60.05	32.90	35.55	12115.80	4.41
Unknown	1.00	2.70	4.00	4.32	18854.30	6.86
Total Teaching Positions	37.00	100.00	92.50	100.00	274759.10	100.00

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)	12.20	37.05	46.80	52.77	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.60	0.70	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.50	7.54	13.50	15.21	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	18.10	54.80	27.50	31.08	11953.10	4.28
Unknown	0.20	0.60	0.20	0.23	15831.90	5.67
Total Teaching Positions	33.10	100.00	88.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00	1.00
Misassignments	0.00	1.50
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	2.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00	0.00
Local Assignment Options	22.20	18.10
Total Out-of-Field Teachers	22.20	18.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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)	0	4.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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 2023

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

School Facility Conditions and Planned Improvements

Santa Cruz COE The Alternative Education Programs are housed 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. Santa Cruz COE makes 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 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 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.

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 2023

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			

School Facility Conditions and Planned Improvements

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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	34	21	62	62	47	46
Mathematics (grades 3-8 and 11)	17	8	45	43	33	34

2022-23 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	234	127	54.27	45.73	21.26
Female	111	57	51.35	48.65	19.30
Male	122	69	56.56	43.44	21.74
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	97	54	55.67	44.33	12.96
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	118	63	53.39	46.61	30.16
English Learners	55	23	41.82	58.18	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	126	58	46.03	53.97	12.07
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	17	47.22	52.78	17.65

2022-23 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	235	134	57.02	42.98	7.52
Female	112	59	52.68	47.32	5.17
Male	122	74	60.66	39.34	9.46
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	97	57	58.76	41.24	3.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	119	67	56.30	43.70	10.45
English Learners	55	23	41.82	58.18	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	126	63	50.00	50.00	4.76
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	21	58.33	41.67	4.76

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	26.04	20.28	24.75	18.83	29.47	30.29

2022-23 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	221	144	65.16	34.84	20.28
Female	113	75	66.37	33.63	20.00
Male	105	67	63.81	36.19	19.70
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	84	56	66.67	33.33	5.36
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	123	78	63.41	36.59	32.05
English Learners	26	14	53.85	46.15	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	116	74	63.79	36.21	15.07
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	23	67.65	32.35	4.55

2022-23 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. 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.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	60
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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	8.97

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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
Grade 5	N/A	N/A	N/A	N/A	N/A
Grade 7	55	55	55	55	55
Grade 9	10	10	10	10	10

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.

2023-24 Opportunities for Parental Involvement
<p>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 Spring 2023.</p>

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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	31.8	12.5	33.2	31.1	28.2	33.8	9.4	7.8	8.2
Graduation Rate	68	76.6	65.7	68.6	64.4	65.4	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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	367	241	65.7
Female	193	134	69.4
Male	172	105	61.0
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	142	90	63.4
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	203	138	68.0
English Learners	60	39	65.0
Foster Youth	12	7	58.3
Homeless	36	23	63.9
Socioeconomically Disadvantaged	249	163	65.5
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	56	37	66.1

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1070	970	162	16.7
Female	550	511	88	17.2
Male	512	451	73	16.2
Non-Binary	8	8	1	12.5
American Indian or Alaska Native	13	12	2	16.7
Asian	15	13	1	7.7
Black or African American	18	14	1	7.1
Filipino	5	5	0	0.0
Hispanic or Latino	487	442	83	18.8
Native Hawaiian or Pacific Islander	4	4	1	25.0
Two or More Races	21	17	6	35.3
White	500	458	68	14.8
English Learners	166	155	37	23.9
Foster Youth	20	15	3	20.0
Homeless	25	25	5	20.0
Socioeconomically Disadvantaged	584	547	100	18.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	169	147	21	14.3

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.18	0.09	0.00	1.12	0.39	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.09	0
Female	0.18	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0.2	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 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 2023 and will be updated prior to March 2024 for the 23-24 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

2023-24 School Safety Plan

- 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.

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
6	1	1		

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
6	2	1		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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

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				

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	0	0	0	0
Mathematics	0	0	0	0
Science	0	0	0	0
Social Science	0	0	0	0

2022-23 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	296.4

2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	11.2

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$77,017
District	N/A	N/A	\$12,663.86	\$77,017
Percent Difference - School Site and District	N/A	N/A	-1.5	0.0
State	N/A	N/A	\$7,607	N/A
Percent Difference - School Site and State	N/A	N/A	48.5	N/A

Fiscal Year 2022-23 Types of Services Funded

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 mental health and supports. There are social-emotional counselors at all school sites to support students and staff. To increase services, Alternative Education has added additional counselors and contracted Encompass Youth Services and Children's Behavioral Health. 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. 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. Alternative Education Program partners with the William James Arts Education Program to provide a variety of arts programming at each site as well as the Artist Teacher Partnership. Additional partners include the Santa Cruz Arts Council. 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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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		

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

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 or home groups, 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

Professional Development

emphasizing effective instruction.

