



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

Santa Cruz County Board of Education
Regular Board Meeting
Thursday, October 17, 2024
4:00 pm
Boardroom and/or Zoom

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

<https://santacruzcoe-org.zoom.us/j/86962919588>

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

Phone Number: (669) 444-9171
Meeting ID: 869 6291 9588

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 October 17th. 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 17 de octubre. 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, Edward Estrada, Sandra Nichols, Abel Sanchez, Bruce Van Allen, Rachel Williams
Faris Sabbah (Secretary)

1.1 **Board Member Remote Attendance Approval**

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

- Just Cause, or Emergency Circumstances
- Board Approval

Motion &

Voice Vote: Sue Roth (President)

2. **PLEDGE OF ALLEGIANCE**

Superintendent Sabbah will lead the Pledge of Allegiance.

3. **APPROVAL OF AGENDA**

Agenda deletions and/or sequence changes will be approved or the agenda will be approved as submitted.

4. **PUBLIC COMMENT**

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

5. **SWEARING-IN CEREMONY**

The following trustees will be sworn into the Santa Cruz County Board of Education:

Ruben Marcus, Student Trustee

6. **CONSENT AGENDA**

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

6.0.1 Minutes of the Regular Board Meeting held on September 19, 2024

6.0.2 Budget Revisions

6.1 DEFERRED CONSENT ITEMS (if required)

This item is placed on the agenda to address any items that might be pulled from Agenda Item 9.0 for further discussion/consideration if so determined.

7. 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.

8. NEW BUSINESS

8.1 Filling Student Trustee Vacancy on Santa Cruz County Board of Education

According to County Board of Education Board Bylaw 9150, the Board may appoint a high school student from the county to serve as a Student Trustee for the duration of the school year. The Board is selecting an additional student to serve on the board.

The Board will review the process the interviews will be conducted.

Presenter(s): Sue Roth, Board President

8.2 Conduct Interviews of Student Trustee Applicants

Applicants: Natalie Hofkins (Oasis High School)

8.3 Filling Student Trustee Vacancy on Santa Cruz County Board of Education - Board Deliberation to Determine Final Student Trustee Candidate

The Board will deliberate to determine the final student trustee candidate.

Presenter(s): Sue Roth, Board President

8.4 Resolution #24-38: Appointment to Fill Student Trustee Vacancy on the Santa Cruz County Board of Education

According to Board Bylaw 9150, the Board is authorized to make an appointment to fill the Student Trustee vacancy.

Presenter(s): Sue Roth, Board President

Motion &

Roll Call Vote: Sue Roth, Board President

9. REPORTS AND PRESENTATIONS

9.1 2025-2030 Santa Cruz County Office of Education Strategic Plan

Superintendent Sabbah will present an overview of the County Office of Education's updated Strategic Plan, highlighting its vision, goals, and strategic priorities for the upcoming years. This presentation will cover the foundational elements of the plan, including our mission to support equitable, high-quality education and specific goals focused on student success, staff support, community engagement, and operational excellence. The board will have an opportunity to share their thoughts.

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

9.2 Administrator Kick Off Recap

This year, the annual Administrators' Kickoff for Santa Cruz County administrators was held on September 23, 2024. The event featured keynote speaker Ron Clark, who spoke about the importance of trust and relationship-building. Dr. Russell will present an overview of the event to the Board.

Presenter(s): Dr. Marcia Russell, Associate Superintendent, Educational Services

10. ACTION ITEMS

10.1 School Plan for Student Achievement (SPSA) for the Santa Cruz COE Alternative Education Community Schools

California Education Code § 64001(i) requires that the School Plan for Student Achievement shall be reviewed and approved by the governing board or body of the local educational agency at a regularly scheduled meeting whenever there are material changes that affect the academic program for pupils covered by programs identified in this part.

Presenter(s): Dr. Faris Sabbah, County Superintendent of Schools
Dr. Jennifer Izant-Gonzales, Senior Director, Alternative Education

Motion &
Voice Vote: Sue Roth, Board President

10.2 Adopt Resolution #24-39: Gann Amendment Appropriations Limit

The Gann Amendment (Proposition 4, 1979) limits the growth in appropriations made by the State of California, school districts, and local governments. All local education areas are required to adopt Gann Appropriations Limits each year by Board Resolution.

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

Motion &
Roll Call Vote: Sue Roth, Board President

10.3 Adopt Resolution #24-40: Recognizing National Native American Heritage Month

In the US, November 1 through November 30 is recognized as National Native American Heritage Month. National Native American Heritage Month is an opportunity to consider and recognize the contributions of Native Americans to the history of the United States.

Presenter(s): Bruce Van Allen, Chair, Community Outreach and Legislation Committee
Dr. Faris Sabbah, County Superintendent of Schools

Motion &

Roll Call Vote: Sue Roth, Board President

10.4 Resolution #24-41 Recognizing November as National Homeless Youth Awareness Month

In 2007, Congress established November as National Homeless Youth Awareness Month to raise awareness about youth homelessness, its causes, and potential solutions. This month is a time to recognize efforts addressing youth homelessness and strengthen the commitment to ending it in the United States. The California Homeless Education Technical Assistance Center (HETAC) and the California Department of Education (CDE) support this initiative and emphasize the role of education in preventing and ending youth homelessness. The Board will consider adopting this Resolution.

Presenter(s): Bruce Van Allen, Chair, Community Outreach and Legislation Committee
Dr. Faris Sabbah, County Superintendent of Schools

Motion &

Roll Call Vote: Sue Roth, Board President

11. SUPERINTENDENT'S REPORT

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

12. TRUSTEE REPORTS (3 minutes each)

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

13. AD HOC/STANDING COMMITTEE REPORTS/ACTIONS

14. SCHEDULE OF MEETINGS AND UPCOMING EVENTS

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

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

Santa Cruz County Board of Education
Agenda, Regular Meeting
October 17, 2024

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

15. **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 COUNTY BOARD OF EDUCATION

AGENDA ITEM 6.0.1

Board Meeting Date: October 17, 2024

Action

Information

TO: Santa Cruz County Board of Education

FROM: Dr. Faris Sabbah, County Superintendent of Schools

SUBJECT: Minutes of the Regular Board Meeting held on September 19, 2024

BACKGROUND

Minutes of the regular meeting held on September 19, 2024.

FUNDING IMPLICATIONS

None.

RECOMMENDATION

Approve of the minutes.



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Mr. Abel Sanchez • Mr. Bruce Van Allen • Ms. Rachel Williams

Santa Cruz County Board of Education
Regular Board Meeting
Thursday, September 19, 2024
4:00 pm
Boardroom and/or Zoom

MEETING MINUTES

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

Trustees Present:

Sue Roth (President), Edward Estrada, Sandra Nichols, Abel Sanchez, Bruce Van Allen, Rachel Williams

Trustees Absent (At Time of Roll Call):

Ed Acosta

Staff Present:

Dr. Faris Sabbah (Secretary), Nick Ibarra, Dr. Jennifer Izant Gonzales, Michelle Kennedy, Melissa Lopez, Andres Ortiz, Liann Reyes, John Rice, Verenise Valentin

1.1 Board Member Remote Attendance Approval

Per AB 2449, Trustees may participate in the Board meeting remotely under the following conditions: just cause, or emergency circumstances. No requests were made.

2. CLOSED SESSION DISCLOSURE

President Roth disclosed that the Board will, in closed session, discuss matters relating to property as noted in item 3.1.

3. CLOSED SESSION

3.1 Conference with Real Property Negotiators

The Board considered the purchase of certain real property and were given the opportunity to direct staff and legal representatives concerning price and/or terms for the purchase. (Govt. Code Section 54956.8)

COE Representatives: Liann Reyes, Deputy Superintendent, Business Services
Kelly M. Rem, Lozano Smith

Property: 119 West Beach Street, Watsonville, CA, Santa Cruz County
APN: 017-101-40

Board Approved:

4. OPEN SESSION

Open session began as soon thereafter as the matter could be heard at 4:52 p.m.

5. PLEDGE OF ALLEGIANCE

Superintendent Sabbah led the Pledge of Allegiance.

6. APPROVAL OF AGENDA

A motion was made to approve the agenda as presented (Williams/Nichols, 7-0):

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

7. REPORT OUT ON CLOSED SESSION

President Roth reported that the Board, in Closed Session, approved the proposed lease for the property noted in agenda item 3.1 by the following vote (Van Allen/Williams, 6-0-1-0):

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

8. PUBLIC COMMENT

Nancy Cohen (Parent) shared concerns about the age requirement of kindergarten enrollment.

9. CONSENT AGENDA

9.0.1 Minutes of the Regular Board Meeting held on August 15, 2024

9.0.2 Budget Revisions

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

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

9.1 DEFERRED CONSENT ITEMS (if required)

None.

10. CORRESPONDENCE

None.

11. NEW BUSINESS, PUBLIC HEARINGS, AND ACTION ITEMS

11.1 Filling Student Trustee Vacancy on Santa Cruz County Board of Education

According to County Board of Education Board Bylaw 9150, the Board may appoint a high school student from the county to serve as a Student Trustee for the duration of the school year.

11.2 Conduct Interviews of Student Trustee Applicants

Applicants: Brandon Blake (Aptos High School)
Maximiliano Barraza Hernández (Pajaro Valley High School)
Sylvi Kayser (Aptos High School)
Ruben Marcus (Soquel High School)
Kevin Ruiz (Pajaro Valley High School)

11.3 Filling Student Trustee Vacancy on Santa Cruz County Board of Education - Board Deliberation to Determine Final Student Trustee Candidate

The Board deliberated to determine the final student trustee candidate.

11.4 Resolution #24-33: Appointment to Fill Student Trustee Vacancy on the Santa Cruz County Board of Education

A motion was made to appoint Ruben Marcus as the Student Trustee and adopt Resolution #24-33 (Acosta/Williams, 7-0).

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

11.5 Public Hearing: Sufficiency of Instructional Materials

According to Education Code Section 60119(1)(A), the Board shall hold a public hearing that provides an opportunity for public input regarding the Sufficiency of Instructional Materials to be used by the Santa Cruz County Office of Education Alternative Student Programs during the 2024-2025 school year.

President Roth opened, conducted, and closed the public hearing.

John Rice, Executive Director, Alternative Education, conducted the presentation.

11.6 Resolution #24-34: Sufficiency of Instructional Materials

To be eligible to receive instructional materials funding, the board is required to hold a public hearing and adopt a resolution stating whether or not each pupil in the Santa Cruz County Office of Education programs has sufficient standards-aligned textbooks and/or instructional materials in specified subjects under Education Code Section 60605 et. seq.

A motion was made to appoint Ruben Marcus as the Student Trustee and adopt Resolution #24-34 Sufficiency of Instructional Materials (Van Allens/Estrada, 7-0).

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

11.7 Personnel Commission Vacancy: Appointment of Nominee

The Board was informed of the nominee for the appointment as the joint-appointee to the Santa Cruz County Office of Education Personnel Commission, Lynn Miller to fill a vacancy that will exist on December 1, 2024. (Merit Rule 2.102 B).

A motion was made to appoint Lynn Miller as the joint-appointee to the Santa Cruz County Office of Education Personnel Commission (Van Allens/Nichols, 7-0).

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

11.8 First Reading: Board Policy - 6000s Series Instruction

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

BP 6158 Independent Studies

A motion was made to approve Board Policy 6158 Independent Studies and waive the second reading (Van Allens/Williams, 7-0).

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

11.9 2023-2024 Unaudited Actuals Financial Statement

The Board was requested to review information from the annual closing financial reporting document filed with the California Department of Education. Liann Reyes, Deputy Superintendent, Business Services, presented the report.

11.10 Resolution #24-35: Recognizing United Against Hate Week

Alongside our school districts, the Santa Cruz COE and County Board of Education rejects hatred, racism, prejudice, violence, and bullying in all forms.