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

Subject	2021-22	2022-23	2023-24
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 18, 2024

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Action



Information

TO: Santa Cruz County Board 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

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 School Contact Information

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

2023-24 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	www.santacruzcoe.org

2023-24 School Description and Mission Statement

The Career Advancement Charter (CAC) is an Independent Study program for adult learners to earn their high school diploma while gaining academic and technical skills that will lead to college and career readiness. As part of the Santa Cruz County Office of Education, the CAC collaborates with community partners to achieve this mission by engaging students through work-based, relationship-focused, innovative, and welcoming learning experiences. The CAC serves students ages 18 and older who are working to achieve their high school diploma. All services are free and programs are provided in multiple locations within Santa Cruz County 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

2023-24 School Description and Mission Statement

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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 12	163
Total Enrollment	163

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	39.9%
Male	60.1%
American Indian or Alaska Native	0.6%
Asian	1.2%
Black or African American	1.2%
Hispanic or Latino	79.8%
White	16.6%
English Learners	12.3%
Foster Youth	1.2%
Homeless	4.3%
Socioeconomically Disadvantaged	23.9%
Students with Disabilities	6.1%

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)	1.00	16.67	47.20	51.03	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.60	1.83	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	6.70	7.25	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	5.00	83.33	32.90	35.55	12115.80	4.41
Unknown	0.00	0.00	4.00	4.32	18854.30	6.86
Total Teaching Positions	6.00	100.00	92.50	100.00	274759.10	100.00

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)	1.00	16.67	46.80	52.77	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.60	0.70	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	16.67	13.50	15.21	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.00	66.67	27.50	31.08	11953.10	4.28
Unknown	0.00	0.00	0.20	0.23	15831.90	5.67
Total Teaching Positions	6.00	100.00	88.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00	0.00
Misassignments	0.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00	0.00
Local Assignment Options	5.00	4.00
Total Out-of-Field Teachers	5.00	4.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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)	0	25
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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 2022-2023 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 in need are assigned a Chromebook. 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 2023

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		
Health	McGraw Hill Fit & Well, McGraw Hill Foundations of Physical Education: Exercise Science, and Sport.	Yes	0

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 2023

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)		--		62	47	46
Mathematics (grades 3-8 and 11)		--		43	33	34

2022-23 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	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--				
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	--				
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--				
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--				

2022-23 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	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--				
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	--				
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--				
Students Receiving Migrant Education Services	0	0	0	0	0
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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	0.00		24.75	18.83	29.47	30.29

2022-23 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	40				
Female	17				
Male	23				
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	36				
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--				
English Learners	--				
Foster Youth	--				
Homeless	--				
Military	0	0	0	0	0
Socioeconomically Disadvantaged	13				
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--				

2022-23 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. 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.

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)

Building Trades Pre-Apprenticeship (Santa Cruz County Office of Education, main office)

The primary representative of the Santa Cruz County district's CTE advisory committee is Denise 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.

2022-23 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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results					
<p>This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, 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.</p>					
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.

2023-24 Opportunities for Parental Involvement
<p>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 surveyed and invited to share ideas in an Advisory Group setting to 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.</p> <p>Students, staff, and community stakeholders participated to monitor the goals and action steps of the three-year LCAP and were involved in developing the 2022-2023 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.</p>

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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	83.3	76.2	63.3	31.1	28.2	33.8	9.4	7.8	8.2
Graduation Rate	16.7	23.1	36.7	68.6	64.4	65.4	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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	60	22	36.7
Female	19	9	47.4
Male	41	13	31.7
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	42	16	38.1
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	16	6	37.5
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	12	3	25.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	227	202	1	0.5
Female	87	80	0	0.0
Male	140	122	1	0.8
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	0	0	0.0
Asian	2	2	0	0.0
Black or African American	2	1	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	178	162	1	0.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	2	1	0	0.0
White	38	33	0	0.0
English Learners	41	39	1	2.6
Foster Youth	5	5	0	0.0
Homeless	7	7	0	0.0
Socioeconomically Disadvantaged	67	60	1	1.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	17	14	0	0.0

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.00	0.00	1.12	0.39	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

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

2023-24 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 2022, 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

2023-24 School Safety Plan

- 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 2023 and will be updated prior to March 2024 for the 2023-2024 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

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				

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	0	0	0	0
Mathematics	0	0	0	0
Science	0	0	0	0
Social Science	0	0	0	0

2022-23 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	0

2022-23 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	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$7,607	
Percent Difference - School Site and State	N/A	N/A	13.2	

Fiscal Year 2022-23 Types of Services Funded

In the fiscal year 2022-2023, 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 students holistically.

At our site-based programs, we offered childcare services at no cost, a career technical education (CTE) course Culinary Arts, and ESL. Classes are offered in the evening to support the working student and instructional staff offer flexible scheduling 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. We currently offer the Building Trades Pre-Apprenticeship program at the Rountree Correctional Facility.

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

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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/csl/>.

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		

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
-----------------------------------	---

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

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

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

Professional Development

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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	



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

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 6.0

Board Meeting Date: January 18, 2024

☐

Action

☒

Information

TO: Santa Cruz County Board of Education

FROM: Dr. Faris Sabbah, County Superintendent of Schools

SUBJECT: Correspondence

BACKGROUND

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.

FUNDING IMPLICATIONS

None.

RECOMMENDATION

Recieve the correspondence.

Public Comment — Critical Race Theory Produces Hate and Murder

John Conricode <john_conricode@my.cuesta.edu>

Fri, Dec 15, 2023 at 12:49 PM

To: "vvalentin@santacruzcoe.org" <vvalentin@santacruzcoe.org>

Cc: "nibarra@santacruzcoe.org" <nibarra@santacruzcoe.org>, "anortiz@santacruzcoe.org" <anortiz@santacruzcoe.org>, "dpitman-rosas@santacruzcoe.org" <dpitman-rosas@santacruzcoe.org>, "fsabbah@santacruzcoe.org" <fsabbah@santacruzcoe.org>, "skaimal@santacruzcoe.org" <skaimal@santacruzcoe.org>, "calexander-frutschi@santacruzcoe.org" <calexander-frutschi@santacruzcoe.org>, "jbrown@santacruzcoe.org" <jbrown@santacruzcoe.org>, "sdenham@santacruzcoe.org" <sdenham@santacruzcoe.org>, "ameeker@santacruzcoe.org" <ameeker@santacruzcoe.org>, "rnavarro@santacruzcoe.org" <rnavarro@santacruzcoe.org>, "mrussell@santacruzcoe.org" <mrussell@santacruzcoe.org>, "mtursic@santacruzcoe.org" <mtursic@santacruzcoe.org>, "hwygant@santacruzcoe.org" <hwygant@santacruzcoe.org>, "cvalentin@santacruzcoe.org" <cvalentin@santacruzcoe.org>, "balamillo@santacruzcoe.org" <balamillo@santacruzcoe.org>, "sbuehrig@santacruzcoe.org" <sbuehrig@santacruzcoe.org>, "rbruce@santacruzcoe.org" <rbruce@santacruzcoe.org>, "tcope@santacruzcoe.org" <tcope@santacruzcoe.org>, "bcorrales@santacruzcoe.org" <bcorrales@santacruzcoe.org>, "jizant@santacruzcoe.org" <jizant@santacruzcoe.org>, "mlevy@santacruzcoe.org" <mlevy@santacruzcoe.org>, "nmacias@santacruzcoe.org" <nmacias@santacruzcoe.org>, "lmacondray@santacruzcoe.org" <lmacondray@santacruzcoe.org>, "mpaynter@santacruzcoe.org" <mpaynter@santacruzcoe.org>, "ypizano@santacruzcoe.org" <ypizano@santacruzcoe.org>, "jreyes@santacruzcoe.org" <jreyes@santacruzcoe.org>, "mtierney@santacruzcoe.org" <mtierney@santacruzcoe.org>, "martinewatkins@santacruzcoe.org" <martinewatkins@santacruzcoe.org>, "dstark@santacruzcoe.org" <dstark@santacruzcoe.org>, "cgutierrez@santacruzcoe.org" <cgutierrez@santacruzcoe.org>, "jrice@santacruz.k12.ca.us" <jrice@santacruz.k12.ca.us>, "cdevers@montereycoe.org" <cdevers@montereycoe.org>, "mquiroz@santacruzcoe.org" <mquiroz@santacruzcoe.org>, "mvelasco@santacruzcoe.org" <mvelasco@santacruzcoe.org>, "dmyles@santacruzcoe.org" <dmyles@santacruzcoe.org>, "ssorensen@santacruzcoe.org" <ssorensen@santacruzcoe.org>, "cchopra@santacruzcoe.org" <cchopra@santacruzcoe.org>, "dbodenheimer@santacruzcoe.org" <dbodenheimer@santacruzcoe.org>, "asandage@santacruzcoe.org" <asandage@santacruzcoe.org>, "mroberts@santacruzcoe.org" <mroberts@santacruzcoe.org>, "wendy.mountainpublishing@gmail.com" <wendy.mountainpublishing@gmail.com>, "scmbulletin@gmail.com" <scmbulletin@gmail.com>, "santacruzrecord@gmail.com" <santacruzrecord@gmail.com>, "editor@santacruzrecord.com" <editor@santacruzrecord.com>

Santa Cruz County Board of Education

400 Encinal Street

Santa Cruz, CA

Dear Board of Education:

Critical Race Theory produces hate and murder.

Let us remember with profound anguish the lost life of **17-year-old Jonathan Lewis** in Las Vegas. The sinister power of CRT to instill murderous hate extends even to instilling reflexive self hatred, as seen in Nashville Trans Shooter **Audrey Hale**, who targeted "little crackers" with "white privilege" for death, which would be concealed by haters of the truth.

CRT, which infiltrates California public schools, is a Neo-Marxist mutation, with its dialectic of supposed oppressor group and supposed victim group. But Neo-Marxism is nothing but demagoguery and the stifling of logical dissent. Any challenge to the oppressor-victim-dialectic is reactionary "thought crime". Neo-Marxists attribute all the problems of the supposed victim group to crime of centuries past. Marxism, to

include its offshoot Neo-Marxism, has brought nothing but boundless misery in the enslavement and murder of millions.

Inequality is not intrinsically unjust. Inequality is not always wrong. Justice in fact implies that there will not be equal outcomes.

Neo-Marxists tell us that everyone is equal in the new utopia, irrespective of merit. Why should, say, an illegal alien who doesn't work, have a BMW and a nice house? Because the Neo-Marxists tell them that everyone is equal in the new utopia, irrespective of merit. (We are all of equal moral status, being in the image of God.)

If the left truly cared about racial equality, they would focus on such things as the pandemic of fatherlessness among Blacks, and on crime and violence among young Black males. Furthermore, for anti-White racists, no lie is more essential than that anti-White racism is not racism, and exceeding even their lie that White-pride is racism while every other non-White racial pride is not racism.

Neo-Marxism is repulsive and very divisive. Instead of understanding society as coming together cooperatively to pursue the common good, Neo-Marxism sees only the conflict of the oppressor-victim-dialectic. An irony is that although one third of California is ostensibly Catholic, and the Catholic Church has condemned communism, Jorge Bergoglio himself seems to be Marxist.

Please vacate Critical Race Theory and DEI from Santa Cruz County for the sake of our community and beyond. You in part have released these demons of CRT, and now the defense of the White community of Santa Cruz County must be your number one priority. White Lives Matter.

Thank you for your time.

John Conricode
King City, CA

The Carmel Pine Cone - November 17, 2023 - See Page 28A
<http://pineconearchive.fileburstcdn.com/231117PC.pdf>

I never signed up to be a crusader for White rights. If not me, then who?

LETTERS

From page 26A

DEI is discrimination

Dear Editor,

The headline, “MPC develops new ‘anti-racism’ department,” is a front-page article in The Pine Cone’s Nov. 10

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issue. MPC labels it an “Inclusivity, Diversity, Equity, Anti-Racism and Accessibility Department.” Evidently the MPC administration doesn’t know that the Supreme Court has ruled against all types of discrimination, that DEI departments are a plague in colleges and universities, that corporations are closing their DEI sections before they get sued for discrimination.