A motion was made to approve Resolution #24-35: Recognizing United Against Hate Week (Williams/Acosta, 7-0).

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

11.11 Resolution #24-36: Recognizing October as LGBTQ+ History Month

LGBTQ+ History Month is an annual, month-long observance of lesbian, gay, bisexual, and transgender history, and the history of the gay rights and related civil rights movements, which was founded in 1994 by Missouri high-school history teacher, Rodney Wilson.

A motion was made to approve Resolution #24-36: Recognizing October as LGBTQ+ History Month, with minor edits (Estrada/Williams, 7-0).

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

11.12 Resolution #24-37: Recognizing October 13 through October 19 Week of the School Administrator

The term "school administrator" encompasses various education leadership roles, including superintendents, principals, curriculum leaders, and more. With over 6 million students in California, the future of public education relies on strong leadership.

A motion was made to approve Resolution #24-37: Recognizing October 13 through October 19 Week of the School Administrator (Nichols/Estrada, 7-0).

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

12. SUPERINTENDENT'S REPORT

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

13. TRUSTEE REPORTS (3 minutes each)

Trustee Nichols:

No report.

Trustee Estrada:

He attended the CSBA County Board Trustees Conference in Monterey.

Trustee Acosta:

No report.

Trustee Van Allen:

He attended the CSBA County Board Trustees Conference in Monterey.

Trustee Williams:

She helped at the COE table at PV Pride, attended the Walnut Avenue Women's Center Gala, attended the CSBA County Board Trustees Conference in Monterey, participated in an ethics training, and joined the COE's Inside Education program.

Trustee Sanchez:

He attended the CSBA County Board Trustees Conference in Monterey.

Trustee Roth:

She attended the CSBA County Board Trustees Conference in Monterey.

14. AD HOC/STANDING COMMITTEE REPORTS/ACTIONS

None.

15. SCHEDULE OF MEETINGS AND UPCOMING EVENTS

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

Santa Cruz County Board of Education
Regular Meeting
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.

A motion was made to schedule a special board meeting on October 10, 2024 to hold two interdistrict transfer appeal hearings in closed session (Nichols/Estrada, 7-0).

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

16. ADJOURNMENT

President Roth adjourned the meeting at 8:02 p.m.



SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 6.0.2

Board Meeting Date: October 17, 2024

Action

Information

TO: Santa Cruz County Board of Education

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

SUBJECT: September 2024 Budget Revisions

BACKGROUND

Notable changes to the budget process during September 2024 are included herein.

FUNDING IMPLICATIONS

It is included herein.

RECOMMENDATION

Approve of the revisions.



MEMO

DATE: October 10, 2024

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

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

RE: September 2024 Budget Revisions

Notable changes to the budget processed during the month of September 2024 are as follows:

Unrestricted:

Budget revisions processed reflect no change to revenues. Minimal changes to expenditures are as follows:

- \$55,296 Student Support Services teen Mental Health First Aid (tMHFA) Instructor Training
- \$20,488 Alternative Education supplies and services

Budget revisions processed in September resulted in a decrease to the unrestricted fund balance in the amount of (\$80,084).

Restricted:

Budget revisions processed reflect an overall increase in restricted revenues and corresponding expenditures in the amount of \$2,345,569.

- \$26,351 Environmental Literacy 2023-24 Carryover
- \$25,000 Ed Services 21st Century CA School Leadership Academy (21CSLA) Grading for Equity Grant from Madera COE

- \$2,216,670 Student Support Services (SSS) Capacity Schools Grant
- \$75,000 Student Support Services (SSS) Kaiser Grant

Notable changes to expenditures are as follows:

- Ed Services Grading for Equity 21CSLA Grant
 - \$22,185 Counseling Support
- Student Support Services
 - Capacity Grant
 - \$322,593 Grant Leader and new position(s)
 - \$89,556 Related supplies
 - \$951,506 Contracts and MOUs with various participating districts and community-based organizations
 - Kaiser Grant
 - \$69,554 Contracts and MOUs with various participating districts and/or community-based organizations in support of building capacity for centralized school-based behavioral health services

Budget revisions processed in September 2024 had an overall increase to the restricted fund balance in the amount of \$740,683.

Pacheco Bill Compliance:

There were no professional service agreements/contracts in excess of \$25,000 which required a budget revision to be processed during September 2024.

Business department staff continue to communicate and work closely with department staff and managers to review revenues, expenditures, and budgets as preparations for the 2024-25 First Interim reporting cycle begins.

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

LR:ml

cc: Rebecca Olker

	2024-25 Adopted Budget			2024-25 Revised Budget as of August 31, 2024			September 2024 Budget Revisions Processed			2024-25 Revised Budget as of September 30, 2024		
	UNRESTRICTED	RESTRICTED	TOTAL FUND	UNRESTRICTED	RESTRICTED	TOTAL FUND	UNRESTRICTED	RESTRICTED	TOTAL FUND	UNRESTRICTED	RESTRICTED	TOTAL FUND
REVENUES												
LCFF Sources	\$ 28,104,634	\$ 8,875,494	\$ 36,980,128	\$ 28,104,634	\$ 8,875,494	\$ 36,980,128	\$ -	\$ -	\$ -	\$ 28,104,634	\$ 8,875,494	\$ 36,980,128
Federal Revenue	\$ 3,500,000	\$ 1,686,475	\$ 5,186,475	\$ 3,500,000	\$ 1,705,072	\$ 5,205,072	\$ -	\$ 26,351	\$ 26,351	\$ 3,500,000	\$ 1,731,422	\$ 5,231,422
Other State Revenue	\$ 313,094	\$ 13,568,920	\$ 13,882,014	\$ 313,094	\$ 13,607,796	\$ 13,920,890	\$ -	\$ (9,603)	\$ (9,603)	\$ 313,094	\$ 13,598,193	\$ 13,911,287
Other Local Revenue	\$ 3,025,566	\$ 9,587,088	\$ 12,612,654	\$ 3,025,566	\$ 9,597,088	\$ 12,622,654	\$ -	\$ 2,328,821	\$ 2,328,821	\$ 3,025,566	\$ 11,925,909	\$ 14,951,475
TOTAL, REVENUES	\$ 34,943,294	\$ 33,717,977	\$ 68,661,271	\$ 34,943,294	\$ 33,785,449	\$ 68,728,744	\$ -	\$ 2,345,569	\$ 2,345,569	\$ 34,943,294	\$ 36,131,018	\$ 71,074,312
EXPENDITURES												
Certificated Salaries	\$ 6,166,806	\$ 8,706,724	\$ 14,873,530	\$ 6,166,806	\$ 8,706,834	\$ 14,873,640	\$ -	\$ -	\$ -	\$ 6,166,806	\$ 8,706,834	\$ 14,873,640
Classified Salaries	\$ 9,727,237	\$ 8,074,850	\$ 17,802,087	\$ 9,727,237	\$ 8,086,152	\$ 17,813,389	\$ -	\$ 76,297	\$ 76,297	\$ 9,727,237	\$ 8,162,449	\$ 17,889,686
Employee Benefits	\$ 9,306,199	\$ 11,184,829	\$ 20,491,028	\$ 9,306,910	\$ 11,188,785	\$ 20,495,696	\$ -	\$ -	\$ -	\$ 9,306,910	\$ 11,188,785	\$ 20,495,696
Books and Supplies	\$ 1,694,433	\$ 784,005	\$ 2,478,438	\$ 1,705,097	\$ 822,567	\$ 2,527,664	\$ 149,316	\$ 523,503	\$ 672,819	\$ 1,854,413	\$ 1,346,070	\$ 3,200,484
Services and Other Operating Expenditures	\$ 6,091,652	\$ 5,636,471	\$ 11,728,123	\$ 6,137,459	\$ 5,646,694	\$ 11,784,153	\$ 65,594	\$ 879,316	\$ 944,911	\$ 6,203,053	\$ 6,526,010	\$ 12,729,063
Capital Outlay	\$ 220,000	\$ 40,276	\$ 260,276	\$ 233,000	\$ 41,437	\$ 274,437	\$ 814	\$ -	\$ 814	\$ 233,814	\$ 41,437	\$ 275,251
Other Outgo (excluding Transfers of Indirect Costs)	\$ 3,500,000	\$ -	\$ 3,500,000	\$ 3,500,000	\$ -	\$ 3,500,000	\$ -	\$ -	\$ -	\$ 3,500,000	\$ -	\$ 3,500,000
Other Outgo - Transfers of Indirect Costs	\$ (2,067,416)	\$ 1,946,449	\$ (120,967)	\$ (2,074,343)	\$ 1,953,220	\$ (121,123)	\$ (135,641)	\$ 125,769	\$ (9,871)	\$ (2,209,983)	\$ 2,078,989	\$ (130,995)
TOTAL EXPENDITURES	\$ 34,638,910	\$ 36,373,604	\$ 71,012,514	\$ 34,702,167	\$ 36,445,689	\$ 71,147,856	\$ 80,084	\$ 1,604,886	\$ 1,684,969	\$ 34,782,251	\$ 38,050,575	\$ 72,832,825
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES	\$ 304,384	\$ (2,655,628)	\$ (2,351,243)	\$ 241,127	\$ (2,660,239)	\$ (2,419,112)	\$ (80,084)	\$ 740,683	\$ 660,599	\$ 161,044	\$ (1,919,556)	\$ (1,758,513)
OTHER FINANCING SOURCES/USES												
Interfund Transfers												
a) Transfers In	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
b) Transfers Out	\$ 281,540	\$ 1,000,000	\$ 1,281,540	\$ 281,540	\$ 1,000,000	\$ 1,281,540	\$ -	\$ -	\$ -	\$ 281,540	\$ 1,000,000	\$ 1,281,540
Other Sources/Uses												
a) Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
b) Uses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Contributions	\$ (2,019,107)	\$ 2,019,107	\$ -	\$ (2,019,107)	\$ 2,019,107	\$ -	\$ -	\$ -	\$ -	\$ (2,019,107)	\$ 2,019,107	\$ -
TOTAL OTHER FINANCING SOURCES/USES	\$ (2,300,647)	\$ 1,019,107	\$ (1,281,540)	\$ (2,300,647)	\$ 1,019,107	\$ (1,281,540)	\$ -	\$ -	\$ -	\$ (2,300,647)	\$ 1,019,107	\$ (1,281,540)
NET INCREASE (DECREASE) IN FUND BALANCE	\$ (1,996,263)	\$ (1,636,520)	\$ (3,632,783)	\$ (2,059,520)	\$ (1,641,132)	\$ (3,700,652)	\$ (80,084)	\$ 740,683	\$ 660,599	\$ (2,139,604)	\$ (900,449)	\$ (3,040,053)
FUND BALANCE, RESERVES												
Beginning Fund Balance												
a) As of July 1 Unaudited	\$ 28,278,630	\$ 6,838,655	\$ 35,117,285	\$ 28,278,630	\$ 6,838,655	\$ 35,117,285	\$ -	\$ -	\$ -	\$ 28,278,630	\$ 6,838,655	\$ 35,117,285
b) Audit Adjustments	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
c) As of July 1 Audited	\$ 28,278,630	\$ 6,838,655	\$ 35,117,285	\$ 28,278,630	\$ 6,838,655	\$ 35,117,285	\$ -	\$ -	\$ -	\$ 28,278,630	\$ 6,838,655	\$ 35,117,285
d) Other Restatements	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
e) Adjusted Beginning Balance	\$ 28,278,630	\$ 6,838,655	\$ 35,117,285	\$ 28,278,630	\$ 6,838,655	\$ 35,117,285	\$ (1,070,040)	\$ 2,519,691	\$ 1,449,651	\$ 27,208,589	\$ 9,358,346	\$ 36,566,935
Ending Balance, June 30	\$ 26,282,367	\$ 5,202,135	\$ 31,484,501	\$ 26,219,110	\$ 5,197,523	\$ 31,416,633	\$ (1,150,124)	\$ 3,260,374	\$ 2,110,250	\$ 25,068,986	\$ 8,457,897	\$ 33,526,883



SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 8.1

Board Meeting Date: October 17, 2024

Action

Information

TO: Santa Cruz County Board of Education

FROM: Sue Roth, Board President

SUBJECT: Filling Student Trustee Vacancy on Santa Cruz County Board of Education

BACKGROUND

According to County Board of Education Board Bylaw 9150, the Board may appoint a county high school student to serve as a Student Trustee for the duration of the school year.