DEI sells a narrative that there are only oppressors and oppressed and everything must be judged in that light. Of course, that requires DEI to tell you who’s the victim and who’s the victimizer — by groups. It’s nonsense. Student failures are better explained as victims of poor educational systems than discrimination.

An “anti-racist” department is racist in its very description. DEI rejects concepts of meritocracy, equality of opportunity and individual responsibility.

What makes MPC unique is running to catch up with a process that has already caused so much damage. The fact MPC can offer no evidence of any kind is part of the DEI formula.

Theodore Dreiser once called a group together to form an organization to help “undiscovered geniuses.” He was asked to name one. He couldn’t. He was smart enough to drop the whole idea. MPC should learn from his example.

David Goldenson, Carmel

Offensive skepticism

Dear Editor,

The tone of Kelly Nix’s article about the new Inclusivity, Diversity, Equity, Anti-Racism and Accessibility initiative and director at MPC reveals either underlying ignorance or transparent denialism about the existence of systemic racism in this or any of our institutions. The veiled skepticism you convey in the over-generous use of quotation marks around key terms is offensive enough, but to remark that the college “did not specify in a press release how it is lacking in inclusivity, equitability or accessibility, and whether there is a culture of systemic racism there that needs addressing” is the cheap old nickel-and-dime approach to undermining a commonly understood phenomenon. One need not be “woke” to be conscious of the need for such diversity and inclusion efforts even in the absence of specific examples.

Deborah Evans,
Carmel Valley

DEI’s fatal flaw

Dear Editor,

I watched the three-hour House Judiciary Committee hearing on campus free speech and the Hamas/Israel war on CSPAN on Nov. 9. I learned a lot about why the current trend of DEI is not working in our cities and universities. The fatal flaw of the Diversity, Equity and Inclusion movement is the good guy/bad guy assumption in respect to Western civilization in general. This assumption holds that Western civilizations are inherently racist oppressors that have victimized non-European people in our own country and around the world. This leads us to the Hamas/Israel War as it was discussed in the hearing I watched on television.

My own experience with the DEI Task Force in Pacific Grove and elsewhere is they favor mostly two groups: Brown people and LGBTQQA+. At the present time, in the eyes of DEI, the Palestinians have shot up to the top of the list of “most oppressed.” Evidence is the massive campus demonstrations all over the country with the outright antisemitic slogans such as, “Freedom from the river to the sea,” and “Glory to the murderers,” and the open and public harassment and murder of Jews in America.

Regardless of who you think is responsible for the

current violence going on in the Middle East, the DEI movement has helped to ignite hatred, violence and discrimination against Israel and the Jewish population in the Western world. This is their fatal flaw. The DEI movement does not represent individuals but assumes that human beings can be lumped into categories of good guy/bad guy. The DEI movement will not prevail, just as the House Un-American Activities Committee in the 1950s died out in disgrace.

Carol Marquart,
Pacific Grove

‘CRT produces hate and murder’

Dear Editor,

Let us remember with profound anguish the lost life of 17-year-old Jonathan Lewis in Las Vegas. The sinister power of CRT to instill murderous hate extends even to instilling reflexive self-hatred, as seen in Nashville shooter Audrey Hale, who targeted “little crackers” with “white privilege” for death, which would be concealed by haters of the truth.

CRT, which infiltrates California public schools, is a mutation of Neo-Marxism, with its dialectic of supposed oppressor group and supposed victim group. But Neo-Marxism is nothing but demagoguery and the stifling of logical dissent. Any challenge to the oppressor-victim-dialectic is reactionary “thought crime.” Neo-Marxists attribute all the problems of the supposed victim group to crime of centuries past. Marxism, to include its offshoot Neo-Marxism, has brought nothing but boundless misery in the enslavement and murder of millions.

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If the left truly cared about racial equality, they would focus on such things as the pandemic of fatherlessness among Blacks, and on crime and violence among young Black males. Furthermore, for anti-White racists, no lie is more essential than that anti-White racism is not racism, and exceeding even their lie that White pride is racism while every other non-White racial pride is not racism.

Neo-Marxism is repulsive and very divisive. Instead of understanding society as coming together cooperatively to pursue the common good, Neo-Marxism sees only the conflict of the oppressor-victim dialectic. An irony is that although one third of California is ostensibly Catholic, and the Catholic Church has condemned communism, Jorge Bergoglio himself seems to be Marxist.

John Conricode, King City

‘Keep Wendy’

Dear Editor,

I will support Wendy Askew for her bid to continue as Monterey County Board of Supervisor. I greatly admire her courage and principle in urging the board not to take sides on the Israel/Palestine issue, when it would have been far easier for her to just endorse a pro-Israel resolution. The conflict is deep-rooted. The United Nation has declared humanitarian crises because Israel cut off water and electricity supply to the people in Gaza. It is horrible whether it is bombing by Hamas or cutting off access to life support by Israel. It is long past time to seek a resolution for peace and not to continue pointing fingers.

Sylvia Shih, Seaside



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SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 7.1

Board Meeting Date: January 18, 2024

☒

Action



Information

TO: Santa Cruz County Board of Education

FROM: Dr. Faris Sabbah, County Superintendent of Schools
Denise Sanson, Executive Director, Career and Adult Learning Services
Scott Keller, Coordinator, Career & Adult Learning Services

SUBJECT: Approve Cabrillo College District & Santa Cruz County Office Of Education
A Dual Enrollment Partnership Agreement

BACKGROUND

This is an agreement with Cabrillo College district to collaborate with the County Office of Education beginning in the Spring 2024 semester to Summer 2027. The Board is asked to sign the agreement.

FUNDING IMPLICATIONS

Included herein.

RECOMMENDATION

Approve the agreement.

COLLEGE AND CAREER ACCESS PATHWAYS PARTNERSHIP AGREEMENT BETWEEN
 Cabrillo Community College District (“COMMUNITY COLLEGE DISTRICT”) AND
 Santa Cruz County Office of Education (SANTA CRUZ COUNTY OFFICE OF EDUCATION), This
 agreement to the College and Career Access Pathways Partnership approved by the COMMUNITY
 COLLEGE DISTRICT’s Board of Trustees on December 21, 2024 (“CCAP Agreement”), is entered into by
 and between COMMUNITY COLLEGE DISTRICT and COUNTY OFFICE DISTRICT effective as of
 December 4, 2023. NOW, THEREFORE, it is understood and agreed by the Parties hereto that:

1. Appendix A of the CCAP Agreement shall be deleted in its entirety and replaced with the attached revised Appendix A.
2. Except as set forth herein, all other sections, subsections, and provisions of the CCAP Agreement shall remain valid and enforceable.
3. The individuals executing this Amendment on behalf of the Parties represent and warrant that they are authorized to do so.

IN WITNESS WHEREOF, this Amendment has been executed by the Parties hereto as of the Effective Date.

SANTA CRUZ COUNTY OFFICE OF EDUCATION	u	CABRILLO COMMUNITY COLLEGE DISTRICT
BY:_____		BY:_____
Signature of Authorized Representative Print		Signature of Authorized Representative Print
Name_____		Name_____
Print Title		Print Title
Date_____		Date_____
Governing Board’s Approval/Ratification Date_____		Board of Trustee’s Approval/Ratification Date_____

CCD Initiating Department		_____
CCD Contact Name		_____
CCD Contact Extension		_____

COLLEGE DISTRICT AND CAREER ACCESS PATHWAYS

CABRILLO COLLEGE DISTRICT & SANTA CRUZ COUNTY OFFICE OF EDUCATION

A DUAL ENROLLMENT PARTNERSHIP AGREEMENT

January 2023 - June 2026

WHEREAS the COLLEGE DISTRICT and the COUNTY OFFICE agree to record COLLEGE DISTRICT and COUNTY OFFICE specific components of the CCAP Agreement using the Appendix for purposes of addressing mandated reporting requirements to include, but not limited to, the total number of high school students to be served and the total number of full-time equivalent students projected to be claimed by the community college district for those students; the scope, nature, time, location, and listing of community college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses; and Sec. 2 (c)(1)

WHEREAS the CCAP Agreement Appendix shall also be used to record protocols for information sharing in compliance with all applicable state and federal privacy laws, joint facilities use, and parental consent for high school pupils to enroll in community college courses; and Sec. 2 (c)(1)

WHEREAS participation in the CCAP Agreement is consistent with the core mission of the community colleges pursuant to Section 66010.4, and that pupils participating in a CCAP Agreement will not lead to enrollment displacement of otherwise eligible adults in the community college; Sec. 2 (k)(3)

NOW THEREFORE the COLLEGE DISTRICT and COUNTY OFFICE agree as follows:

1. CCAP AGREEMENT

- 1.1 COLLEGE DISTRICT and COUNTY OFFICE shall ensure public meetings are held in the review and approval of this CCAP Agreement. Sec. 2 (b)
- 1.2 COLLEGE DISTRICT shall file this CCAP Agreement with the office of the Chancellor of the California community colleges. Sec. 2 (c)(2)
- 1.3 COLLEGE DISTRICT and COUNTY OFFICE shall review and establish new or amended CCAP Agreements annually and follow the protocols set forth in 2.1 and 2.2 of this section.
- 1.4 COLLEGE DISTRICT and COUNTY OFFICE point of contact: Sec. 2 (c)(2)

Any and all notices required to be given hereunder shall be deemed given when personally delivered or deposited in the U.S. Mail, postage to be prepaid, to the following addresses:

LOCATION	NAME AND TITLE	TELEPHONE	EMAIL
College: Cabrillo College 6500 Soquel Avenue Aptos CA 95003	Eduardo Cervantes, Ed.D. Dean of Education Centers, Distance Education and Dual Enrollment	831.786.8429	edcervan@cabrillo.edu
Santa Cruz County Office of Education 400 Encinal St, Santa Cruz, CA 95060	Dr. Faris Sabbah County Superintendent of Schools	831.466.5706 831.466.5900	fsabbah@santacruzcoe.org

2. STUDENT SELECTION

- 2.1 Minimum School Day - The COUNTY DISTRICT shall certify that it shall teach COUNTY DISTRICT students participating as part of a CCAP Agreement no less than the number of instructional minutes required to complete a minimum school day pursuant to Education Code §§ 46141 and 46142. In all circumstances, the COLLEGE DISTRICT shall claim allowable FTES for the enrollment of high school students in a CCAP Agreement community college course.
- 2.2 COUNTY DISTRICT shall select students consistent with the intent of AB 30 to include: high school students "who may not already be college bound or who are underrepresented in higher education with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer improving high school graduation rates, and assisting high school pupils to achieve college and career readiness" Sec. 2 (a) and "underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate." Sec. 1 (d)
- 2.3 COLLEGE DISTRICT and COUNTY DISTRICT shall certify that participating students will have a signed parental consent form on file with the COLLEGE DISTRICT. Preamble and Sec. 2 (c)(l)
- 2.4 COLLEGE DISTRICT and COUNTY DISTRICT shall certify that participating students may enroll in up to a maximum of 15 unit load per term, the units may not constitute more than four courses per term, the units are part of an academic (educational) program identified as part of this CCAP Agreement and the units are part of an academic (educational) program designed to award students both a high school diploma and an associate degree or a certificate or credential. Sec. 2 (p)(l-3)

3. CCAP AGREEMENT EDUCATIONAL PROGRAM(S) AND COURSE(S)

3.1 COLLEGE DISTRICT is responsible for all educational program(s) and course(s) and offered as part of this CCAP Agreement whether the educational program(s) and course(s) are offered at the COUNTY DISTRICT or the COLLEGE DISTRICT.