The Board will review the process the interviews will be conducted.

FUNDING IMPLICATIONS

None.

RECOMMENDATION

Assign rotation for which trustees will ask which question.

SANTA CRUZ COUNTY OFFICE OF EDUCATION

Bylaws of the Board

BB 9150 (a)

STUDENT TRUSTEE

In order to enhance communication and collaboration between the Santa Cruz County Board of Education (“the County Board”) and the student body, and to teach students the importance of civic involvement, the Board supports the participation of high school students in County Board governance.

Student trustees may, at the County Board's discretion, receive elective course credit for service as a student trustee based on the number of equivalent daily instructional minutes for the student trustee's services provided. (Education Code 1000, 35120)

Student trustee(s) shall be entitled to be reimbursed for mileage to the same extent as other members of the County Board but shall not receive monetary compensation for attendance at Board meetings. (Education Code 1000)

A student trustee shall not be liable for any acts of the County Board. (Education Code 1000)

Petition

High school students may submit a petition to the County Board requesting the appointment of at least one student trustee. (Education Code 1000)

To qualify for Board consideration, the petition for student representation shall contain the signatures of at least 500 students or 10 percent of the number of students regularly enrolled in high schools that are under the jurisdiction of the county board, whichever is less. (Education Code 1000)

Within 60 days of receiving a student petition, or at the next regularly scheduled Board meeting if no meeting is held within those 60 days, the County Board shall order the inclusion of at least one student trustee position on the County Board. (Education Code 1000)

Choosing or Selecting Student Trustees

Student trustees shall be chosen by students enrolled in the high school(s) within the county in accordance with procedures prescribed by the County Board.

If the student trustee position is established based on a petition received from the high school(s) under the County Board's jurisdiction, any student chosen shall be enrolled in a high school that is under the jurisdiction of the County Board, with preference given to any student in a school operated by the County Office of Education (Education Code 1000)

Student Trustees (Continued)

BB 9150 (b)

If the County Board does not receive a petition from the high school(s) under its jurisdiction, the County Board may select a student who is enrolled in a high school under the jurisdiction of a school district within the county to serve as a student trustee. (Education Code 1000)

The term of student trustee(s) shall be one year, commencing on July 1. However, the County Board may adjust the term of a student trustee if a vacancy occurs or in order to provide more students an opportunity to serve on the County Board. (Education Code 1000)

Role and Responsibilities of Student Trustees

Student trustees shall not be considered members of a legislative body for purposes of the Brown Act. (Education Code 1000)

A student trustee shall not be counted in determining the vote required to carry any measure before the County Board or whether a quorum is in attendance at a County Board meeting.

Student trustee(s) shall have the right to attend all Board meetings except closed sessions. (Education Code 1000)

All materials presented to County Board members, except those related to closed sessions, shall be presented to student trustees at the same time they are presented to other County Board members. Student trustee(s) shall also be invited to attend staff briefings, or be provided with a separate staff briefing, within the same timeframe as the briefing of other County Board members. In addition, all materials given to County Board members between meetings, except for materials that pertain to closed session items, shall be distributed to student trustees. (Education Code 1000)

Student trustee(s) shall be recognized at Board meetings as full member(s), shall be seated with other members of the County Board, and shall be allowed to participate in questioning witnesses and discussing issues. (Education Code 1000)

Student trustee(s) shall be allowed to cast preferential votes on all matters except those subject to closed session discussion. Preferential voting means a formal expression of opinion that is recorded in the minutes and cast before the official vote of the County Board. Preferential votes shall not affect the final numerical outcome of a vote. (Education Code 1000)

Student trustee(s) may make motions that may be acted upon by the County Board, except on matters dealing with employer-employee relations pursuant to Government Code 3540-3549.3. (Education Code 1000)

Student trustees shall be appointed to subcommittees of the County Board in the same manner as other County Board members, and shall be made aware of the time commitment required to participate in subcommittee meetings and work and of the right to decline an appointment.

Student Trustees (Continued)

BB 9150 (c)

The availability of all subcommittee members, including the availability of student trustees, may be considered when scheduling subcommittee meetings. (Education Code 1000)

Student trustees shall be invited to attend functions of the County Board, such as forums, meetings with students and parents/guardians, and other general assemblies. (Education Code 1000)

Student Trustee Training

The County Board may provide learning opportunities to student trustees through trainings, workshops, and conferences, such as those offered by the California School Boards Association and other organizations, to enhance their knowledge, understanding, and performance of leadership skills and their Board responsibilities.

The County Board may periodically provide information to student trustee candidates to give them an understanding of the position. Once chosen or appointed, incoming student trustees shall be provided an orientation designed to build their knowledge and an understanding of the responsibilities and expectations of the position.

Students admitted as trustees shall be eligible for any County Office of Education administered County Office of Education Student Trustee Academy.

Subject to availability, the Board shall/may appoint a mentor to the student trustee.

Alternative Student Trustee

If the County Board determines that the student trustee's duties are not being fulfilled, the County Board may appoint another student to serve out the term of the student trustee. If an alternate student trustee is appointed, the County Board shall suspend the prior student trustee's rights and privileges related to service on the County Board. (Education Code 1000)

Elimination of Student Trustee Position

Once established, the student trustee position shall continue to exist until the County Board, by majority vote of all voting County Board members, approves a motion to eliminate the position. Such a motion shall be listed as a public agenda item for a County Board meeting prior to the motion being voted upon. (Education Code 1000)



Student Trustee Interview Questions

1. Please tell us why you are interested in serving as a student trustee on the County Board of Education, and briefly describe your background and experience in education and student advocacy.
2. Please provide an example of a specific initiative or project you would like to work on as a student trustee, and why it is important to you.
3. How do you envision advocating for equity, diversity, and inclusion in our county's education system, and what steps would you take to ensure all students have equal access to opportunities and resources?

If there is time, the following questions will be asked:

4. How would you gather input and feedback from your fellow students to ensure their voices are represented on the board?
5. Can you share an example of a challenging situation you've faced in a leadership role and how you handled it?

STUDENT TRUSTEE INTERVIEW GUIDANCE WORKSHEET

<p style="text-align: center;"><u>Questions</u></p>	<p style="text-align: center;">STUDENT: Natalie Hofkins</p>
<p style="text-align: center;">Question 1: Please tell us why you are interested in serving as a student trustee on the County Board of Education, and briefly describe your background and experience in education and student advocacy.</p>	
<p style="text-align: center;">Question 2: Please provide an example of a specific initiative or project you would like to work on as a student trustee, and why it is important to you.</p>	

STUDENT TRUSTEE INTERVIEW GUIDANCE WORKSHEET

Question 3:

How do you envision advocating for equity, diversity, and inclusion in our county's education system, and what steps would you take to ensure all students have equal access to opportunities and resources?

Question 4:

How would you gather input and feedback from your fellow students to ensure their voices are represented on the board?

STUDENT TRUSTEE INTERVIEW GUIDANCE WORKSHEET

Question 5:

Can you share an example of a challenging situation you've faced in a leadership role and how you handled it?

More Space For Notes:



SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 8.2

Board Meeting Date: October 17, 2024

Action

Information

TO: Santa Cruz County Board of Education

FROM: County Superintendent Department

SUBJECT: Conduct Interviews of Student Trustee Applicants

BACKGROUND

Applicants: Natalie Hofkins (Oasis High School)

FUNDING IMPLICATIONS

None.

RECOMMENDATION

Conduct interviews.

Student Trustee Application for the Santa Cruz County Board of Education

This is an application to be a student trustee on the Santa Cruz County Board of Education. Please note that there will also be an interview process after you submit your application.

Once we review all applications, we will reach out to candidates individually to schedule an interview time.

Application deadline extended to August 30, 2024!

If you have any questions, please feel free to reach out to Student Leadership and Engagement Coordinator, Andres Ortiz at anortiz@santacruzcoe.org or 831-466-5713.

1. Full Name (First, Middle Initial, Last Name) *

Natalie T Hofkins

2. What school do you attend? *

Oasis

3. What grade are you in? *

12th



4. Please provide a non-school email address. *

nataliehofkins@gmail.com

5. Phone number *

8313597640

6. Our board meetings usually happen after school in person at the County Office of Education *
(400 Encinal St. Santa Cruz, CA 95060) on the 3rd Thursday of every month between 4-6pm. Will
you be available during this time slot?

yes

7. Do you participate in any other clubs or school activities? If so, which ones? *

no

8. What interests you about serving on the County School Board? *

i want to help student voices heard and see the process of everything that goes on on the school board

9. What do you see as the most pressing issues facing the student population in this county? *

definitely mental health and the overall work load and support schools have.

This form was created inside of Santa Cruz County Office of Education.

Google Forms



SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 8.3

Board Meeting Date: October 17, 2024

Action

Information

TO: Santa Cruz County Board of Education

FROM: Sue Roth, Board President

SUBJECT: Filling Student Trustee Vacancy on Santa Cruz County Board of Education
- Board Deliberation to Determine Final Student Trustee Candidate

BACKGROUND

The Board will deliberate to determine the final student trustee candidate.

FUNDING IMPLICATIONS

None.

RECOMMENDATION

Deliberate on the student interviews.



SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 8.4

Board Meeting Date: October 17, 2024

Action

Information

TO: Santa Cruz County Board of Education

FROM: Sue Roth, Board President

SUBJECT: Resolution #24-38: Appointment to Fill Student Trustee Vacancy on the Santa Cruz County Board of Education

BACKGROUND

According to Board Bylaw 9150, the Board is authorized to make an appointment to fill the Student Trustee vacancy.

FUNDING IMPLICATIONS

None.

RECOMMENDATION

Approve Resolution #24-38: Appointment to Fill Student Trustee Vacancy on the Santa Cruz County Board of Education



RESOLUTION #24-38

**RESOLUTION MAKING APPOINTMENT TO FILL STUDENT TRUSTEE VACANCY
ON SANTA CRUZ COUNTY BOARD OF EDUCATION**

WHEREAS, on the 20th day of October 2022, the Santa Cruz County Office of Education Governing Board adopted Board Bylaw 9150, approving a high school student to serve on the governing board as a student trustee; and

WHEREAS, under the provisions of Education Code 1000, the Board is authorized to make an appointment to fill the student vacancy;

BE IT THEREFORE RESOLVED AND ORDERED _____ is hereby appointed to fill the student trustee vacancy until the end of the school in June 2025.

BE IT FURTHER RESOLVED AND ORDERED that the Secretary of the County Board is hereby directed to give notice of this appointment.

PASSED AND ADOPTED by the Santa Cruz County Board of Education, County of Santa Cruz, State of California, this 17th day of October 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 9.1

Board Meeting Date: October 17, 2024

Action

Information

TO: Santa Cruz County Board of Education

FROM: Dr. Faris Sabbah, County Superintendent of Schools

SUBJECT: 2025-2030 Santa Cruz County Office of Education Strategic Plan

BACKGROUND

Superintendent Sabbah will present an overview of the County Office of Education's updated Strategic Plan, highlighting its vision, goals, and strategic priorities for the upcoming years. This presentation will cover the foundational elements of the plan, including our mission to support equitable, high-quality education and specific goals focused on student success, staff support, community engagement, and operational excellence. The board will have an opportunity to share their thoughts.

FUNDING IMPLICATIONS

None.

RECOMMENDATION

Receive the presentation.

Santa Cruz County Office of Education

Strategic Plan 2025 – 2029

[pending: graphic design for cover]

Guidance for providing feedback on the draft plan

- This is the text version of the strategic plan. The graphic design and visualizations (e.g., charts, graphs, icons, etc.) and a few other formatting elements and content areas (marked as pending) will be added after the text has been reviewed and edited.
- The plan is organized into 6 sections. The final strategic plan will include a Table of Contents to guide readers. Here's a high-level summary of the sections and how they're different from the current strategic plan:
 1. *Letter from the County Superintendent (pending, no content to review yet)*
 2. [Building BRIDGES to Equity](#)
 - Updated language and renamed this section (is a mashup of the sections in the current strategic plan called "Santa Cruz COE's Strategic Planning Process & Needs Assessment" and "Equity: The Foundation for Success.")
 3. [About the Santa Cruz County Office of Education](#)
 - Includes the revised mission, vision, values, and edits to COE's roles
 4. [Our Planning Process](#)
 - Brief description of the planning process and key themes regarding Strengths, Challenges, Opportunities, and Big Issues
 5. [Our Strategic Roadmap](#)
 - Includes updates to strategies in current plan, organized by COE's roles.
 - Includes high-level indicators of progress (based on managers' input)
 6. [Our Path Forward](#)
 - Closing statement
- After you've read the draft 2025-2029 strategic plan, **share your feedback in [this form](#) by Friday, September 13**. All of the questions that ask for your first impressions or gut reactions are required, but the open-ended questions are optional.
- If you have specific editing/wordsmithing suggestions, feel free to make note of them in this Google Doc (in Suggestions mode and/or Comments). I will take all suggestions in the Google Doc and this feedback form into consideration, and will do my best to incorporate them into the final edits, to the extent that's feasible. **Thank you for your partnership and thought leadership during this strategic planning process!**

Letter from the County Superintendent

Dear Santa Cruz County Community,

I am proud to present the Santa Cruz County Office of Education's (COE's) Strategic Plan for 2025-2029. This plan represents our shared vision for the future of education in our community and a commitment to ensuring that all learners, from birth to adulthood, have opportunities to thrive.

During the last five years, the challenges brought on by the COVID-19 pandemic, climate-related crises, the ever-rising cost of living (particularly housing), and political conflicts have impacted everyone in our education community, especially our learners, families, and educators. Although these challenges have tested our community's resilience, they also inspired us to continuously collaborate and develop creative, innovative, and effective solutions that strengthen our education system.

At the heart of this strategic plan is our unwavering belief in the importance of **belonging and equity**, where every learner — regardless of their background or circumstances — has access to resources, supportive relationships, opportunities, and an education that prepares them for a future filled with possibility. The Santa Cruz COE shares the responsibility and commitment to work alongside learners, families, educators, agency partners, and local industries to “co-create” an education system that delivers on this promise.

Our new strategic plan maintains our focus on our three strategic priorities: 1) Support Safety & Wellness; 2) Empower Equitable Achievement; and 3) Build Sustainable Systems. It is grounded in our commitment to build **BRIDGES to educational equity** by fostering Belonging, Relationships, Innovation, Data-Informed Decision-Making, Growth, Excellence, and Sustainability. These are more than just aspirational values; they are a call to action to create an equitable educational system that fosters growth and well-being for every learner.

As you read through this plan, I invite you to join us in fulfilling this shared vision. Whether you are a parent or guardian, an educator, a student, a community partner, or an industry leader, your contributions are essential to building the educational community we all aspire to see.

I invite you to join us in this important work. Together, we can create an impactful and inclusive future for all of Santa Cruz County's learners.

In partnership,

Dr. Faris Sabbah
Santa Cruz County Superintendent of Schools

Building BRIDGES to Equity

All students, or learners, deserve to have the educational opportunities and experiences that prepare them to thrive in a changing world. This is true no matter their race, ethnicity, gender, sexual orientation, religion, income, immigration status, primary language, physical and cognitive abilities, or other aspects of their identities.

The Santa Cruz County Office of Education (Santa Cruz COE) stands firm in our commitment to work alongside partners in the **education community** — all learners from birth to adulthood, their families, education partners, industries, and other community partners that support learners and their families — to ensure this aspirational vision is a reality. Our strategic plan for 2025-2029 articulates our unwavering commitment to the education community and a roadmap of our priorities and strategies that will guide our actions over the next five years.

While we are excited to share our updated strategic plan and continue our long-standing collaboration with partners in the education community, we can't ignore the enormity of all that has happened in our community and the world since we adopted our first 5-year strategic plan in 2019. A global pandemic that disrupted every aspect of our lives — from child care to school to work to family and social connections. Protests against racial injustices. Wildfires, floods, and other extreme weather events that upended whole communities. Political unrest and divisiveness that have fractured many family and community relationships. Wars between other countries that create fear, worry, and anger in local communities. Concerns about attempts to erode civil rights and liberties of communities that have been historically marginalized by discriminatory policies. And the list goes on.

While these are heavy, complex issues, we must simultaneously acknowledge the impacts they have on Santa Cruz County's education community and continue to build on our collective strengths, relationships, and successes to ensure forward momentum. Local data, such as the communitywide indicators highlighted below, help illuminate signs of hope and progress, as well as the downstream effects of systemic challenges that need continuous, collaborative efforts to solve. *[pending: graphics to accompany data points]*

Early Childhood Education¹

- As of 2023, there are only enough child care spaces to meet 26% of the potential demand for infant/toddler child care (birth up to 2 years old).
- Among preschool-age children (2 to 4 years old), 78% of demand is currently met, which is in part due to some 4-year-olds attending Transitional Kindergarten (TK), which is now available through the public education system.
- There are only enough subsidized child care spaces to serve 44% of children ages birth to 12 years old who are eligible for subsidized care, leaving a countywide shortfall of 56%. The percentage of unmet need for subsidized child care is highest in

¹ Santa Cruz County Early Care, Education, and After-School Care Strategic Plan, 2023

the San Lorenzo Valley (93% of eligible children not served), followed by Mid-County (87%), North County (72%), and South County (20%).

Student Well-being²

- Overall, 68% of students who responded to the California Healthy Kids Survey (CHKS) in 2021 (the most recent survey data available) said they felt safe in their schools, and 61% said they felt like they were a part of their schools, one indicator of School Connectedness, or a sense of belonging at school.
- In addition, 60% of students said there was a teacher or other adult at school who really cared about them, with only modest differences between student groups based on their identified race/ethnicity, gender, sexual orientation, or primary language.
- However, 44% of students who responded to the 2021 CHKS survey said they had felt sad or hopeless almost every day in the past 12 months.
 - The percentage was nearly two times higher (71%) among students who identified as lesbian, gay, bisexual, transgender, or queer (LGBTQ+) than students who did not identify as LGBTQ+ (38%).
 - When broken out by LGBTQ+ identities, the average percentage of students who felt sad or hopeless every day (2019-2021 only) was highest among those who identified as transgender (79%) and bisexual (71%).
- In 2021, 14% of students said they had seriously considered attempting suicide in the past 12 months.
 - The percentage was three times higher among LGBTQ+ students (36%) than non-LGBTQ+ students (11%).
 - When broken out by LGBTQ+ identities, the average percentage of students who seriously considered attempting suicide (2019-2021 only) was also highest among students who identified as transgender (43%), followed by gay or lesbian (33%) and bisexual (32%).

Attendance, Suspension and Expulsion Rates³

- Prior to the pandemic, school attendance rates had been improving, primarily measured by a decline in chronic absenteeism rates. However, approximately one-quarter of students were chronically absent in the 2021-22 school year (27%) and 2022-23 school year (26%), meaning that one-quarter of all students had missed at least 10% of the school year for any reason.
 - In 2022-23, the absenteeism rates were highest among foster youth (40%) and students with disabilities (36%).
- Countywide, the suspension rate had been low but had been slowly rising prior to the pandemic. In 2022-23, the countywide suspension rate was 3%, with the highest rate among foster youth (13%). Similarly, the countywide expulsion rate had been low (less than .1%) before increasing to .1% in 2017-18.

² Santa Cruz County Office of Education Data Portal, CHKS Indicator Dashboard, 2015-2021. <https://dataportal.santacruzcoe.org/>

³ Santa Cruz County Office of Education Data Portal, Absenteeism and Discipline Dashboard, 2012-2021. <https://dataportal.santacruzcoe.org/>

- Data on suspensions and expulsions should be interpreted with caution, since a small change in numbers can cause a significant variation in the percentage from one year to the next.

Academic Achievement ^{4 5}

- In 2023, less than half of all 3rd grade students (38%) met or exceeded the English Language Arts (ELA) standard, a slight decrease since 2018 (40%).
 - The percentage was highest among students who identified as Asian (76%), Two or more races (63%), and White (58%) and lower among students who identified as Filipino (46%), Black or African American (38%), and Hispanic or Latine (22%).
- Similarly, less than half of all 8th grade students (44%) and 11th grade students (43%) met or exceeded grade-level ELA standards.
- In 2023, less than half of all 3rd grade students (40%) met or exceeded the Mathematics standard, also a slight decrease since 2018 (43%).
 - The percentage of 3rd grade students who met or exceeded Math standards was highest among students who identified as Asian (81%), Two or more races (66%), White (60%), and Filipino (50%), and lower among students who identified as Black or African American (33%) and Hispanic or Latine⁶ (24%).
- Countywide, the percentage of 8th grade students (28%) and 11th grade students (25%) who met or exceeded grade-level Math standards was even lower, compared to 3rd graders. This trend was true among students of all racial and ethnic backgrounds.
- Countywide, the 4-year cohort high school graduation rate has remained relatively stable between 2019 (85%) and 2023 (86%), with increases or decreases in the years in between. This is remarkable, given the extent of disruption, loss, and trauma that students, families, and educators experienced during the pandemic.
 - In 2023, graduation rates were highest countywide among White students (88%) and Hispanic or Latine students (85%) and lower among English Learners (77%).
- In 2023, 229 high school graduates earned a Seal of Biliteracy, demonstrating a high level of proficiency in one or more languages (including American Sign Language), in addition to English.
 - Of these graduates, 59% identified as Hispanic or Latine, 36% identified as White, and 5% identified as two or more races.

Building BRIDGES

While these data only tell a small fraction of the story about education in Santa Cruz County, they serve as important reminders of why the Santa Cruz COE invests our time, resources, and social capital (relationships) in a wide array of programs and initiatives. Our commitment to ensuring our educational system meets the needs of all learners hasn't changed, despite the constant changes and uncertainty surrounding us over the

⁴ California Assessment of Student Performance and Progress (CASPP), Smarter Balanced Summative Assessments Test Results. <https://caaspp-elpac.ets.org/caaspp>

⁵ High School Graduates Earning a Seal of Biliteracy. DataShare Santa Cruz County. <https://www.datasharescc.org/indicators/index/view?indicatorId=12599&localeId=281>

⁶ Latine is a gender-neutral term used throughout this document as an alternative to the gender-specific terms, Latino or Latina

past five years. And we know that the Santa Cruz COE can't solve these big challenges alone, but we can bring our resources, our expertise, and our passion to bear and work alongside partners to **build BRIDGES to educational equity**, so that:

- All learners (from birth to adulthood), and the families, communities, and educators that are part of their lives have a sense of **Belonging** and feel welcomed, respected, included, and supported by others.
- Strong, trusting **Relationships** are the foundation for all learning, growth, and achievements.
- **Innovation** in education prepares learners for the future by providing opportunities to develop mindsets and skills that foster creativity, adaptability, and resilience.
- **Data** are used not only to measure academic achievement, but to support a systematic and standardized “whole learner” approach to addressing resource disparities, ensuring quality and rigor in curricula and instruction, engaging students and families as active partners, and promoting equitable outcomes.
- All children, youth, and adults in the education community embrace a **Growth** mindset, characterized by curiosity, love of learning, and the understanding that mistakes and “failure” are valuable parts of the learning process.
- A shared commitment to **Excellence** leads us to exceed the expectations of our internal and external customers and embody a culture of joy and as we do so.
- **Sustainability** of effective programs, policies, and practices is achieved through collaboration and demonstrating impact.