3.2 COLLEGE DISTRICT has identified the following pathway(s), course offerings per program year, estimated students served, and projected FTES. The employer of record for all courses under this CCAP Agreement is the COLLEGE DISTRICT, and the location of the courses is the DISTRICT. The grid below is intended to project the courses offered, subject to change based on the needs of the student cohorts within the pathway.

PROGRAM YEAR: SPRING 2024 - SUMMER 2027 COLLEGE DISTRICT: Cabrillo College

SCHOOL DISTRICT: Santa Cruz County Office of Education

EDUCATIONAL PROGRAM: General Education

COURSE NAME	COURSE NUMBER(UNITS)	TERM	DAYS/HOURS	LOCATION
Personal Health	HS-10 - 3 Units	Spring 2024	TBD	Online
Finance -Money Management	FIN-4 - 4 Units	Spring 2024	TBD	Online
Intro to Latino/a Studies	ETHN-8- 3 Units	Fall 2024	TBD	Online
Medical Terminology	MA-70- 3 Units	Summer 2024	TBD	County Office of Education
Computer Security	CIS 75- 3 Units	Spring 2024	TBD	County Office of Education
Introduction to Networks	CIS 81 - 4 Units	Spring 2024	TBD	County Office of Education
Prep for Employment	DMCP 402	Spring 2024	2:00-3:40 Mon	Diamond Tech
Professional Career Search	DMCP 403	Spring 2024	4:00-5:40 Mon/Wed	Diamond Tech
Prep for Employment	DMCP 402	Spring 2024	4:00-5:40 Tues/Thurs	Santa Cruz High School
Professional Career Search	DMCP 403	Spring 2024	4:00-5:40 Tues/Thurs	Santa Cruz High School
Prep for Employment	DMCP 402	Spring 2024	1:50-3:30 Tues/Thurs	Soquel High School
Professional Career Search	DMCP 403	Spring 2024	1:50-3:30 Tues/Thurs	Soquel High School
Prep for Employment	DMCP 402	Spring 2024	10-12:20 Tues/Thurs	San Lorenzo Valley
Professional Career Search	DMCP 403	Spring 2024	10-12:20 Tues/Thurs or Mon	San Lorenzo Valley
Prep for Employment	DMCP 402	Spring 2024	5-8 pm Wednesday	Santa Cruz High School
Professional Career Search	DMCP 403	Spring 2024	5-8 pm Wednesday	Santa Cruz High School

Prep for Employment	DMCP 402	Spring 2024	5-8 pm Thursday	Watsonville Fire Station
Professional Career Search	DMCP 403	Spring 2024	5-8 pm Thursday	Watsonville Fire Station
Prep for Employment	DMCP 402	Spring 2024	3:30-7:30 pm Monday	Mission Hill
Professional Career Search	DMCP 403	Spring 2024	3:30-7:30 pm Monday	Mission Hill
Prep for Employment	DMCP 402	Spring 2024	3:30- 7:30 pm Thursday	Mission Hill
Professional Career Search	DMCP 403	Spring 2024	3:30- 7:30 pm Thursday	Mission Hill
Prep for Employment	DMCP 402	Spring 2024	4:00-8:00 pm Wednesday	Cabrillo
Professional Career Search	DMCP 403	Spring 2024	4:00-8:00 pm Wednesday	Cabrillo
Prep for Employment	DMCP 402	Spring 2024	4:00- 8:00 pm Thursday	Cabrillo
Professional Career Search	DMCP 403	Spring 2024	4:00- 8:00 pm Thursday	Cabrillo
TOTAL Projected Students Served		Total FTES	36.9142857	

Required: Describe the criteria used to assess the ability of pupils to benefit from the course(s) offered (*Sec. 2 (c)(l)*):

CG-51 Plan for Success. This course introduces the tools necessary to increase academic and life success including college expectations, resources, facilities, requirements, and educational planning

COMM-1 Public Speaking. This course emphasizes managing speech anxiety, organizing and outlining ideas, informing an audience, presenting arguments, and learning persuasive strategies.

HS-10 Personal Health. This course focuses on the exploration of major health issues and behavior in the various dimensions of health. Emphasis is placed on individual responsibility for personal health and the promotion of informed, positive health behaviors. Topics include nutrition, exercise, weight control, mental health, stress management, violence, substance abuse, reproductive health, disease prevention, aging, healthcare, environmental hazards and safety.

FIN-4 Money Management. This course teaches the financial planning process of money management including budgeting, credit and debt analysis, investments options, acquiring real estate, and retirement planning.

ETHN-8 Introduction to Latino/a Studies. This course examines the contemporary experiences of Latino/as in local, regional, national, and transnational contexts. Utilizes theory to assess the comparative histories, cultures, and intellectual traditions of groups with Latin American and Caribbean origins. surveys the racialization, lived experiences, and social struggles of a wide range of Latino/a groups including, but not limited to, those with Mexican, Central American, South America, Puerto Rican, and Cuban ethnic heritage. Emphasizes the role of resistance and agency in advancing the goals of self-determination, decolonization, and equity.

MA-70 Medical Terminology. This course teaches allied health students fundamental of medical word building with emphasis on prefixes, word roots, suffixes, combination forms, abbreviations, and lay terms.

CIS-75 Computer Security. This course Introduces fundamental principles and topics of Information Technology Security and Risk Management at the organizational level. Addresses hardware, software, processes, communications, applications, and policies and procedures with respect to organizational Cybersecurity and Risk Management. Helps prepare for the CompTIA Security+ certification exams.