We invite you to continue reading about our purpose and our priorities and join us in bringing our strategic plan to life over the next five years and beyond.

About the Santa Cruz County Office of Education

Our Mission: To co-create an equitable educational system that fosters growth, opportunities, and well-being for all.

Our Vision of Success: An impactful educational community where everyone feels they belong and have the resources, relationships, and skills to thrive.

Our Core Values: We work alongside partners in Santa Cruz County’s educational community to build BRIDGES — Belonging, Relationships, Innovation, Data-informed decision-making, Growth mindsets, Excellence, and Sustainability — to equity in education.

Our Roles: The Santa Cruz COE is one of 58 County Offices of Education in California, which play a unique role in the public education system. Situated between the State, which sets educational laws and policies, and Local Education Agencies, or LEAs (school districts, charter schools directly funded by the State, and Special Education Local Plan Areas, or SELPAs), which are responsible for students’ education, COEs offer a wide range of services and programs designed to support education partners and expand educational opportunities and outcomes for learners and their families. The Santa Cruz COE does this through our three primary roles:

1. **Foster collaboration and systems improvement:** We facilitate and participate in initiatives and cross-sector collaboratives with the goal of transforming policies, practices, and systems to increase equity in access to educational opportunities and improve outcomes.
2. **Provide support and oversight for education partners:** In California, COEs are responsible for approving and monitoring local school districts’ budgets and Local Control Accountability Plans (LCAPs). The Santa Cruz COE provides guidance and technical assistance when needed to help ensure local school districts are fiscally accountable and solvent.

In addition to this state-mandated oversight role, the Santa Cruz COE offers an array of programmatic and business services and supports to education partners, including professional learning, curriculum and instructional support, human resources, payroll, technology, and data reporting and integration. These services complement school districts’ and other LEAs’ efforts, often providing resources that would not otherwise exist, particularly for the small school districts.

3. **Provide services and support for learners, families, and communities:** The Santa Cruz COE coordinates and offers a range of arts, environmental education, child development, career and technical education, and instructional programs and services for learners of all ages, from birth to adulthood, and their families. We also

offer direct instructional and educational enrichment programs through our Alternative Education, Special Education, Outdoor Science School, Career Technical Education, and Student Services programs.

Our Planning Process

In 2024, the Santa Cruz COE embarked on a six-month process to update our 5-year strategic plan. The planning began with reflection and discussion among Santa Cruz COE’s managers about organizational **Strengths** to build on, internal **Challenges** (or areas for continuous improvement), strategic **Opportunities** to advance progress in the COE’s strategic priorities, and **Big Issues** that are beyond the COE’s control but have the potential to become barriers, or threats, to progress.

[pending: create visual/graphic of SCOB themes]

<p>Strengths</p> <ul style="list-style-type: none"> ● Depth of leadership and staff expertise ● Student- and family-centric ● Strong relationships and partnerships built on mutual trust ● Commitment to Diversity, Equity, Inclusion and Belonging (DEIB) ● Collaborative culture ● Breadth of systems and supports offered to all districts and educators ● Innovation and nimbleness ● Organizational stability 	<p>Challenges / Continuous Improvement</p> <ul style="list-style-type: none"> ● Level of integration across internal teams, departments, and initiatives ● Sustainability of new programs and initiatives launched with short-term or one-time funding ● Level of visibility of the COE and understanding of the COE’s role ● Operationalizing Diversity, Equity, Inclusion, and Belonging (DEIB) in COE policies, programs, and initiatives ● Meeting the diverse needs of partners through differentiation, in the context of limited resources
<p>Opportunities</p> <ul style="list-style-type: none"> ● Build and/or enhance collaboration and partnerships with the education community ● Engage in local, regional, and/or statewide collaboratives or initiatives that align with and advance the COE’s strategic goals ● Support implementation and integration of programs and systems (e.g., Multi-payer Fee Schedule for School-based Behavioral Health Services; Wellness Centers; Community Schools Initiative, Career Tech Education programs; Green careers, etc.) 	<p>Big Issues / Potential Barriers</p> <ul style="list-style-type: none"> ● Political landscape creates uncertainty ● New legislation, regulations ● Declining enrollment, resulting in reduced State funding ● One-time money goes away, but the concerns and issues persist ● Ripple effect of high cost of living and lack of affordable housing on families and teachers (e.g., teacher shortage, declining enrollment) ● Leadership changes throughout the education community affects relationships and momentum

Subsequently, Santa Cruz COE managers reviewed elements of the existing strategic plan and generated feedback and recommendations that helped ensure the 2025-2029 strategic plan is reflective of the current landscape and the COE's values and relational approach. The resulting 5-year Strategic Roadmap (Priorities, Goals, Strategies, and Indicators of Progress) is intended to serve as a living document, providing broad guidance on how the Santa Cruz COE will prioritize its resources and efforts to co-create an equitable educational system.

Our Strategic Roadmap

Over the next five years, the Santa Cruz COE will continue to support Santa Cruz County's education community by focusing our efforts and resources on these three priority areas and goals:



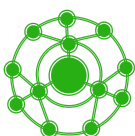
Priority 1: Support Safety & Wellness

Goal: Create the conditions that foster safety, inclusion, belonging, joy, and well-being for all learners and the communities that support them.



Priority 2: Empower Equitable Achievement

Goal: Ensure all learners have the opportunities, skills, and supports they need to be engaged and successful in their education, careers, and their communities.



Priority 3: Build Sustainable Systems

Goal: Co-create and sustain an educational system in Santa Cruz County that is cohesive, effective, and equitable.

The strategic priorities are not hierarchical, but rather, they are complementary and interrelated. We have identified an aspirational **Goal, Strategies** (broad approaches, organized by the **Santa Cruz COE's Role**), and **Key Indicators of Progress** for each strategic priority. Specific activities and initiatives may vary each year, depending on the education community's needs, and will be defined as part of the Santa Cruz COE's annual action planning and report to the community.

Similarly, the Santa Cruz COE is likely to collect and monitor programmatic and systems-level data on a multitude of indicators of progress, beyond those named in this strategic plan. The metrics highlighted in this strategic plan represent a "dashboard" of indicators that, when viewed together, can provide insights on the opportunities, experiences, and outcomes of learners, families, education partners. Further exploration of the indicators — i.e., disaggregating data by student demographics, geographic area, or other equity dimensions — is likely to reveal promising or effective approaches to achieving educational equity that should be scaled, or conversely, reveal systemic or

structural inequities that need to be addressed in order to eliminate disparities in opportunities and outcomes.



Priority 1: Support Safety & Wellness

Goal: Create the conditions that foster safety, inclusion, belonging, joy, and well-being for all learners and the communities that support them.

Why This is a Priority for the Santa Cruz COE

Ensuring that all learners — from birth to adulthood — feel safe, are well-supported, and have a sense of belonging is foundational to their academic and personal success. Research shows that when students feel they are safe, supported, and belong, they are more likely to participate in class, build positive connections with peers, and navigate academic and social challenges with confidence and resilience. This sense of inclusion is crucial, especially in a time where the wider world can feel fragmented and uncertain. The Santa Cruz COE is committed to working alongside our partners to eliminate barriers, advance equity and ensure that all students and their families feel a sense of belonging in all spaces – from schools and universities, to communities and careers.

Santa Cruz COE's Role: Foster collaboration and systems integration

Strategies

- Promote programs, practices, and policies that cultivate **strong relationships** between learners, families, and their schools.
- Engage learners, families, and education partners in co-designing **integrated systems of supports** that promote safety, relationships, belonging, engagement, whole-person health (physical, mental, behavioral), Social-Emotional Learning (SEL), resilience, and social determinants of health.
- Increase **authentic inclusion of student and family voices** in program and policy decisions.
- Build **integrated data systems and analytic tools** that facilitate data-driven decision-making in support of learners' success.

Santa Cruz COE's Role: Provide services and support to education partners

Strategies

- Support consistent, countywide implementation of shared **safety protocols**.
- Support districts and other education partners in building their capacity to implement **SEL knowledge and practices**.
- Support districts and other education partners to implement **strategic intervention systems**.
- Provide ongoing **professional learning opportunities** for districts and other LEAs, community partners, and Santa Cruz COE staff.

Santa Cruz COE's Role: Provide services and support to learners, families, and communities

Strategies

- Collaborate with industries, nonprofits, and public agencies to increase the availability of and enrollment in **high-quality, affordable early care and education**.
- Increase student access to ongoing, standards-based **programs in the Visual and Performing Arts** (VAPA).
- Increase opportunities and student access to **outdoor learning and environmental literacy programs**.
- Enhance student and family **engagement and leadership programs**.

Key Indicators of Progress

- Students' perceptions of their sense of belonging, safety, and wellness
- Student participation in educational programs
- Family engagement levels
- Student and family voice and leadership in co-designing systems of support
- School attendance (e.g., chronic absenteeism rates, suspensions)
- Level of participation in and impact of professional learning offerings for education partners
- Use and impact of standardized safety protocols used by schools and first responders (Santa Cruz County Standard Command Response for Schools)



Priority 2: Empower Equitable Achievement

Goal: Ensure all learners have the opportunities, skills, and supports they need to be engaged and successful in their education, careers, and their communities.

Why This Is a Priority for the Santa Cruz COE

There are multiple pathways to achieving college, career, and community success, all of which begin at birth and are part of a lifelong learning process. The Santa Cruz COE remains committed to working alongside learners, families, education partners, industries, and community partners to provide educational opportunities and support so that all learners can achieve and thrive, no matter which pathway they choose. Modern career opportunities require us to offer innovative and challenging learning experiences, starting in the earliest years of childhood, to ensure that our learners develop the academic, career, technical, and social-emotional skills required to succeed today and in the future.

Santa Cruz COE's Role: Foster collaboration and systems integration

Strategies

- Build an integrated data system across districts in order to understand and inform **systems improvements, utilization of resources, evaluation, and accountability**.
- Establish or improve processes to ensure **equitable distribution of resources**, based on the diverse needs of districts/schools, other LEAs, and learners.
- Strengthen and expand **postsecondary education partnerships** to connect learners to future possibilities and pathways.
- Collaborate with industry partners, nonprofits, and public agencies to connect **internships, work-based learning, and experiential learning** with Career Technical Education (CTE).

Santa Cruz COE's Role: Provide services and support to education partners

Strategies

- Provide guidance, technical assistance, and oversight for districts' **Local Control Accountability Plans (LCAPs)**, as required by the state.
- Provide leadership and guidance to districts and other LEAs on implementing **standards, frameworks, curricula, and culturally responsive practices with consistency and rigor**, in order to support all learners in meeting or exceeding grade-level standards and other learning outcomes.
- Establish a **professional learning system** with multiple and varied opportunities for district/school staff to enhance their skills and build capacity to meet the needs of all learners.
- Collaborate with education partners to develop relevant opportunities and **postsecondary and career pathways** that match students' needs and interests and meet industry demands.

Santa Cruz COE's Role: Provide services and support to learners, families, and communities

Strategies

- Increase enrollment in high-quality, affordable **early care and education**.
- Support ongoing, standards-based **Science, Technology, Engineering, Arts & Math (STEAM)** programs.
- Provide quality instruction and learning experiences to students in Santa Cruz COE's **Alternative Education, Special Education, and Environmental Literacy programs**.
- Increase Career and Technical Education Partnership (**CTEP**) in **middle and high schools**.
- Offer **dual enrollment & articulated courses** at community colleges at all schools.

Key Indicators of Progress

- Enrollment in (and/or unmet need for) early childhood education (birth-5)
- Academic growth and achievement data
- Multilingual student data (English Learner Reclassification, State Seal of Biliteracy)
- Dual enrollment rates
- Completion of college (A-G) and Career Tech Education (CTE) courses and pathways
- Graduation rates



Priority 3: Build Sustainable Systems

Goal: Co-create and sustain an educational system in Santa Cruz County that is cohesive, effective, and equitable.

Why This Is a Priority For the Santa Cruz COE

Achieving equity for all learners will require many partners across multiple systems to work together to co-create an equitable education system. This typically requires institutional changes in policies and practices that do not happen in isolation or on their own. As an educational organization that serves the whole county, the Santa Cruz COE's strategic priorities and actions intersect with health, human services, child welfare, juvenile justice, government, industries, and postsecondary education systems.

In addition, California's historic investments in initiatives such as the Community Schools Initiative, the Children and Youth Behavioral Health Initiative, Universal Preschool (including Transitional Kindergarten), and other transformational policies increase schools' role as "hubs" of well-being. With multiple statewide policy and programmatic changes occurring simultaneously, the Santa Cruz COE is in a position to offer resources, guidance, and support to facilitate local systems changes and help build the infrastructure needed to implement these changes efficiently and effectively. The Santa Cruz COE's support and oversight for districts also helps enhance their fiscal health, business processes, data-driven decision-making, and technology infrastructure, which are essential to providing equitable education for all learners.

Santa Cruz COE's Role: Foster collaboration and systems integration

Strategies

- **Integrate data systems** and establish **data-sharing agreements** within and across districts and other LEAs.
- **Foster cross-sector/system collaboration** and cultivate and facilitate systems changes that align with the Santa Cruz COE's strategic priorities.
- **Examine, evaluate, and improve internal systems** in order to continuously enhance the quality, cohesion, effectiveness, and sustainability of the Santa Cruz COE's programs, services, and initiatives.
- Provide **clear, consistent, and accessible information** to all learners, families, education partners, and the wider community in order to foster trust, collaboration, and integration.

Santa Cruz COE's Role: Provide services and support to education partners

Strategies

- Provide districts with technical assistance in **business, human resources, and technology**.
- Provide guidance, technical assistance, and oversight for districts' **Local Control Accountability Plans** (LCAPs).

- Partner with districts and other LEAs to implement strategies to **decrease teacher shortages** and **increase retention of highly effective teachers**.
- Support districts and other education partners in pursuing **grants and other funding opportunities** for key programs and services.

Santa Cruz COE's Role: Provide services and support to learners, families, and communities

Strategies

- Pursue relevant, viable, and impactful **grants and other sustainable funding opportunities** to maintain and/or expand key Santa Cruz COE programs and services for learners, families, and communities.

Key Indicators of Progress

- Integrated data platform and data sharing agreements
- Impact and sustainability of internal systems, services, and initiatives
- Positive certification of district budgets
- LCAP approvals
- Qualified, stable education workforce
- Grants and other funding acquired

Our Path Forward

This plan articulates our strategic roadmap for the next five years, which will require ongoing collaboration with partners inside and outside of the Santa Cruz COE to achieve progress. We are committed to taking the following steps to implement and adapt our strategic plan in response to changing conditions:

- Each Santa Cruz COE department will develop an action plan with specific activities, roles, timelines, and metrics that are aligned with the strategic plan and other departmental plans.
- These action plans will inform the Santa Cruz COE's annual report to the community.
- The Santa Cruz COE will periodically review the strategic plan and update action plans based on the data collected and analyzed in the annual progress report.
- The Santa Cruz COE will continue to engage learners, families, education partners, industry, and community partners in implementing and adapting our strategic plan, in response to community needs.

We seek and invite committed, engaged partners to join us on our journey, as systemic inequities cannot be solved by one organization or one system alone. We look forward to deepening our collaboration with our many partners as we work together to fulfill our vision of *an impactful educational community where everyone feels they belong and have the resources, relationships, and skills to thrive.*



SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 9.2

Board Meeting Date: October 17, 2024

Action

Information

TO: Santa Cruz County Board of Education

FROM: Dr. Marcia Russell, Associate Superintendent, Educational Services

SUBJECT: Administrator Kick Off Recap

BACKGROUND

This year, the annual Administrators' Kickoff for Santa Cruz County administrators was held on September 23, 2024. The event featured keynote speaker Ron Clark, who spoke about the importance of trust and relationship-building. Dr. Russell will present an overview of the event to the Board.

FUNDING IMPLICATIONS

None.

RECOMMENDATION

Recieve the presentation.



SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 10.1

Board Meeting Date: October 17, 2024

Action

Information

TO: County Board of Education

FROM: Dr. Faris Sabbah, County Superintendent of Schools
Dr. Jennifer Izant Gonzales, Director, Alternative Education

SUBJECT: School Plan for Student Achievement (SPSA) for the Santa Cruz COE
Alternative Education Community Schools

BACKGROUND

California Education Code § 64001(i) requires that the School Plan for Student Achievement shall be reviewed and approved by the governing board or body of the local educational agency at a regularly scheduled meeting whenever there are material changes that affect the academic program for pupils covered by programs identified in this part.

FUNDING IMPLICATIONS

None.

RECOMMENDATION

Approve the SPSA plan.

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Santa Cruz County Community School	44-10447-4430278	09/24/2024	

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Santa Cruz County Community School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Santa Cruz County Community School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The Santa Cruz County Office of Education will support the academic and social-emotional growth and achievement of all students. Our program actively engages in needs assessments to find areas of growth specifically through disaggregating student performance data and from directly surveying and talking with our students, families, staff, and community. The School Plan for Student Achievement (SPSA) aligns with continuous improvement efforts including the Local Control Accountability Plan (LCAP) and the Western Association of Schools and Colleges (WASC) plan.

Educational Partner Involvement

How, when, and with whom did Santa Cruz County Community School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The School Site Council met to review the goals and progress of the actions of the SPSA. 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. Annually, we review progress regarding improvement plans and solicit feedback through surveys, meetings, and student focus groups. During Spring 2024, as a community, we revised our schoolwide goals through the Western Association of Schools and Colleges (WASC) self-study process and we also revised our LCAP goals. Our SPSA goals and actions are aligned to our new LCAP goals.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student achievement

Provide access and support to a rigorous and engaging educational experience that meets the needs of our diverse learners.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our local assessments and the state assessments reveal our students enter our programs below or significantly below grade level in English Language Arts and Mathematics. With this in mind, it is most important for us to continue to provide a rigorous and engaging learning experience that connects with each student and ignites a desire to learn. Additionally, our local data has shown that discrepancies between student group performance is narrowing and we attribute this to additional support in our classrooms.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic Achievement Data	2023-2024 Star Renaissance Student Median Growth Percentile: Reading All: 51.63 EL: 47.92 Special Education: 63.97 Low Income: 50.54 White: 48.51 Math All: 50.72 EL: 48.65 Special Education: 50.52 Low Income: 47.57 White: 46.31	Student median growth percentile for Reading and Math for all students will fall within 5 percentage points of 50%. Maintain that no student group falls below 5% of the "All" group. Student Growth Percentile, or SGP, compares a student's growth to that of their academic peers nationwide. Academic peers are students in the same grade with a similar scaled score on a Star assessment at the beginning of the time period being examined.
English Learner Reclassification Rate	0-8 students reclassified annually	5-10 students reclassified annually.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide instructional support, using highly qualified para-professionals work alongside teachers to facilitate rigorous and engaging curriculum.	All students including socioeconomically disadvantaged students.	220,174 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
1.2	Professional development including educator and administrator conferences to support curriculum and instruction and the social and emotional growth of our students.	All students including socioeconomically disadvantaged students.	15,000 Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Our teachers and administrators engaged in professional learning that supported our students throughout the 2023-2024 school year. Our results from the Star Renaissance participation improved during the 23-24 school year both with participation and the results.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The language of this goal was updated to match our new LCAP goals.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student support services

Provide access to student support services for all students including socioeconomically disadvantaged students, foster youth and students experiencing homelessness.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

School connectedness, social-emotional well-being, and connection to services

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	According to the 2023 Dashboard, our SC Community Dashboard shows a four year grad rate of 67% and 86.6% for our one year cohort.	Maintain a one year graduation rate at or above 85%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Provide a network of support for students in foster youth and experiencing homelessness.	All students including socioeconomically disadvantaged, students in transition, and foster youth.	12,500 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Student Support Services/Case Managers
2.2	Contracts with community organizations to provide engaging enrichment activities, career exploration, and student self empowerment activities.	All students including socioeconomically disadvantaged students.	26,725 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Providing support and student engagement and empowerment opportunities through community partnerships and our partnership with our foster youth and students in transition team is integral to student success. Our one-year graduation rate continues to remain high. The foster youth and SIT case managers work directly with students, staff, and families. Additionally, the case managers provide professional learning as well as resources for our Alternative Education team. Our educational partners continue to emphasize the importance of community partnerships.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences to report.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This goal was updated to align with our revised LCAP goals.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$274,399.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$274,399.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Part A: Allocation	\$259,399.00
Title II Part A: Improving Teacher Quality	\$15,000.00

Subtotal of additional federal funds included for this school: \$274,399.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$274,399.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Title I Part A: Allocation	259,399.00
Title II Part A: Improving Teacher Quality	15,000.00

Expenditures by Budget Reference

Budget Reference	Amount
2000-2999: Classified Personnel Salaries	232,674.00
5000-5999: Services And Other Operating Expenditures	41,725.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	232,674.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	26,725.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	15,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	235,174.00
Goal 2	39,225.00

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: CSI funds may not be expended at or on behalf of schools not eligible for CSI.

Additional ATSI Planning Requirements:

Note: Federal funds for CSI shall not be used in schools eligible for ATSI.

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE’s School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education’s “Using Evidence to Strengthen Education Investments” at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Santa Cruz County Court	44-10447-4430146	09/24/2024	

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Santa Cruz County Court for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Comprehensive Support and Improvement

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Santa Cruz County Court for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Comprehensive Support and Improvement

The Santa Cruz County Office of Education will support the academic and social-emotional growth and achievement of all students. Our program actively engages in needs assessments to find areas of growth specifically through disaggregating student performance data and from directly surveying and talking with our students, families, staff, and community. The School Plan for Student Achievement (SPSA) aligns with continuous improvement efforts including the Local Control Accountability (LCAP) and the Western Association of Schools and Colleges (WASC) plan.