CIS 81 Introduction to Networks. This course introduces the architecture, functions, protocols, and components that connect users, devices, applications, and data through the internet and across modern computer networks. Includes IP addressing, Ethernet operations, principles of TCP and UDP, and application protocols such as DHCP and DNS, to build simple local area networks (LANs) that integrate IP addressing schemes, foundational network security, and basic configurations for routers and switches. One of three courses that prepare students for the CCNA exam.

DMCP -402 Prep for Employment. This course Introduces fundamental knowledge, strategies, and resources to create a professional portfolio. Students apply techniques to compose a resume using the skills learned in the Informational Technology class.. May be offered in a distance-learning format or through an articulated course pathway.

DMCP- 403 Professional Career Search . This course introduces fundamental knowledge as well as strategies and resources to seek, apply, and interview for professional work experience. Students identify and utilize various job search and professional networking platforms and prepare to apply and interview for jobs and internships. May be offered in a distance-learning format or through an articulated course pathway.

4. **BOOKS AND INSTRUCTIONAL MATERIALS**

- 4.1** The total cost of books and instructional materials for school district students participating as part of this CCAP agreement is the responsibility of the COUNTY DISTRICT. See Section 5.2 of this agreement

MA-70- Medical Terminology	Textbook, 6th edition by Barbara A Gyls and Regina M Masters ISBN 978-0-8036-6972-7	Medical Terminology Simplified A Programmed Learning Approach by body Systems 6th Edition

5. FACILITIES USE

5.1 COLLEGE DISTRICT and COUNTY DISTRICT shall adhere to the terms outlined in Section 17, Facilities, of this CCAP Agreement.

SCHOOL	BUILDING	CLASSROOM	DAYS	HOURS
Diamond Tech (ICT)	Main Building	Room 9	Monday/Wednesday	4:00- 5:4 5pm
Soquel High School (ICT)	Main Building	Room 202	Tuesday/Thursday	1:50 - 3:40 pm
Santa Cruz High School (Fire Tech)	CTE Building	Room 40	Wednesday	6:00- 7:30 pm
Mission Hill Culinary Arts	Cafeteria	Cafeteria	Monday/ Thursday	3:30-7:30 pm
Cabrillo College Culinary Arts Baking and Pastry	Cafeteria	908	Wednesday/ Thursday	4:00- 8:00
San Lorenzo Valley ICT	Cabrillo	CTE building	Tuesday/Thursday	10:13 -12:11 pm
Watsonville- Fire Tech	Fire Station 2 (Airport Drive)	The Conference Room	Thursday	6:00- 7:30 pm



SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 7.2

Board Meeting Date: January 18, 2024

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Action



Information

TO: Santa Cruz County Board of Education

FROM: Liann Reyes, Deputy Superintendent, Business Services

SUBJECT: Approve Resolution #24-01 regarding Temporary Short-Term Cash Loans to Santa Cruz County School Districts

BACKGROUND

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

FUNDING IMPLICATIONS

This Resolution, pursuant to Education Code (E.C.) 42621 and E.C. 42622, is to allow the Superintendent to loan from the Santa Cruz County School Service Fund to the various individual school districts in Santa Cruz County experiencing a cash-flow emergency. The amount to be allowed for loaning is capped at \$5,000,000 on a first-come first-served basis. If there is a critical need to increase this cap, the

Superintendent will bring to the board a request for an increase in the cap. Any use of this authorization is to provide a temporary “bridge loan” during fiscal year 2023-24 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 2023-24 or 2024-25. Over the last ten years, this option has only been accessed once in Santa Cruz County.

RECOMMENDATION

Approve Resolution #24-01.



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COUNTY OFFICE OF
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Mr. Ed Acosta • Ms. Alyssa Alto • Mr. Edward Estrada • Ms. Sandra Nichols

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

Student Trustee: Mr. Oscar Alvarez-Delgado

RESOLUTION #24-01
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.

PASSED AND ADOPTED by the Santa Cruz County Board of Education, County of Santa Cruz, State of California, this 18th day of January, 2024, by the following vote:

AYES:

NAYS:

ABSENT:

ABSTAIN:

Sue Roth, Board President
Santa Cruz County Board of Education

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



SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 7.3

Board Meeting Date: January 18, 2024

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Action



Information

TO: Santa Cruz County Board of Education

FROM: Liann Reyes, Deputy Superintendent, Business Services

SUBJECT: Resolution #24-02 Recognizing February as Black History Month

BACKGROUND

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

FUNDING IMPLICATIONS

None.

RECOMMENDATION

Approve Resolution #24-02.



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

Student Trustee: Mr. Oscar Alvarez-Delgado

RESOLUTION #24-02
RECOGNIZING FEBRUARY AS BLACK HISTORY MONTH

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

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

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

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

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

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

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

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

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

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

WHEREAS, the Black History Month 2024 theme, "Black Art," explores how "African American art is infused with African, Caribbean, and the Black American lived experiences," 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 2024 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 18th day of January, 2024, by the following vote:

AYES:

NAYS:

ABSENT:

ABSTAIN:

Sue Roth, Board President
Santa Cruz County Board of Education

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



SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 7.4

Board Meeting Date: January 18, 2024

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Action



Information

TO: Santa Cruz County Board of Education

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

SUBJECT: Approval of the 2024-2025 Budget Calendar

BACKGROUND

The Board will be asked to approve the 2024-2025 Budget Development Process and Single Budget Adoption Timelines as submitted and recommended by administration.

FUNDING IMPLICATIONS

Included herein.

RECOMMENDATION

Approve the 2024-2025 Budget Calendar.

SANTA CRUZ COUNTY OFFICE OF EDUCATION
BUDGET DEVELOPMENT PROCESS AND TIMELINE
Single Budget Adoption
2024-25

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 2024-25 revenue projections.	1.1	Identify preliminary revenue estimates.	4 th 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.	2 nd 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.	4 th week in February	Deputy Supt. Business
		2.5	Review preliminary program Budgets with Deputy Supt Bus.	4 th week in February	Directors & Prog. Mgrs.
		2.6	Review Budget personnel requests in Cabinet.	4 th week in February	Deputy Supt. Business
		2.7	Cabinet review of personnel status/changes.	4 th week in February	Supt./ Cabinet
		2.8	Refine program Budgets	By 1 st week April	Directors & Prog. Mgrs.
		2.9	Prepare preliminary Budget summary document.	2 nd week of April	Deputy Supt. Business
		2.10	Refine program Budgets as necessary and review with directors, program managers.	3 rd 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 16 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 20 Board Mtg	Board of Education
		3.6	Adopt final Budget and LCAP	June 27	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



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SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 7.5

Board Meeting Date: January 18, 2024

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Action



Information

TO: Santa Cruz County Board of Education

FROM: Dr. Faris Sabbah, County Superintendent of Schools

SUBJECT: Approve Resolution #24-03 Proclaiming January 2024 as Human Trafficking Prevention Month

BACKGROUND

FUNDING IMPLICATIONS

None.

RECOMMENDATION

Approve Resolution #24-03 Proclaiming January 2024 as Human Trafficking Prevention Month



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

Student Trustee: Mr. Oscar Alvarez-Delgado

RESOLUTION #24-03

PROCLAIMING JANUARY 2024 AS HUMAN TRAFFICKING PREVENTION MONTH

WHEREAS, human trafficking is a public health issue and crime that affects individuals, families, and communities across generations, exploiting the most vulnerable among us and weakening our collective well-being; and

WHEREAS, human trafficking as defined by the Trafficking Victims Protection Act is a commercial sex act induced by force, fraud, or coercion; or when a person induced to perform such acts is not yet 18 years old; or the recruiting, harboring, transporting or obtaining of a person for labor or services through force, fraud, or coercion for subjection to involuntary servitude, peonage, debt bondage, or slavery; and

WHEREAS, an estimated 27.6 million people are subjected to human trafficking globally, including cases of human trafficking reported in every state and territory across the United States, and in California 1,335 cases of human trafficking involving 2,122 victims were identified in 2021; and

WHEREAS, certain populations are at higher risk of human trafficking, including those affected by prior abuse, sexual violence, poverty, unstable living situations or homelessness, and those systemically marginalized and underserved; and

WHEREAS, people can be trafficked in person and online, in industries such as restaurants, cleaning services, construction, and factories, and by strangers or someone they know, including partners, parents, and other family members; and

WHEREAS, human trafficking requires a coordinated, community-wide response, and is preventable by building individual, community, and societal understanding and resilience, reducing social inequities, and addressing social determinants of health; and

WHEREAS, the County of Santa Cruz is dedicated to ensuring those impacted by human trafficking receive person-centered, trauma-informed, and culturally and linguistically appropriate care, forming diverse partnerships to comprehensively address human trafficking, and appropriately engaging and collaborating with those who've experienced human trafficking to strengthen related services and programs; and

NOW, THEREFORE, BE IT RESOLVED, that the Santa Cruz County Board of Education and the County Superintendent of Schools hereby proclaim the month of January 2024 to be Human Trafficking Prevention Month, and encourage the community to learn more about how they can help prevent and stop human trafficking

PASSED AND ADOPTED by the Santa Cruz County Board of Education, County of Santa Cruz, State of California, this 18th day of January, 2024, by the following vote:

AYES:

NAYS:

ABSENT:

ABSTAIN:

Sue Roth, Board President
Santa Cruz County Board of Education

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



SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 7.6

Board Meeting Date: January 18, 2024

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Action



Information

TO: Santa Cruz County Board of Education

FROM: Dr. Angela Meeker, Associate Superintendent, Educational Services

SUBJECT: Approve Resolution #24-04 Authorizing the COE into local agreement with the State of California

BACKGROUND

This resolution must be adopted in order to certify the approval of the Governing Board to enter into this transaction with the California Department of Social Services for the purpose of providing child care and development services and to authorize the designated personnel to sign contract documents for Fiscal Year 2024-25.

FUNDING IMPLICATIONS

Included herein.

RECOMMENDATION

Approve Resolution #24-04 Authorizing the COE into local agreement with the State of California



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

Student Trustee: Mr. Oscar Alvarez-Delgado

RESOLUTION #24-04
AUTHORIZING THE COE INTO LOCAL AGREEMENT WITH
THE STATE OF CALIFORNIA

WHEREAS, this resolution must be adopted in order to certify the approval of the Governing Board to enter into this transaction with the California Department of Social Services for the purpose of providing child care and development services and to authorize the designated personnel to sign contract documents for Fiscal Year 2024-25.

BE IT RESOLVED that the Governing Board of the Santa Cruz County Office of Education authorizes entering into local agreement with the State of California and that the persons who are listed below, are authorized to sign the transaction for the Governing Board:

NAME	TITLE	SIGNATURE
Dr. Faris Sabbah	County Superintendent	
Liann Reyes	Deputy Superintendent, Business Services	

PASSED AND ADOPTED by the Santa Cruz County Board of Education, County of Santa Cruz, State of California, this 18th day of January, 2024, by the following vote:

AYES:

NAYS:

ABSENT:

ABSTAIN:

Sue Roth, Board President
Santa Cruz County Board of Education

Resolution #24-04 Authorizing The Coe Into Local Agreement With The State Of California
Santa Cruz County Board of Education
January 18, 2024

I, Dr. Faris Sabbah, Secretary of the Governing Board of the Santa Cruz County Board of Education,
County of Santa Cruz, State of California, certify that the foregoing is full, true and correct.

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