Educational Partner Involvement

How, when, and with whom did Santa Cruz County Court consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The School Site Council met to review the goals and progress of the actions of the SPSA. 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. Annually, we review progress regarding improvement plans and solicit feedback through surveys, meetings, and student focus groups. During Spring 2024, as a community, we revised our schoolwide goals through the Western Association of Schools and Colleges (WASC) self-study process and we also revised our LCAP goals. Our SPSA goals and actions are aligned to our new LCAP goals.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

The Santa Cruz County Court School is identified for Comprehensive Support and Improvement (CSI) as a low performing school. The majority of the indicators do not have a color on the Dashboard because of the low student count, however, the CCI is considered very low which allows for this support. We have an extremely small number of students in our court school so it was expected not to have as many funds going toward college and career support counseling and support. Looking at the data that we have available we can see that our small number of court school students have a lower rate of dual enrollment. We have added additional college and career counseling as well as dual enrollment support for our court school programs through the COE and our partnership with the with our local community college. This action meets the requirement for CSI planning and funding because we reviewed local and state data, researched best practices to support dual enrollment efforts and decided that additional staff to promote and support students to explore college and career options and college courses was the best evidence-based practice.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Santa Cruz County Court is red for CCI

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

College and Career Indicator (CCI) for socioeconomically disadvantaged students (SED)

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student Achievement

Provide access and support to a rigorous and engaging educational experience that meets the needs of our diverse learners.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our local assessments and the state assessments reveal our students enter our programs below or significantly below grade level in English Language Arts and Mathematics. With this in mind, it is most important for us to continue to provide a rigorous and engaging learning experience that connects with each student and ignites a desire to learn. Our local data has shown that discrepancies between student group performance is narrowing and we attribute this to additional support in our classrooms. Additionally, we have hired more staff through our CSI grant to support college and career success for all students but specifically students in our court school.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic Achievement Data	2023-2024 Star Renaissance Student Median Growth Percentile: Reading All: 51.63 EL: 47.92 Special Education: 63.97 Low Income: 50.54 White: 48.51 Math All: 50.72 EL: 48.65 Special Education: 50.52 Low Income: 47.57 White: 46.31	Student median growth percentile for Reading and Math for all students will fall within 5 percentage points of 50%. Maintain that no student group falls below 5% of the "All" group. Student Growth Percentile, or SGP, compares a student's growth to that of their academic peers nationwide. Academic peers are students in the same grade with a similar scaled score on a Star assessment at the beginning of the time period being examined.
Dual Enrollment Access and Support for Court School Students	0 as baseline will be set in 24-25 school year.	Majority of students reporting they have access and support to

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide instructional and college and career support, using highly qualified classified and certificated staff.	All students including socioeconomically disadvantaged students.	74,273 Title I Part D 1000-1999: Certificated Personnel Salaries 57,959 Title I Part D 2000-2999: Classified Personnel Salaries 157,903 Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Court School Support 40,676 Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries Court School Support
1.2	Professional development to support rigorous interdisciplinary curriculum and instruction.	All students including socioeconomically disadvantaged, and English Learners	10,216 Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Our incredible teaching and support staff, including instructional aides, worked to engage and connect with students to help facilitate the completion of needed credits. Our teachers and administrators engaged in professional learning that supported our students throughout the 2023-2024 school year. Our results from the Star Renaissance participation improved during the 23-24 school year both with participation and the results.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The language of this goal was updated to match our new LCAP goals.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Community engagement and supports

Provide access to student support services for all students including socioeconomically disadvantaged students, foster youth and students experiencing homelessness.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

School connectedness, social-emotional well-being, and connection to services

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	According to the 2023 Dashboard, our SC Court Dashboard shows a four-year grad rate of 50% and 86.4% for our one year cohort.	Maintain a one year graduation rate at or above 85%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Provide a network of support for students in foster youth and experiencing homelessness.	All students including socioeconomically disadvantaged, students experiencing homelessness, and foster youth.	9198.85 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Student Support Services/Case Management
2.2	Contracts with community organizations to provide engaging enrichment activities as well as diversion support.	All students including socioeconomically disadvantaged students.	20,000 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures 42,000 Title I Part D 5000-5999: Services And Other Operating Expenditures

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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Providing support and student engagement and empowerment opportunities through community partnerships and our partnership with our foster youth and students in transition team is integral to student success. Our one-year graduation rate continues to remain high. The foster youth and SIT case managers work directly with students, staff, and families. Additionally, the case managers provide professional learning as well as resources for our Alternative Education team. Our educational partners continue to emphasize the importance of community partnerships.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences to report.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This goal was updated to align with our revised LCAP goals.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$213,646
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$412,225.85
Total Federal Funds Provided to the School from the LEA for CSI	\$198,579

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Comprehensive Support and Improvement (CSI)	\$198,579.00
Title I Part A: Allocation	\$29,198.85
Title I Part D	\$174,232.00
Title II Part A: Improving Teacher Quality	\$10,216.00

Subtotal of additional federal funds included for this school: \$412,225.85

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$412,225.85

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	198,579.00
Title I Part A: Allocation	29,198.85
Title I Part D	174,232.00
Title II Part A: Improving Teacher Quality	10,216.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	232,176.00
2000-2999: Classified Personnel Salaries	107,833.85
5000-5999: Services And Other Operating Expenditures	72,216.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Comprehensive Support and Improvement (CSI)	157,903.00
2000-2999: Classified Personnel Salaries	Comprehensive Support and Improvement (CSI)	40,676.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	9,198.85
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	20,000.00
1000-1999: Certificated Personnel Salaries	Title I Part D	74,273.00
2000-2999: Classified Personnel Salaries	Title I Part D	57,959.00
5000-5999: Services And Other Operating Expenditures	Title I Part D	42,000.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	10,216.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	341,027.00
Goal 2	71,198.85

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE’s School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education’s “Using Evidence to Strengthen Education Investments” at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023



SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 10.2

Board Meeting Date: October 17, 2024

Action

Information

TO: County Board of Education

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

SUBJECT: Adopt Resolution #24-39: Gann Amendment Appropriations Limit

BACKGROUND

The Gann Amendment (Proposition 4, 1979) limits the growth in appropriations made by the State of California, school districts, and local governments. All local education areas are required to adopt Gann Appropriations Limits each year by Board Resolution.

FUNDING IMPLICATIONS

Included herein.

RECOMMENDATION

Approve the Resolution



RESOLUTION #24-39
GANN AMENDMENT APPROPRIATIONS LIMIT

WHEREAS, in November 1979, the California electorate adopted Proposition 4, commonly called the Gann Amendment which establishes Article XIII B of the Constitution of the State of California, and

WHEREAS, the provisions of that amendment establish maximum appropriation limitations, commonly called “Gann Limits” for public agencies including school districts and County Offices of Education, and

WHEREAS, the Santa Cruz County Office of Education must establish a Gann Limit for the 2023-2024 fiscal year and a projected Gann Limit for the 2024-2025 fiscal year in accordance with the provisions of Division 9 (commencing with Section 7900) of Title I of the Government Code;

NOW, THEREFORE, BE IT RESOLVED that the governing board of the Office of the Santa Cruz County Superintendent of Schools does provide public notice that the attached calculations and documentation of the 2023-2024 and 2024-2025 Gann Limits are made in accord with applicable constitutional and statutory law and that the board does hereby declare that the appropriations in the 2023-2024 and 2024-2025 fiscal years do not exceed the limitations imposed by Article XIII B;

AND BE IT FURTHER RESOLVED that the Superintendent provided copies of this resolution along with appropriate attachments to interested citizens.

PASSED AND ADOPTED by the Santa Cruz County Board of Education, County of Santa Cruz, State of California, this 17th day of October 2024, by the following vote:

AYES:

NAYS:

ABSENT:

ABSTAIN:

Sue Roth, Board President
Santa Cruz County Board of Education

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

	2023-24 Calculations			2024-25 Calculations		
	Extracted Data	Adjustments*	Entered Data/Totals	Extracted Data	Adjustments*	Entered Data/Totals
A. PRIOR YEAR DATA	2022-23 Actual			2023-24 Actual		
(Actual Appropriations Limit and Gann ADA are from COE's prior year Gann data reported to the CDE. LCFF data are from the prior year Annual County LCFF Calculation funding exhibit.)						
PRIOR YEAR APPROPRIATIONS LIMIT						
1. Program Portion of Prior Year Appropriations Limit (A3 times [A6 divided by (A6 plus A7)], not to exceed A6) Excess is added to Other Services portion.	12,978,663.55		12,978,663.55			13,004,372.53
2. Other Services Portion of Prior Year Appropriations Limit (A3 minus A1)	6,404,586.98		6,404,586.98			6,417,273.60
3. TOTAL PRIOR YEAR APPROPRIATIONS LIMIT (Preload/Line D16, PY column)	19,383,250.53		19,383,250.53			19,421,646.13
PRIOR YEAR GANN ADA						
4. Program ADA (Preload/Line B3, PY column)	938.58		938.58			881.08
5. Other ADA (Preload/Line B4, PY column)	28,838.03		28,838.03			28,874.42
PRIOR YEAR LCFF						
6. LCFF Alternative Education Grant (Preload/Line A28, Alternative Education Grant, prior year Annual County LCFF Calculation)	15,618,159.00		15,618,159.00			15,618,159.00
7. LCFF Operations Grant, (Preload/Line A1, Operations Grant, prior year Annual County LCFF Calculation)	7,707,100.00		7,707,100.00			7,707,100.00
ADJUSTMENTS TO PRIOR YEAR LIMIT AND ADA	Adjustments to 2022-23			Adjustments to 2023-24		
ADJUSTMENTS TO PRIOR YEAR LIMIT						
8. Reorganizations and Other Transfers						
9. Temporary Voter Approved Increases						
10. Less: Lapses of Voter Approved Increases						
11. TOTAL ADJUSTMENTS TO PRIOR YEAR LIMIT (Lines A8 plus A9 minus A10)			0.00			0.00
12. Adjustments to Program Portion ([Lines A1 divided by A3] times Line A11)	0.00		0.00	0.00		0.00
13. Adjustments to Other Services Portion (Lines A11 minus A12)			0.00			0.00
ADJUSTMENTS TO PRIOR YEAR ADA						
(Only for reorganizations and other transfers, and only if adjustments to the appropriations limit amounts are entered in Line A8 or A12 above)						
14. Adjustments to Program ADA						
15. Adjustments to Other ADA						

	2023-24 Calculations			2024-25 Calculations		
	Extracted Data	Adjustments*	Entered Data/Totals	Extracted Data	Adjustments*	Entered Data/Totals
B. CURRENT YEAR GANN ADA						
CURRENT YEAR PROGRAM ADA						
Unaudited actuals data should tie to Principal Apportionment Data Collection attendance reports and include ADA for charter schools reporting with the COE						
1. Total County Program ADA (Form A, Line B1d)	881.08		881.08	901.20		901.20
2. Total Charter Schools ADA (Form A, Line C2d plus C6d)	0.00		0.00	0.00		0.00
3. Total Current Year ADA (Lines B1 through B2)	881.08	0.00	881.08	901.20	0.00	901.20
	2023-24 P2 Report			2024-25 P2 Estimate		
CURRENT YEAR DISTRICT ADA						
4. Total District Gann ADA (Sum of all District Form GANN, Line B3)	28,874.42			28,586.76		
C. CURRENT YEAR LOCAL PROCEEDS OF TAXES/STATE						
AID RECEIVED						
TAXES AND SUBVENTIONS (Funds 01, 09, and 62)						
1. Homeowners' Exemption (Object 8021)	62,502.61		62,502.61	61,685.00		61,685.00
2. Timber Yield Tax (Object 8022)	10,378.14		10,378.14	6,497.00		6,497.00
3. Other Subventions/In-Lieu Taxes (Object 8029)	0.00		0.00	0.00		0.00
4. Secured Roll Taxes (Object 8041)	13,565,061.10		13,565,061.10	12,955,961.00		12,955,961.00
5. Unsecured Roll Taxes (Object 8042)	293,193.52		293,193.52	259,653.00		259,653.00
6. Prior Years' Taxes (Object 8043)	39,695.55		39,695.55	25,424.00		25,424.00
7. Supplemental Taxes (Object 8044)	210,619.98		210,619.98	314,172.00		314,172.00
8. Ed. Rev. Augmentation Fund (ERAF) (Object 8045)	566,834.57		566,834.57	93,777.00		93,777.00
9. Penalties and Int. from Delinquent Taxes (Object 8048)	5,279.77		5,279.77	0.00		0.00
10. Receipts from County Bd. of Supervisors (Object 8070)	0.00		0.00	0.00		0.00
11. Other In-Lieu Taxes (Object 8082)	1,072.73		1,072.73	0.00		0.00
12. Comm. Redevelopment Funds (Objects 8047 & 8625)	2,616,978.48		2,616,978.48	1,985,883.00		1,985,883.00
13. Parcel Taxes (Object 8621)	0.00		0.00	0.00		0.00
14. Other Non-Ad Valorem Taxes (Object 8622) (Taxes only)	0.00		0.00	0.00		0.00
15. Penalties and Int. from Delinquent Non-LCFF Taxes (Object 8629) (Only those for the above taxes)	0.00		0.00	0.00		0.00
16. Transfers to Charter Schools in Lieu of Property Taxes (Object 8096)						
17. TOTAL TAXES AND SUBVENTIONS						

	2023-24 Calculations			2024-25 Calculations		
	Extracted Data	Adjustments*	Entered Data/Totals	Extracted Data	Adjustments*	Entered Data/Totals
(Lines C1 through C16)	17,371,616.45	0.00	17,371,616.45	15,703,052.00	0.00	15,703,052.00
OTHER LOCAL REVENUES (Funds 01, 09, and 62)						
18. To General Fund from Bond Interest and Redemption Fund (Excess debt service taxes) (Object 8914)						
19. TOTAL LOCAL PROCEEDS OF TAXES (Lines C17 plus C18)	17,371,616.45	0.00	17,371,616.45	15,703,052.00	0.00	15,703,052.00
EXCLUDED APPROPRIATIONS						
20a. Medicare (Enter federally mandated amounts only from objs. 3301 and 3302; do not include negotiated amounts)			432,780.58			462,663.94
20b. Qualified Capital Outlay Projects						
OTHER EXCLUSIONS						
21. Americans with Disabilities Act						
22. Unreimbursed Court Mandated Desegregation Costs						
23. Other Unfunded Court-ordered or Federal Mandates						
24. TOTAL EXCLUSIONS (Lines C20 through C23)			432,780.58			462,663.94
STATE AID RECEIVED (Funds 01, 09, and 62)						
25. LCFF - CY (objects 8011 and 8012)	24,194,330.31		24,194,330.31	24,502,280.00		24,502,280.00
26. LCFF/Revenue Limit State Aid - Prior Years (Object 8019)	(154,766.00)		(154,766.00)	0.00		0.00
27. TOTAL STATE AID RECEIVED (Line C25 plus C26)	24,039,564.31	0.00	24,039,564.31	24,502,280.00	0.00	24,502,280.00
DATA FOR INTEREST CALCULATION						
28. Total Revenues (Funds 01, 09 & 62, objects 8000-8799)	75,753,241.39		75,753,241.39	71,581,774.86		71,581,774.86
29. Total Interest and Return on Investments (Funds 01, 09, and 62, objects 8660 and 8662)	1,947,450.17		1,947,450.17	1,947,450.17		1,947,450.17
D. APPROPRIATIONS LIMIT CALCULATIONS						
PRELIMINARY APPROPRIATIONS LIMIT						
1. Revised Prior Year Program Limit (Lines A1 plus A12)			12,978,663.55			13,004,372.53
2. Inflation Adjustment			1.0444			1.0362
3. Program Population Adjustment (Lines B3 divided by [A4 plus A14]) (Round to four decimal places)			0.9387			1.0228
4. PRELIMINARY PROGRAM LIMIT (Lines D1 times D2 times D3)			12,723,999.85			13,782,363.79
5. Revised Prior Year Other Services Limit						
			2023-24 Actual			2024-25 Budget

	2023-24 Calculations			2024-25 Calculations		
	Extracted Data	Adjustments*	Entered Data/Totals	Extracted Data	Adjustments*	Entered Data/Totals
(Lines A2 plus A13)			6,404,586.98			6,417,273.60
6. Inflation Adjustment			1.0444			1.0362
7. Other Services Population Adj. (Lines B4 divided by [A5 plus A15]) (Round to four decimal places)			1.0013			0.9900
8. PRELIMINARY OTHER SERVICES LIMIT (Lines D5 times D6 times D7)			6,697,646.28			6,583,083.12
9. PRELIMINARY TOTAL APPROPRIATIONS LIMIT (Lines D4 plus D8)			19,421,646.13			20,365,446.91
APPROPRIATIONS SUBJECT TO THE LIMIT						
10. Local Revenues Excluding Interest (Line C19)			17,371,616.45			15,703,052.00
11. Preliminary State Aid Calculation						
a. Maximum State Aid in Local Limit (Lesser of Line C27 or [Lines D9 minus D10 plus C24]; if negative, then zero)			2,482,810.26			5,125,058.85
12. Local Revenues in Proceeds of Taxes						
a. Interest Counting in Local Limit (Lines C29 divided by [C28 minus C29] times [D10 plus D11a])			523,881.74			582,495.89
b. Total Local Proceeds of Taxes (Lines D10 plus D12a)			17,895,498.19			16,285,547.89
13. State Aid in Proceeds of Taxes (lesser of Line D11a or [Lines D9 minus D12b plus C24]; if negative, then zero)			1,958,928.52			4,542,562.96
14. Total Appropriations Subject to the Limit						
a. Local Revenues (Line D12b)			17,895,498.19			
b. State Subventions (Line D13)			1,958,928.52			
c. Less: Excluded Appropriations (Line C24)			432,780.58			
d. TOTAL APPROPRIATIONS SUBJECT TO THE LIMIT (Lines D14a plus D14b minus D14c)			19,421,646.13			
15. Adjustments to the Limit Per Government Code Section 7902.1 (Line D14d minus D9)			0.00			
SUMMARY						
16. Adjusted Appropriations Limit (Lines D9 plus D15)			19,421,646.13			20,365,446.91
17. Appropriations Subject to the Limit						



SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 10.3

Board Meeting Date: October 17, 2024

Action

Information

TO: County Board of Education

FROM: Bruce Van Allen, Chair, Community Outreach and Legislation Committee
Dr. Faris Sabbah, County Superintendent of Schools

SUBJECT: Adopt Resolution #24-40: Recognizing National Native American Heritage Month

BACKGROUND

In the US, November 1 through November 30 is recognized as National Native American Heritage Month. National Native American Heritage Month is an opportunity to consider and recognize the contributions of Native Americans to the history of the United States.

FUNDING IMPLICATIONS

None.

RECOMMENDATION

Approve the Resolution



RESOLUTION #24-40
RECOGNIZING NATIONAL NATIVE AMERICAN HERITAGE MONTH

WHEREAS, from November 1, 2024, through November 30, 2024, the United States celebrates National Native American Heritage Month; and

WHEREAS, National Native American Heritage Month is an opportunity to consider and recognize the contributions of Native Americans to the history of the United States; and

WHEREAS, Native Americans are descendants of the original, indigenous inhabitants of what is now the United States; and

WHEREAS, the Bureau of the Census estimated that, in 2020, there were more than 9,700,000 individuals of Native American descent in the United States, including 1.9% of Santa Cruz County residents; and

WHEREAS, the Amah Mutsun Tribal Band comprises the descendants of Mutsun-speaking indigenous peoples taken to Mission Santa Cruz and Mission San Juan Bautista; and

WHEREAS, in 2013, the Amah Mutsun Tribal Band founded the Amah Mutsun Land Trust, a nonprofit actively working to protect and conserve cultural sites, research and restore traditional stewardship and land management practices, honor indigenous ancestors, and educate the public on the importance of traditional Mutsun stewardship;

NOW, THEREFORE, BE IT RESOLVED, that the Santa Cruz County Board of Education recognizes the month of November as National Native American Heritage Month and recognizes the Friday after Thanksgiving as Native American Heritage Day in accordance with section 2(10) of the Native American Heritage Day Act of 2009 (Public Law 111–33; 123 Stat. 1923); and

BE IT FURTHER RESOLVED, that the Santa Cruz County Board of Education urges school districts in Santa Cruz County to observe National Native American Heritage Month and Native American Heritage Day with appropriate programs and activities.

Resolution #24-40 Recognizing Native American Heritage Month
Santa Cruz County Board of Education
October 17, 2024

PASSED AND ADOPTED by the Santa Cruz County Board of Education, County of Santa Cruz, State of California, this 17th day of October 2024, by the following vote:

AYES:

NAYS:

ABSENT:

ABSTAIN:

Sue Roth, Board President
Santa Cruz County Board of Education

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



SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 10.4

Board Meeting Date: October 17, 2024

Action

Information

TO: County Board of Education

FROM: Bruce Van Allen, Chair, Community Outreach and Legislation Committee
Dr. Faris Sabbah, County Superintendent of Schools

SUBJECT: Adopt Resolution #24-41 Recognizing November as National Homeless Youth Awareness Month

BACKGROUND

In 2007, Congress established November as National Homeless Youth Awareness Month to raise awareness about youth homelessness, its causes, and potential solutions. This month is a time to recognize efforts addressing youth homelessness and strengthen the commitment to ending it in the United States. The California Homeless Education Technical Assistance Center (HETAC) and the California Department of Education (CDE) support this initiative and emphasize the role of education in preventing and ending youth homelessness. The Board will consider adopting this Resolution.

FUNDING IMPLICATIONS

None.

RECOMMENDATION

Approve the Resolution



RESOLUTION #24-41
RECOGNIZING NOVEMBER AS NATIONAL HOMELESS YOUTH AWARENESS
MONTH

WHEREAS, it is estimated that 1 in 30 youth ages 13 to 24 and 1 in 10 young adults ages 18 to 25 in the United States experience some form of homelessness over the course of a year; and

WHEREAS, U.S. public schools enroll more than one million children and youth experiencing homelessness each school year; and

WHEREAS, an estimated 2,738 children and youth experienced homelessness in Santa Cruz County in the 23/24 School Year; and

WHEREAS, a disproportionate number of youth experiencing homelessness are members of historically underserved populations, including youth of color and LGBTQIA+ youth; and

WHEREAS, youth experiencing homelessness on their own are more likely to be victims of physical and sexual abuse, labor or sex trafficking, and other forms of exploitation; and

WHEREAS, students experiencing homelessness continue to face challenges due to high levels of school mobility, residential mobility, educational disruption, unmet basic needs, and homelessness-related trauma and stress; and

WHEREAS, youth without a high school credential are 346% more likely to experience homelessness than their peers who complete high school; and

WHEREAS, the Santa Cruz County Office of Education Students in Transition program provides assistance to children, youth, and families experiencing homelessness, including implementing the McKinney-Vento Homeless Assistance Act, with a focus on ensuring their educational rights and protections; and

WHEREAS, the Santa Cruz County Office of Education Students in Transition program aims to bring greater awareness of the challenges and needs experienced by children, youth, and families experiencing homelessness and the resources available to address those challenges and needs; and

WHEREAS, in 2007 Congress passed its first resolution recognizing November as National Homeless Youth Awareness Month to build awareness of the issue of youth homelessness, including its causes and potential solutions, and highlight the need to work to prevent homelessness among children and teens; and

WHEREAS, schools and organizations across the country have continued to recognize November as National Homeless Youth Awareness Month each year to bring greater awareness to the issue of youth homelessness; and applaud the efforts of businesses, organizations, and volunteers dedicated to meeting the needs of children, youth, and families experiencing homelessness, and grow the commitment to intensify efforts to prevent and end homelessness among young people in the United States; and

WHEREAS, the Santa Cruz County Board of Education and Office of Education would demonstrate commitment to improving the educational outcomes, housing outcomes, and overall well-being of children and youth experiencing homelessness by bringing attention to and supporting National Homeless Youth Awareness Month events and initiatives throughout Santa Cruz County during the month of November in 2024;

NOW, THEREFORE, BE IT RESOLVED that Santa Cruz County Board of Education and County Superintendent of Schools hereby recognize November as National Homeless Youth Awareness Month and hereby request that schools, families, and community leaders of Santa Cruz County recognize the unique challenges and needs of children, youth, and families experiencing homelessness and commit to increasing both awareness of the issues impacting these children, youth, and families and their commitment to helping them succeed.

PASSED AND ADOPTED by the Santa Cruz County Board of Education, County of Santa Cruz, State of California, this 17th day of October 2024, by the following vote:

AYES:

NAYS:

ABSENT:

ABSTAIN:

Sue Roth, Board President
Santa Cruz County Board of Education

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